

## **COURSE OUTCOMES**

### **COMMERCE**

#### **B. COM (HONS.)**

##### **SEMESTER I**

###### **Core course I – Financial Accounting**

Learning outcomes:

After completing the course, the student shall be able to:

- Understand the theoretical framework of accounting and to prepare financial statements
- Explain and determine depreciation and value of inventor
- Learn accounting for hire purchase transactions, leases, branches and departments
- Understand the concepts of partnership firm and prepare accounts for dissolution of a partnership firm
- Develop the skill of preparation of trading and profit and loss account and balance sheet using computerized accounting

###### **Core Course II – Business Law**

Learning outcome:

After completing the course, the student shall be able to:

- understand basic aspects of contracts for making the agreements, contracts and subsequently enter valid business propositions.
- be able to recognize and differentiate the special contracts and identify their appropriate usage at varied business scenarios.
- equip the students about the legitimate rights and obligations under The Sale of Goods Act
- enable with skills to initiate entrepreneurial ventures as LLP
- understand the fundamentals of Internet based activities under The Information and Technology Act.

###### **GE Course I – Business Organization and Management**

Learning outcome:

After completing the course, the student shall be able to:

- learn business activities to compete in competitive world.
- understand entrepreneurship from local to international perspective.
- evaluate the application of functional areas of business activity.
- analyze decision making and communication.
- evaluate the impact of legal, social, and economic environment on business.

## **SEMESTER II**

### **Core Course III – Corporate Accounting**

Learning outcome:

After completing the course, the student shall be able to:

- develop an understanding of accounting for share capital and debentures
- prepare financial statements of a company
- develop an understanding of cash flow statements
- understand the accounting for amalgamation and liquidation of companies
- prepare consolidated balance sheet for Holding company

### **Core Course IV – Corporate Laws**

Learning outcome:

After completing the course, the student shall be able to:

- understand the regulatory aspects and the broader procedural aspects involved in different types of companies covering the Companies Act 2013 and Rules there under.
- follow the basic legal documents and their usage essential for operations and management of company.
- enable the students to synthesis company processes, meetings and decisions.
- equip the students with framework of dividend distribution and role of auditors in a company.
- comprehend and evaluate working of depositories and their functions in stock markets.

### **GE Course II – Finance for Non-Finance Executives**

Learning outcome:

After completing the course, the student shall be able to:

- understand the overview of finance, concept of time value of money as well as concept of risk & return

- learn financial analysis with the aid of various financial statements & analyze capital budgeting process and techniques.
- analyze cost of capital, capital structure and leverage
- examine dividend & working capital dividend decisions
- perform valuation of securities

### **SEMESTER III**

#### **Core Course V – Human Resource Management**

Learning outcome:

After completing the course, the student shall be able to:

- understand basic nature and importance of human resource management.
- analyze the current theory and practice of recruitment and selection.
- realize the importance of performance management system in enhancing employee performance.
- recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the workforce, and comply with the legal framework.
- understand role of modern HRM in meeting challenges of changing business environment.

#### **Core Course VI – Income Tax Law and Practice**

Learning outcome:

After completing the course, the student shall be able to:

- understand the basic concepts in the law of income tax and determine the residential status of different persons.
- identify the five heads in which income is categorised and compute income under the heads ‘Salaries’ and ‘Income from House Property’.
- compute income under the head ‘Profits and gains of business or profession’, ‘Capital gains’ and ‘Income from other sources’.
- understand clubbing provisions, aggregate income after set-off and carry forward of losses, and deductions allowed under the Income Tax Act; and further to compute taxable income and tax liability of individuals and firms.
- develop the ability to file online returns of income.

#### **Core Course VII – Management Principles And Application**

Learning outcome:

After completing the course, the student shall be able to:

- understand the evolution of management and apprehend its effect on future managers.
- analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment.
- comprehend the changes happening in organisation structure over time.
- analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.
- appreciate the changing dynamics of management practice.

### **GE Course III – Investing in Stock Markets**

Learning outcome:

After completing the course, the student shall be able to:

- learn the basics of investing in stock market, the investment environment as well as risk & return
- analyze Indian securities market including the derivatives market
- examine EIC framework and conduct fundamental analysis
- perform technical analysis
- invest in mutual funds market

### **SEC Course I – E-Commerce**

Learning outcome:

After completing the course, the student shall be able to:

- understand the basics of E-commerce, current and emerging business models.
- familiarize with basic business operations such as sales, marketing, HR etc. on the web.
- enhance the students' skills for designing and developing website.
- identify the emerging modes of e-payment.
- understand the importance of security, privacy, ethical and legal issues of e-commerce.

### **SEC Course IV – Personal Tax Planning**

After completing the course, the student shall be able to:

- understand the concept of tax planning, use the residential status to plan the scope of income and devise tax planning strategy in relation to agricultural income.

- apply critical thinking and problem-solving skills related to minimization of tax liability of individuals with respect to salary income and understand how to develop efficient pay packages
- devise tax planning strategies in relation to house property and understand the presumptive scheme of taxation of computing business income.
- use Indexation technique to reduce capital gains tax and learn about specific exemptions available from capital gains.
- use deductions to reduce taxable income and use rebates to reduce tax liability.

## **SEMESTER IV**

### **Core Course VIII – Cost Accounting**

Learning outcome:

After completing the course, the student shall be able to:

- understand thoroughly the conceptual framework of Cost Accounting; identification of differences between different financial and cost accounting; cost concepts and elements of cost; preparation of cost sheet.
- understand the accounting and control of material and labour cost.
- develop ability to understand classification, allocation, apportionment and absorption of overheads in cost determination; under and over absorption of overheads; treatment of various item of overheads
- develop ability to calculate the cost of products, jobs, contracts, processes and services after understanding the basic concepts and processes involved in them.
- understand cost accounting book keeping systems and reconciliation of cost and financial account profits

### **Core Course IX – Business Mathematics**

Learning outcome:

After completing the course, the student shall be able to:

- comprehend the concept of systematic processing and interpreting the information in quantitative terms to arrive at an optimum solution to business problems.
- develop proficiency in using different mathematical tools (matrices, calculus, linear programming, and mathematics of finance) in solving daily life problems.
- acquire competence to use computer for mathematical computations, especially with Big data.
- obtain critical thinking and problem-solving aptitude.

- evaluate the role played by mathematics in the world of business and economy.

### **Core Course X – Computer Applications in Business**

Learning outcome:

After completing the course, the student shall be able to:

- understand the various concepts and terminologies used in computer networks and internet and be aware of the recent developments in the fast-changing digital business world.
- handle document creation for communication.
- acquire skills to create and make good presentations
- make various computations in the area of accounting and finance and represent the business data using suitable charts. S/He should be able to manipulate and analyze the business data for better understanding of the business environment and decision making
- understand and apply the various database concepts and tools in the related business areas with the help of suggested popular software.

### **GE Course IV – Project Management and Techniques**

Learning outcome:

After completing the course, the student shall be able to:

- familiarize with the concept of project management and its attributes
- understand project planning and project analysis
- perform project appraisal.
- examine project risk and conduct performance assessment and quality management of the project
- learn cases in project management.

### **SEC Course II – Business Research Methods and Analytics**

Learning outcome:

After completing the course, the student shall be able to:

- understand meaning and scope of business research.
- familiarize with research terminologies and various types of research design.
- get an insight into various scaling techniques and sources of data collection.
- get acquainted with various techniques of data analysis and its implications.
- have basic learning of analytics in business.

### **SEC Course III – Collective Bargaining and Negotiation Skills**

Learning outcome:

After completing the course, the student shall be able to:

- identify issues in collective bargaining, its significance.
- understand the levels, coverage and agreements of collective bargaining.
- work on liaison in negotiations
- differentiate between negotiations, collective bargaining and use of its approaches.
- administer the negotiation agreement and handle grievance management

### **SEC Course IV – Cyber Crimes and Laws**

Learning outcome:

After completing the course, the student shall be able to:

- identify cyber risk associated with online activities
- prepare them for safe working in the vertical having varied access points, data sources, network and system related issues, especially in online transactions.
- generate and preserve electronic evidences for personal and professional use.
- work in virtual space safely and with business process or products confirming to the regulatory framework and not falling under the ambit of cyber-crimes.
- analyse the cases and find pertinent facts for resolutions.

### **DSE Course I – Management Accounting**

Learning outcome:

After completing the course, the student shall be able to:

- understand thoroughly the conceptual framework of Management Accounting; identification of differences between different forms of accounting—Financial, Cost and Managerial; distinction between cost control and cost reduction.
- understand the concept of marginal cost and marginal costing; preparation of income statements using absorption and variable costing; learning of cost-volume-profit analysis and break-even analysis using mathematical and graphical approaches; and the application in businesses.
- understand the concept of relevant and irrelevant costs and make decisions related to different business situations using marginal costing and differential costing techniques.

- understand budgetary control system as a tool of managerial planning and control; ability to prepare various types of budget. Ability to understand standard costing system as a tool of managerial control; calculation of variances in respect of each element of cost and sales; control ratios.
- understand management accounting issues of Responsibility accounting, Divisional performance measurement and Transfer pricing.

### **DSE Course II – Organisational Behavior**

Learning outcome:

After completing the course, the student shall be able to:

- understand the development of organisational behavior and its importance in managing people at the workplace.
- understand how individuals behave under different conditions and why individuals behave as they do.
- appreciate different theories of motivation.
- critically evaluate leadership styles and strategies.
- critically evaluate the potential effects of organisation culture and stress on behavior in organisation so as to direct the same towards predetermined goals.

### **DSE Course III – Advertising and Personal Selling**

Learning outcome:

After completing the course, the student shall be able to:

- understand the communication objectives behind advertising and promotions.
- understand the various advertising and media elements in the advertising decisions.
- identify the ethical and legal issues of advertising.
- comprehend the importance and role of personal selling.
- understand the process of personal selling

### **DSE Course IV – Business Statistics**

Learning outcome:

After completing the course, the student shall be able to:

- acquire a fair degree of proficiency in comprehending statistical data, processing and analysing it using descriptive statistical tools.



- gather knowledge about various probability concepts and distributions and their business applications.
- understand the relationship between two variables using concepts of correlation and regression and its use in identifying and predicting the variables.
- develop an understanding of the index numbers and their utility in daily life and stock market.
- become aware of the patterns revealed by the time series data and to use it to make predictions for the future.

## **SEMESTER V**

### **Core Course XI – Principles of Marketing**

Learning outcome:

After completing the course, the student shall be able to

- develop understanding of basic concepts of marketing, marketing philosophies and environmental conditions effecting marketing decisions of a firm.
- understand the dynamics of consumer behaviour and process of market selection through STP stages.
- understand and analyze the process of value creation through marketing decisions involving product development.
- understand and analyze the process of value creation through marketing decisions involving product pricing and its distribution.
- understand and analyze the process of value creation through marketing decisions involving product promotion and also to equip them with the knowledge of various developments in marketing area that may govern marketing decisions of a firm.

### **Core Course XII – Financial Management**

Learning outcome:

After completing the course, the student shall be able to:

- explain the nature and scope of financial management as well as time value of money and risk return trade off analyze capital budgeting process and capital budgeting techniques
- estimate various capital structure theories and factors affecting capital structure decisions in a firm
- critically examine various theories of dividend and factors affecting dividend policy evaluate working capital requirement

## **SEMESTER VI**

### **Core Course XIII – Auditing and Corporate Governance**

Learning outcome:

After completing the course, the student shall be able to:

- differentiate between different aspects of auditing especially for internal check, internal control and for overall corporate governance.
- understand the concept of corporate governance in organisations and its essence for management.
- provide and assimilate information leading to failure of organisation and corporate scams.
- comprehend the governance framework for an organisation provided by different regulatory bodies in India and Abroad.
- recognise the essence of ethics in business.

### **Core Course XIV – Goods and Service Tax (GST) and Custom Laws**

Learning outcome:

After completing the course, the student shall be able to:

- connect with the genesis of goods and services tax (GST), decipher the constitutional amendment carried out to install GST in India and comprehend the composition and working of GST council
- understand the meaning of supply under GST law, differentiate between intra-state and inter-state supply, comprehend rules related to the place of supply and compute the value of supply
- comprehend the utilization of input tax credit, and the reverse charge mechanism of paying GST and to know the procedure for claiming refund under GST law. understand the provisions for registration under GST along with special provisions such as those related to anti-profiteering; avoidance of dual control; e-way bills and penalties.
- know the basic concepts of Customs Act and to compute the assessable value for charging customs duty.

### **DSE Course V – Fundamentals of Investment**

Learning outcome:

After completing the course, the student shall be able to:

- explain investment environment and concept of return & risk.

- understand bond valuation & role of credit rating agencies examine equity approaches.
- analyze two securities portfolio using Harry Markowitz model, calculating portfolio risk and return, explaining CAPM and evaluating Mutual Funds and Financial derivatives.
- evaluate investors protection framework

### **DSE Course VI – Consumer Affairs and Customer Care**

Learning outcome:

After completing the course, the student shall be able to:

- understand the importance of consumer buying process and to identify the ethical and legal issues in advertisements and in packaging.
- learn how to pursue the consumer rights under consumer protection act 1986.
- understand the procedure of filing a complaint.
- analyse the role of industry regulators in consumer protection.
- comprehend the hearings, enquiry and appeal provisions.

### **DSE Course VII– International Business**

Learning outcome:

- After completing the course, the student shall be able to:
- understand the process of globalization, its impact on the evolution and growth of international business and to appreciate the changing dynamics of the diverse international business environment.
- analyze the theoretical dimensions of international trade and intervention measures adopted; to appreciate the significance of different forms of regional economic integration and to understand the concept of Balance of payment account and its components.
- understand the significance of different forms of regional economic integration and to appreciate the role played by various international economic organisations such as the WTO, UNCTAD, IMF and World Bank.
- familiarize students with the international financial environment, and get them acquainted with the basic features of the foreign exchange market – its characteristics and determinants.
- critically examine the concept and form of foreign direct investment, and to create awareness about emerging issues in international business such as outsourcing and ecological issues.

### **DSE Course VIII– Industrial Relations and Labour Laws**

Learning outcome:

After completing the course, the student shall be able to:

- understand evolution of industrial relations and its significance in managerial world.
- imbibe how to interact, negotiate and transact with trade unions.
- acquaint with the basic framework of collective bargaining and workers' participation.
- design and understand the discipline measures and address grievance mechanisms.
- understand the legal structure provided for grievance handling under the Industrial Disputes Act 1947.

## **B.COM (P)**

### **SEMESTER I**

#### **Core Course I- Financial Accounting**

Learning Outcomes:

After completing the course, the student shall be able to:

- build an understanding of theoretical framework of accounting and be able to prepare financial statements.
- explain and determine depreciation and inventory value
- develop understanding of accounting for hire purchase transactions and lease transactions understand branch and departmental accounting
- develop the skill of preparation of trading and profit and loss account and balance sheet using computerized accounting or prepare accounts for dissolution of a partnership firm.

#### **Core Course II- Business Organisation and Management**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand dynamics of business organisations and management practices with respect to stakeholders.
- understand varied perspectives related to business environment and entrepreneurship.
- analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment.
- analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.
- appreciate the change in working pattern of modern organisations.

### **Core Course III- Business Laws**

Learning Outcomes:

- After completing the course, the student shall be able to: understand basic aspects of contracts for making the agreements, contracts and subsequently enter valid business propositions.
- handle the execution of special contracts used in different types of business.
- learn legitimate rights and obligations under The Sale of Goods Act.
- acquire skills to initiate entrepreneurial ventures as LLP.
- understand the fundamentals of Internet based activities under The Information and Technology Act.

### **Core Course IV- Business Mathematics and Statistics**

Learning Outcomes:

- After completing the course, the student shall be able to:
- acquire proficiency in using different mathematical tools (matrices, calculus and mathematics of finance) in solving real life business and economic problems.
- develop an understanding of the various averages and measures of dispersion to describe statistical data.
- understand the relationship between two variables through correlation and regression.
- understand the construction and application of index numbers to real life situations.
- understand the trends and tendencies over a period of time through time series analysis.

## **SEMESTER II**

### **Core Course V-Company Law**

Learning Outcomes:

- After completing the course, the student shall be able to:
- understand the rules and the broader procedural aspects involved in different types of companies covering the Companies Act 2013.
- comprehend and appropriately use the basic legal documents essential for operations and management of company.
- distinguish between varied company processes, meetings and decisions.
- know the framework of dividend distribution and role of auditors in a company.
- understand and evaluate working of depositories and their functions for working in stock market.

## **Core Course VI- Income Tax Law and Practice**

Learning Outcomes:

- After completing the course, the student shall be able to:
- understand the basic concepts in the law of income tax and determine the residential status of different persons.
- identify the five heads in which income is categorised and to compute income under the heads 'Salaries' and 'Income from House Property'.
- compute income under the head 'Profits and gains of business or profession', 'Capital gains' and 'Income from other sources'.
- understand clubbing provisions, aggregate income after set-off and carry forward of losses, and deductions allowed under the Income Tax Act.
- compute tax liability of individuals and firms and understand the provisions of filing return of income.

## **SEC Course I - Computer Applications in Business**

- After completing the course, the student shall be able to:
- handle document creation for communication.
- acquire skills to create and make good presentations.
- make various computations in the area of accounting and finance and present business data using appropriate charts.
- process and analyse the business data and generalize the work sheets for better understanding of the business environment and decision making.
- understand and apply the various database concepts and tools in the related business areas.

## **SEMESTER IV**

### **Core Course VII- Corporate Accounting**

Learning Outcomes:

- After completing the course, the student shall be able to:  
develop an understanding of accounting for share capital and debentures.
- prepare financial statements of a company.
- develop understanding of cash flow statements.
- understand the accounting for amalgamation of companies.
- prepare consolidated balance sheet for Holding company.

### **Core Course VIII- Cost Accounting**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand conceptual framework of Cost Accounting.
- understand in detail the accounting and control of material and labour cost.
- understand classification, allocation, apportionment and absorption of overheads in cost determination.
- calculate the cost of products, jobs, contracts, processes and services.
- have basic understanding of cost accounting book keeping systems and reconciliation of cost and financial account profits.

### **SEC Course II - E-Commerce**

After completing the course, the student shall be able to understand

- the basics of E-commerce, current and emerging business models.
- familiarize with basic business operations such as sales, marketing, HR etc. on the web.
- enhance the students' skills for designing and developing website.
- identify the emerging modes of e-payment.
- understand the importance of security, privacy, ethical and legal issues of ecommerce.

## **SEMESTER V**

### **DSE Course I - Human Resource Management**

After completing the course, the student shall be able to:

- understand the concept of HRM and its role in effective business administration.
- understand the role of recruitment and selection in relation to organisation's business and HRM objectives.
- explain the importance of performance management system in enhancing employee performance
- design compensation schemes that are cost effective, increase productivity of the workforce, and comply with the legal framework.
- recognize emerging horizons of HRM and also enduring international HRM, eHRM, HRIS

### **DSE Course II - Principles of Marketing**

After completing the course, the student shall be able to:

- develop understanding of basic concepts of marketing, marketing philosophies and environmental conditions effecting marketing decisions of a firm.

- understand the dynamics of consumer behaviour and process of market selection through STP stages.
- learn about marketing decisions related to product produced by a firm.
- learn about marketing decisions involving product pricing and its distribution.
- learn marketing decisions involving product promotion.

### **DSE Course III - Auditing and Corporate Governance**

After completing the course, the student shall be able to:

- differentiate between different aspects of auditing especially for internal check, internal control and for overall corporate governance.
- understand the concept of corporate governance in organisations and its essence for management.
- provide and assimilate information leading to failure of organisation and corporate scams.
- comprehend the governance framework for an organisation provided by different regulatory bodies in India and Abroad.
- recognise the essence of ethics in business.

### **DSE Course IV - Fundamentals of Financial Management**

After completing the course, the student shall be able to:

- explain the nature, scope and objective of financial management, along with Time Value of Money, Risk & Return.
- analyse Capital Budgeting Process and Techniques including NPV, IRR and Profitability Index.
- examine various Capital structure theories and estimating cost of capital.
- critically examine basic Theories and policies of Dividend.
- estimate working capital along with an overview of cash receivables and inventory management.

### **DSE Course V - Goods & Service Tax (GST) and Customs Laws**

After completing the course, the student shall be able to:

- connect with the genesis of goods and services tax (GST), decipher the constitutional amendment carried out to install GST in India and comprehend the composition and working of GST council.
- understand the meaning of supply under GST law, differentiate between intra-state and inter-state supply, comprehend rules related to the place of supply and compute the value of supply.



- comprehend the utilization of input tax credit, and the reverse charge mechanism of paying GST and to know the procedure for claiming refund under GST law.
- understand the provisions for registration under GST along with special provisions such as those related to anti-profiteering and avoidance of dual control.
- know the basic concepts of Customs Act and to compute the assessable value for charging customs duty.

### **DSE Course VI - Training and Development**

After completing the course, the student shall be able to:

- link training and development to company's strategy effectively and assess training needs of the people working in the organisation
- apply various methods of training and development in real life situations.
- design, develop, and conduct management development programmes.
- evaluate the effectiveness of training and development programmes.
- leverage the emerging trends in training and development field.

### **SEC Course III - Entrepreneurship Development**

After completing the course, the student shall be able to:

- understand the concept of entrepreneurship in the context of Indian economic scenario.
- link the individual's capability and strength as a guiding factor towards entrepreneurial orientation and their commitment to act as an agent of social change through entrepreneurial participation.
- understand entrepreneurial process for initiating new venture creation.
- understand social support system for garnering strength towards entrepreneurial preferences.
- understand various dimensions of managing a business enterprise once it is formed.

### **SEC Course IV - Personal Finance**

After completing the course, the student shall be able to:

- understand the meaning and relevance of financial planning, time value of money & process of financial planning
- explain the concept of investment planning and its methods.
- examine the concept of personal tax planning.
- analyse insurance planning
- understand retirement planning

## **SEMESTER VI**

### **DSE Course VII - Banking and Insurance**

After completing the course, the student shall be able to:

- understand the meaning and scope of Banking with functions of Banks and their role into banking.
- familiarize with the operations of Banking and various services and benefits.
- get an insight of lending operations of banking and causes of NPAs into banking sector.
- acquaint with the concept of Insurance through functions and fundamental principles of Insurance.
- understand the types of Insurance and Regulatory framework of Insurance.

### **DSE Course VIII - Management Accounting**

After completing the course, the student shall be able to:

- understand thoroughly the conceptual framework of Management Accounting; different forms of accounting—Financial, Cost and Managerial; types of costs for decision making and cost control; cost control and cost reduction.
- understand the concept of marginal cost and marginal costing; preparation of income statements using absorption and variable costing; learning of cost-volume-profit analysis and break-even analysis using mathematical and graphical approaches; and their application in businesses.
- understand the concept of relevant cost and make decisions related to different business situations using marginal costing and differential costing techniques.
- understand preparation of various types of budgets and budgetary control system as a tool of managerial planning and control; Ability to understand standard costing system as a tool of managerial control; calculation of variances in respect of each element of cost and sales; control ratios.
- have basic understanding of techniques of performance measurement such as Responsibility Accounting, Divisional Performance Measurement and Transfer Pricing.

### **DSE Course IX - Financial Markets, Institutions and Services**

After completing the course, the student shall be able to:

- understand the meaning and scope of Financial Markets as well as institutions in India.
- familiarize the students with the concepts of Money Market and Capital Market.
- explain Commercial Banking and its Current developments.
- familiarize the students with the concept of Non-Banking Financial Companies (NBFC's).

- examine the Financial Services Industry.

### **DSE Course X - Fundamentals of Investment**

After completing the course, the student shall be able to:

- acquaint with the Investment Environment and concept of Return & Risk
- develop the understanding of Bond valuation & role of Credit Rating agencies.
- understand the methods of Equity analysis approaches.
- analyse two securities portfolio using Harry Markowitz model and CAPM, Mutual Funds and Financial derivatives.
- examine investors' protection framework

### **DSE Course XI - Consumer Protection**

After completing the course, the student shall be able to:

- understand the importance of consumer buying process and to identify the alternatives available to dissatisfied consumers.
- learn how to pursue the consumer rights under consumer protection act 1986.
- understand the procedure of filing a complaint.
- analyse the role of industry regulators in consumer protection.
- comprehend the hearings, enquiry and appeal provisions.

### **DSE Course XII - Organizational Behavior**

After completing the course, the student shall be able to:

- understand the development of organisational behavior and its importance in managing people at the workplace.
- understand human behavior as an individual.
- appreciate different theories of motivation
- critically evaluate leadership styles and strategies.
- understand the importance of organisational culture and learn to deal with change and stress.

### **SEC Course V - Advertising, Personal Selling & Salesmanship**

After completing the course, the student shall be able to:

- understand the communication objectives behind advertising and promotions.
- understand the various message and media elements in the advertising decisions.

- analyse the effectiveness of advertising.
- comprehend the importance and role of personal selling.
- understand the process of personal selling.

### **SEC Course VI - Collective Bargaining and Negotiation Skills**

After completing the course, the student shall be able to:

- identify issues in collective bargaining, its significance.
- understand the levels, coverage and agreements of collective bargaining.
- enable to liaison in negotiations.
- differentiate between negotiations, collective bargaining and use of its approaches.
- administer the negotiation agreement and handle grievance management.

### **COMMERCE COURSES FOR BA (PROGRAMME)**

#### **SEMESTER I**

#### **Core Course I- Human Resource Management**

Learning Outcomes:

After completing the course, the student shall be able to:

- Understand the importance of human resources and their effective management in organisations.
- Analyse the current theory and practice of recruitment and selection.
- Realize the importance of the performance management system in enhancing employee performance.
- Recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the work force, and comply with the legal framework.
- Understand modern HRM practices to meet needs of changing business environment.

#### **Core Course II- Marketing Management**

Learning Outcomes:

- After completing the course, the student shall be able to:
- understand the basic concepts and principles of marketing and to develop their conceptual skills to be able to manage marketing operations of a business firm.
- discuss and make the students understand the complexities involved in various targeting and positioning decision

- take effective decisions for launching new products.
- understand the implications of different pricing strategies.
- develop the skills among students to enable them to design the promotion-mix strategies and to make the students aware about the current trends in marketing to enable them to take proactive measures while taking marketing decisions.

### **Core Course III- Business Communication**

Learning outcomes:

- After completing the course, the student shall be able to:
- understand communication process
- understand the significance of oral communication in business context
- write business reports and make presentations
- learn to write business communication instruments like memorandum, minutes etc.
- learn how to write report writing.

## **SEMESTER II**

### **Core Course I- Industrial Relations**

Learning Outcomes:

After completing the course, the student shall be able to:

- Understand the industrial relations and its environment.
- Identify the causes and effects of industrial disputes
- Frame process for settlement and conciliation between employees or CO4: comprehend the prevention of industrial disputes.
- Recognize the dispute settlement mechanism.

### **Core Course II- Marketing Communication**

Learning Outcomes:

After completing the course, the student shall be able to:

- explore the fundamental concepts of marketing communication and learn effective communication.
- develop effective marketing communication simulations.
- Categorize the promotion mix tools to be used for creating public relations, sales promotion and direct marketing.

- understand the consumer buying behavior which will serve as a guide to develop new and suitable marketing strategies.
- conversant with the process of integrated marketing communication process and also how to manage cultural diversity through communication.

### **Core Course III- Office Management & Secretarial Practice**

Learning outcomes:

After completing the course, the student shall be able to:

- understand office Management, office automation, space management, workplace environment
- understand the procedures of mailing as well as record management
- understand the budgets and audit system in the Office
- understand and acquire the skills for secretarial functions and proceedings of official meetings
- acquire the knowledge of banking system and official terms to be used in Office

## **SEMESTER III**

### **Core Course I- Participative Management**

Learning Outcomes:

After completing the course, the student shall be able to:

- gain theoretical and practical knowledge of Workers' Participation in India as a preventive tool to industrial disputes, its various levels, forms and modes
- understand the development of trade union movement in India and the problems faced by them
- understand the relevance of industrial discipline and grievance handling in India
- evaluate the effectiveness of collective bargaining in India as a pre-requisite to industrial peace and harmony
- learn the concept of collective bargaining and to acquaint with Indian issues related to it.

### **Core Course II- Advertising**

Learning Outcomes:

After completing the course, the student shall be able to:

- acquaint with the concepts, objectives and budgeting methods of advertising used in marketing.
- create advertising message using various advertising appeals and elements of advertising used by the marketers for promoting their brands in the market
- identify the major media decisions, media choice and scheduling.
- discover the role and types of advertising agency.
- acquaint with the methods of measuring advertising effectiveness and role of ASCI in maintaining the ethical nature of advertising.

### **Core course III- Computer Applications**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the fundamentals of computer.
- understand the Internet Technologies
- learn the concepts of word-processing (MS-Office)
- learn the concepts of spreadsheet (MS-Excel)
- learn the concepts of Power Point Presentation (PPT)

### **SEC I- Computer Applications in Business**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the basics of computer systems, its fundamentals.
- understand the components of computer system.
- acquire the knowledge and use of word processor, spreadsheet and power point.
- develop understanding about the usage and analysis of manual as well as online data in the IT platform.
- acquire the knowledge and hands on experience working in spreadsheet program and hands on practice for presentation of power point report.

## **SEMESTER IV**

### **Core Course I- Industrial and Labour Regulations**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the protections available for factory workers under the Indian Legislature.
- be able to handle the union actions under the provisions of Trade Union Act.
- understand the industrial disputes and legal remedies available with companies in such case. CO4: acquaint with the basic framework of payment of just and fair wages to employees of factories, industrial establishments or other establishments.
- design and understand the calculation of bonus and its payment to employees.

### **Core Course II- Personal Selling and Salesmanship**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand concepts of personal selling, roles and opportunities for sales persons
- know the theories, models and approaches of selling.
- comprehend the meaning of motivation in the context of personal selling.
- explain the role of a salesperson in entire personal selling process in order to develop a customer-oriented attitude in selling.
- discover various sales reports and ethical issue in selling.

### **Core Course III- Stenography (English)**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the basic concepts of stenography with grammalogues and logograms.
- understand the basic concepts of circles and loops in stenography.
- understand and practice the use of initial and final hooks
- understand and practice the halving and doubling principles in stenography
- understand and practice the prefixes and suffixes signs in stenography.

### **SEC I- E-Commerce**

Learning Outcomes:

After completing the course, the student shall be able to:

- comprehend the foundation of e-commerce, current and emerging business models.
- recognize the dynamic of website designing for online business.
- find out various components of internet information technology structure.
- recognize how to meet the needs of the website visitors.



- understand the importance of security, privacy, ethical and legal issues of e-commerce.

## **SEMESTER V**

### **Specific Elective Paper I- Organizational Behaviour**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the development of organisational behavior and its importance in managing people at workplace.
- understand how people behave under different conditions and why people behave as they do.
- critically evaluate leadership styles and strategies.
- critically evaluate the potential effects of organisation culture and stress on behavior in organisation so as to direct the same towards predetermined goals
- understand the dynamics of organisational behavior.

### **Specific Elective Paper II- Sales Promotion & Public Relations**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the fundamental concepts of sales promotion and public relations.
- ascertain the tools of sales promotion and public relation in enhancing a company's brand equity and influencing consumer behaviour.
- develop, evaluate and modify the sales promotion programmes.
- understand the concept, importance and tools of public relations identify the ethical and legal aspects of sales promotion and public relation activities of a firm.

### **DSE I- Advanced Stenography**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the basic concepts of contractions to be used for speed purpose. understand and practice in Shorthand - the figures and their transcriptions.
- understand and practice in Shorthand-the Special contractions and their transcriptions.
- understand and practice in Shorthand-the Intersections & Business Phrases and their transcriptions.

- understand and practice in Shorthand-the Revisions of grammalogues, contractions, Advanced Phrases and their transcriptions.

## **Generic Elective**

### **GE I- Modern Business Organisation**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the concept underlying businesses and objectives thereof
- realize the relevance of different types of organisational structure
- analyze different forms of business organisations
- evaluate the emerging modes of business
- understand the emerging modes of business

### **SEC I- Entrepreneurship**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand entrepreneurship as volition in context of India.
- gather knowledge and ideas on the existing support system for entrepreneurial orientation.
- understand enterprise formation process for gaining ideas.
- understand requirements of post-enterprise creation for effective operations of the business.
- gain knowledge on available growth strategies for implementing effective suitable strategy for expansion and growth.

## **SEMESTER VI**

### **Specific Elective Paper I- Leadership & Motivation**

Learning Outcomes:

After completing the course, the student shall be able to:

- gain theoretical and practical knowledge to evaluate the leadership skills, styles and strategies so as to become a successful leader and effective employee in organisation.

- understand the group dynamics and group decision making so they are able to develop the acumen to utilize the leadership concepts, tools and techniques to handle the complex organisational problems at different levels.
- understand how people behave under different conditions and why people behave as they do.
- evaluate the communication process and barriers to effective communication.
- critically evaluate the functional and dysfunctional aspect of conflict and managing the organisational conflict

### **Specific Elective Paper II- Digital Marketing**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the concept of digital marketing and its growth in India.
- identify the dynamics and strategies of digital marketing management.
- know the components of digital marketing presence.
- understand the role of social media marketing in interactive marketing
- comprehend the ethical issues in digital marketing.

### **DSE I- Advanced Stenography and Computer Applications (Practical)**

Learning Outcomes:

After completing the course, the student shall be able to:

- learn the advanced phrases skills from the book.
- get dictation of unseen passages and also be eligible to compete in the job market for secretarial jobs of personal secretary, office executives and office managers.
- do transcriptions of dictated passages in MS-Word with a higher speed.
- prepare pay-roll and employee data base etc.
- make the presentation

### **Generic Elective**

#### **GE 1- Business Management**

Learning Outcomes:

After completing the course, the student shall be able to:

- understand the evolution of management and its significance

- comprehend management's four functions: planning, organizing, leading, and controlling
- understand the role of motivation in business
- appreciate the changing dynamics of management practice
- understand the controlling and contemporary issues in management

### **SEC I- Collective Bargaining and Negotiation Skills**

Learning Outcomes:

After completing the course, the student shall be able to:

- identify issues in collective bargaining, its significance.
- understand the levels, coverage and agreements of collective bargaining.
- enable to liaison in negotiations.
- recognise the skills required for efficient negotiations.
- administer the negotiation agreement and handle grievance management

## **Economics**

### **BA Honours Economics**

#### **SEMESTER I**

#### **Core Course I- Mathematical Methods for Economics I (HC11)**

Learning Outcomes:

After completing the course, the students will be able to:

- Upgrade their mathematical skills acquired in school and build base for the second semester course Mathematical Methods in Economics II.
- Build the mathematical foundations necessary for further study of a variety of disciplines including economics, statistics, computer science, and finance and data analytics.
- Gain knowledge of analytical tools which will help in applications wherever optimisation techniques are used in business decision-making.
- Improve analytical skills which will help them in gaining employment in the corporate world.
- Apply logical reasoning in making or refuting arguments.

#### **Core Course II- Introductory Microeconomics (HC12)**

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the individual decision making of consumers and producers.
- Learn some basic principles of microeconomics, interactions of supply and demand, and characteristics of perfect and imperfect markets.

### **Generic Elective Courses**

#### **GE I- Introductory Microeconomics (GE11)**

Learning Outcomes:

After completing the course, the students will be able to:

- The course introduces the students to the first course in Economics from the perspective of individual decision making as consumers and producers.
- The students learn some basic principles of microeconomics, interactions of supply and demand and characteristics of perfect and imperfect markets.

### **SEMESTER II**

#### **Core Course III- Mathematical Methods for Economics II (HC21)**

Learning Outcomes:

After completing the course, the students will be able to:

- Build the mathematical foundations necessary for further study of a variety of disciplines including economics, statistics, computer science, and finance and data analytics.
- Gain knowledge of analytical tools which will help in applications wherever optimisation techniques are used in business decision-making.
- Improve analytical skills which will help them in gaining employment in the corporate world.

#### **Core Course IV- Introductory Macroeconomics (HC22)**

Learning Outcomes:

After completing the course, the students will be able to

- Understand and comment upon real economic issues like inflation, money supply, GDP and their interlinkages.
- To critically evaluate various macroeconomic policies in terms of a coherent logical structure.

## **GE II- Introductory Macroeconomics (GE21)**

Learning Outcomes:

After completing the course, the students will be able to:

- This course will allow students to understand the basic functioning of the macroeconomy

## **SEMESTER III**

### **Core Course V- Intermediate Microeconomics I (HC31)**

Learning Outcomes:

After completing the course, the students will be able to:

- Gain a better understanding about the basic elements of consumer theory and production theory and the functioning of perfectly competitive market.

### **Core Course VI- Intermediate Macroeconomics I (HC32)**

Learning Outcomes:

After completing the course, the students will be able to:

- Analyse the macroeconomic performance of various countries using formal analytical tools. I
- To evaluate important macroeconomic policies and their implications.

### **Core Course VII- Statistical Methods for Economics (HC33)**

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the concept of random variables and be familiar with some commonly used discrete and continuous distributions of random variables.
- To estimate population parameters based on random samples and test hypotheses about these parameters.
- To analyse statistics in everyday life to distinguish systematic differences among populations from those that result from random sampling.

## **General electives**

### **GE IV- Money and Banking (GE32)**

Learning Outcomes:

After completing the course, the students will be able to:

- This course exposes students to the theory and functioning of the monetary and financial sectors of the economy.

### **GE V- Indian Economy I (GE33)**

Learning Outcomes:

After completing the course, the students will be able to:

- This course will help students understand the key issues related to the Indian economy.
- It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making.
- The course also serves as the base for further study of sector specific policy discussion that is pursued in the course in the next semester.

### **SEC I- Data Analysis (HS31)**

Learning Outcomes:

After completing the course, the students will be able to:

- The course will use data simulations and publicly available data sources to help students learn about data types, their organization and visual representation
- They will learn how to compute summary statistics and do some basic statistical inference.

## **SEMESTER IV**

### **Core Course VIII- Intermediate Microeconomics II (HC41)**

Learning Outcomes:

After completing the course, the students will be able to:

- Understand efficiency of markets and the environment where the standard market mechanism fails to generate the desirable outcomes.
- Gain knowledge of market imperfection and market failures.

### **Core Course IX- Intermediate Macroeconomics II (HC42)**

Learning Outcomes:

After completing the course, the students will be able to:

- Combine their knowledge of the working of the macroeconomy with long run economic phenomena like economic growth, technological progress, R&D and innovation.
- To understand business cycles and the concomitant role of policies.

### **Core Course X- Introductory Econometrics (HC43)**

Learning Outcomes:

After completing the course, the students will be able to:

- To estimate linear models using ordinary least squares and make inferences about population parameters.
- Understand the biases created through mis-specified models, such as those that occur when variables are omitted.

### **Skill Enhancement Elective Courses**

#### **SEC II- Research Methodology (HS41)**

Learning Outcomes:

After completing the course, the students will be able to:

- The course imparts skills to undertake data-based research.
- The student enrolling in this course would develop competency in executing sample surveys and would have reasonable exposure to a variety of secondary data sources.

#### **SEC III- Contemporary Economic Issues (HS42)**

Learning Outcomes:

After completing the course, the students will be able to:

- Students will have the capability to understand government policies and will in general be informed participants in economic decision making.

### **SEMESTER V**



### **Core Course XI- Indian Economy I (HC51)**

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and well-being.

### **Core Course XII- Development Economics I (HC52)**

Learning Outcomes:

After completing the course, the students will be able to:

- Discuss the basics of development economics, with in- depth discussions of the concepts of development, growth, poverty, inequality, as well as the underlying political institutions.

### **Discipline Specific Elective Courses**

#### **DSE I- Game Theory (HE51)**

Learning Outcomes:

After completing the course, the students will be able to:

- Model multi-person decision making in an interactive setting.
- Formulate different real-life situations as games
- Predict the optimal strategies of players and identify ways in which the players can exploit strategic situations for their own benefit.

#### **DSE II- International Trade (HE52)**

Learning Outcomes:

After completing the course, the students will be able to:

- The module aims to introduce students to the main theoretical and empirical concepts in international trade, equip students with a thorough analytical grasp of trade theory
- They would learn theories ranging from Ricardian comparative advantage to modern theories of intra-industry trade
- This would familiarise students with the main issues in trade policy and with the basic features of the international trading regime.

- At the end of the course, the students should be able to demonstrate their understanding of the economic concepts of trade theory.
- In some models, the student will be required to deal with simple algebraic problems that will help them to better understand these concepts
- They will learn to use diagrammatic analysis to demonstrate and compare the economic welfare effects of free trade and protection, demonstrate their understanding of the usefulness and problems related to topics in international trade, and demonstrate their critical understanding of trade policies.

### **DSE III- Public Economics (HE53)**

Learning Outcomes:

After completing the course, the students will be able to:

- The module aims to introduce students to the main theoretical and empirical concepts in public economics
- equip students with a thorough analytical grasp of implications of government intervention for allocation, distribution and stabilization, and familiarise students with the main issues in government revenues and expenditure.
- At the end of the module the students should be able to demonstrate their understanding of the public economics.
- In some models, the student will be required to deal with simple algebra problems that will help them to better understand these concepts, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various public policy options,
- Enhance their understanding of the usefulness and problems related to taxation and government expenditure, and demonstrate their critical understanding of public policies.

### **DSE IV- Financial Economics (HE54)**

Learning Outcomes:

After completing the course, the students will be able to:

- Students acquire extensive theoretical knowledge in portfolio risk management, capital asset pricing, and the operation of financial derivatives.
- The course familiarises students with the terms and concepts related to financial markets and helps them comprehend business news/articles better.
- The course also helps to enhance a student's understanding of real-life investment decisions.
- The course has a strong employability quotient given the relatively high demand for skilled experts in the financial sector.

## **DSE VII- Political Economy I (HE57)**

Learning Outcomes:

After completing the course, the students will be able to:

- This course prepares the students to develop critical thinking by exposing them to elements of economic thought, juxtaposing ideas and theoretical structures based largely on original texts and journal articles.
- Students learn to assimilate from a diverse range of opinions and crystallize their own thought processes and standpoints.
- This also helps them to develop advanced writing, presentation and research skills.
- It further enables them to comprehend a larger view of the world around us by analysing the existing social and political structures and their links with the economic processes.
- It is thus a crucial course, which exposes the social science dimension of economics to the students and also provides them skills to think and analyse in an interdisciplinary manner.
- The exposure to interdisciplinary thinking further enables the students for pursuing studies in diverse related areas such as development studies, economic sociology, critical geography, gender studies and social work as also for taking up employment in organisations ranging from international development agencies to development NGOs and corporate CSR.
- It also prepares the students to face the practical world of work, where economics, business, civil society organisations, social institutions and politics often cohabit in a complex interlinked structure.

## **SEMESTER VI**

### **Core Course XIII- Indian Economy II (HC61)**

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the role of economic policies in shaping and improving economic performance in agriculture, manufacturing and services.

### **Core Course XIV- Development Economics II (HC62)**

Learning Outcomes:

After completing the course, the students will be able to:

- Examine various aspects of the Indian economy, as well as important themes relating to the environment and sustainable development and globalisation.

### **Discipline Specific Elective Courses**

#### **DSE IX- Environmental Economics (HE63)**

##### Learning Outcomes

After completing the course, the students will be able to:

- The module aims to introduce students to the main theoretical and empirical concepts in environmental economics, equip students with a thorough analytical grasp of environmental policy theory, ranging from externalities to international environmental agreements, and familiarise students with the main issues in environmental valuation and with the basic features of the environmental policy tools.
- At the end of the module the students should be able to demonstrate their understanding of the economic concepts of environmental policy.
- In some models, the student will be required to deal with simple algebra problems that will help them to better understand these concepts, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various environmental policy options, demonstrate their understanding of the usefulness and problems related to environmental valuation, and demonstrate their critical understanding of environmental policies.

#### **DSE XI- Money and Financial Markets (HE65)**

##### Learning Outcomes:

After completing the course, the students will be able to:

- This allows students to understand current monetary policies and financial market outcomes. It also enables them to critically evaluate policies.

#### **DSE XII- Comparative Economic Development: 1850-1950 (HE66)**

##### Learning Outcomes:

After completing the course, the students will be able to:

- By analysing the history of industrialisation and economic transition, students will be able to visualise economic development in a historical perspective and assimilate material from a diverse range of opinions.

- It will help them to think in an interdisciplinary manner and therefore aid them in jobs where developing and presenting comparative perspectives are key tasks.

### **DSE XIV- Political Economy II (HE68)**

Learning Outcomes:

After completing the course, the students will be able to

- This course exposes the students to the realities of the contemporary world economy and teaches them to develop critical analysis in an integrated and broader political economy framework.
- It thus enables them to form a more informed view of the world we inhabit by analyzing some of the most contemporary trends and developments from different perspectives.
- It also exposes the students to interdisciplinary skills and written argumentation, and prepares them for a more holistic research framework.
- The exposure to interdisciplinary thinking further enables the students for pursuing studies in diverse related areas such as development studies, economic sociology, critical geography, gender studies and social work as also for taking up employment in organisations ranging from international development agencies to development NGOs and corporate CSR.
- It also prepares the students to face the practical world of work, where economics, business, civil society organisations, social institutions and politics often cohabit in a complex interlinked structure, and employees are expected to comprehend and synthesize materials from diverse sources and perspectives.

### **Courses for BA Economics Programme**

#### **SEMESTER I**

#### **Core Course I- Principles of Microeconomics I**

Learning Outcomes:

After completing the course, the students will be able to:

- The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.

#### **SEMESTER II**

#### **Core Course II- Principles of Microeconomics II**

Learning Outcomes:

After completing the course, the students will be able to

- This course helps the students to understand different forms of market imperfections and market failures observed in real life situations.
- The students learn about the environment where the standard market mechanism fails to generate the desirable outcomes.
- They develop a sense of how the production is distributed among the different factors of production and the demand for inputs.
- Some preliminary concepts of international trade are also covered in this course.

### **SEMESTER III**

#### **Core Course III- Principles of Macroeconomics I**

Learning Outcomes:

After completing the course, the students will be able to:

- This course is useful for understanding various real economic issues and evaluating policy outcomes.

#### **Skill Enhancement Courses**

##### **SEC I- Understanding Economic Survey and Union Budget**

Learning Outcomes

After completing the course, the students will be able to:

- Students will have the capability to understand government policies and will be informed participants in economic decision-making.

### **SEMESTER IV**

#### **Core Course IV- Principles of Macroeconomics II**

Learning Outcomes:

After completing the course, the students will be able to:

- This course provides students with an analytical framework to understand the basic functioning of the macroeconomy.

- It also allows them to critically examine and comment on effectiveness of various policies.

### **Skill Enhancement Courses**

#### **SEC II- Research Methodology**

##### Course Learning Outcomes

After completing the course, the students will be able to:

- The student will develop an understanding of how commonly available data is collected and analysed.
- This would help in the interpretation of secondary data and in the management of small primary surveys.

### **SEMESTER V**

#### **GE I- Principles of Microeconomics**

##### Learning Outcomes:

After completing the course, the students will be able to:

- The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.

#### **GE II- Issues in Economic Development**

##### Learning Outcomes:

After completing the course, the students will be able to:

- Students will develop a critical understanding of the contemporary issues in Indian economic development.
- Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service and NGO sectors.

### **Discipline Elective Courses**

#### **DSE I- Environmental Economics**

##### Learning Outcomes:

- The module aims to introduce students to the main concepts in environmental economics, equip students with a thorough analytical grasp of environmental policy theory, starting with externalities, and familiarise students with the main issues in environmental valuation.
- At the end of the module the students should be able to demonstrate their understanding of the economic concepts of environmental policy, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various environmental policy options, and demonstrate their understanding of the usefulness and problems related to environmental valuation.

### **DSE II- Money and Banking**

Learning Outcomes:

- It allows students to analyse financial market outcomes and evaluate policies.

### **DSE III- Economic Development and Policy in India I**

Learning Outcomes:

- This course will help students understand the key issues related to the Indian economy.
- It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making.
- The course also serves as the base for further study of sector specific policy discussion that is pursued in the course in the next semester.
- Given the topical nature of the course, the readings will be updated every year.

### **Skill Enhancement Courses**

#### **SEC III- Data Analysis**

Course Learning Outcomes

After completing the course, the students will be able to:

- Students will learn to input, visually represent and analyse data.

### **SEMESTER VI**

#### **GE III- Principles of Macroeconomics**

Learning Outcomes:

After completing the course, the students will be able to:



- This course is useful for understanding various real economic issues and evaluating policy outcomes.

#### **GE IV- The Indian Economy**

Learning Outcomes:

After completing the course, the students will be able to:

- Students will develop a critical understanding of the contemporary issues in the Indian economy.
- Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service, and NGO sectors.

#### **Discipline Elective Courses**

##### **DSE V- Economic Development & Policy in India II**

Learning Outcomes:

After completing the course, the students will be able to:

- Students will have capability to understand government policies and will enable informed participation in economic decision making, thus improving their employment prospects and career advancement.

##### **DSE VI- Economic History of India**

Learning Outcomes:

After completing the course, the students will be able to:

- The course exposes students to the intricacies of India's economic, political and social developments both in the past and present times.
- It develops their analytical skills that will be useful in a variety of careers in academics, research, journalism, private sector and government.

### **ENGLISH**

#### **BA ENGLISH (HONS.)**

##### **SEMESTER I**

## **CORE PAPER 1: INDIAN CLASSICAL LITERATURE**

### Course Level Learning Outcomes

- study significant sections of Vyasa's Mahabharata in order to determine conceptualization and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness;
- examine selections from Ilango's Cilapattikaram to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains;
- study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects;
- explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalized, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre;
- introduce students to selections elucidating Tamil and Sanskrit poetics (Unit 5); a critical overview of the theorisation of Akam, Puram, and Thina in Tolkappiyam, juxtaposed to lyrics from Sangam poetry; the Rasa theory from Natyashastra, to help students appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka

## **CORE PAPER 2: EUROPEAN CLASSICAL LITERATURE**

### Course Level Learning Outcomes

- explore the historical, cultural, and philosophical origins of tragedy and comedy;
- engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability
- examine representations of disability in mythology through the reading of selections from Ovid
- examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings
- juxtapose the Old Testament to ideas of compassion and surrender to God's will as outlined in the selection from the New Testament
- study the history of ideas pertaining to the human-social-divine interface in theorizations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace

- study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self

## **GE PAPER: MEDIA AND COMMUNICATION SKILLS**

### Course Level Learning Outcomes

- develop the professional ability to communicate information clearly and effectively in all kinds of environments and contexts
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia
- critically analyze the ways in which the media reflects, represents and influences the contemporary world
- identify avenues for a career in print and electronic media

## **GE PAPER: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS**

### Course Level Learning Outcomes

- equip students with an overview of the development of literatures in India and its wide linguistic diversity
- study authors and movements from different regions and time periods

## **AECC ENGLISH**

### Course Level Learning Outcomes

- Students will master the art of persuasive speech and writing
- Students will master the art of listening, reading, and analyzing. Students will spend the bulk of their time in class in practical exercises of reading and writing
- Students will develop critical thinking skills
- They will be introduced to established principles of academic reading and writing

## **SEMESTER II**

### **CORE PAPER 3: INDIAN WRITING IN ENGLISH**

#### Course Level Learning Outcomes

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

#### **CORE PAPER 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES**

##### Course Level Learning Outcomes

- understand the tradition of English literature from the 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time

#### **GE PAPER: BESTSELLERS AND GENRE FICTION**

##### Course Level Learning Outcomes

- promote an understanding of popular literature as a socially relevant and pleasurable form of writing, which engages with contemporary issues
- encourage students to question the categories of ‘high’ and ‘low’ literature and issues concerning ‘popular culture’
- explore the social and cultural relevance of popular texts and bestsellers, as products of their time and age, mirroring the aspirations and anxieties of the society and class of their readership

#### **GE PAPER: LANGUAGE, LITERATURE AND CULTURE**

##### Course Level Learning Outcomes

- see literature as a fine form of expression
- use literature for analysis to understand the use of language
- see language as a major source of transmitting culture

- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc. in their own lives)
- show how cultures and languages are interrelated, especially through their presentation of differences

## **SEMESTER III**

### **CORE PAPER 5: AMERICAN LITERATURE**

#### Course Level Learning Outcomes

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

### **CORE PAPER 6: POPULAR LITERATURE**

#### Course Level Learning Outcomes

- trace the early history of print culture in England and the emergence of genre fiction and best sellers

- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary poly system of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

### **CORE PAPER 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES**

#### Course Level Learning Outcomes

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- examine critically key themes in representative texts of the period, including sin, transgression, love, pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

### **SEC PAPER: ENGLISH LANGUAGE TEACHING**

#### Course Level Learning Outcomes

- recognize the role of affect in language learning, and account for individual differences among learners in regard to motivation and attitude, personality factors, and cognitive styles
- identify and adapt to the needs and expectations of the learner
- be aware of the significant and current approaches in the fields of cognition and language pedagogy
- understand the importance of teaching materials (in relation to the teaching-learning context and their teaching purposes)
- recognise the importance of planning in ELT and develop lessons in the framework of a planned strategy adapted to learners 'levels
- strengthen concepts of the fundamentals of the English language
- understand the need for assessment and devise techniques for an evaluation plan that is integrated into the learning process

## **SEC PAPER: LITERATURE IN SOCIAL SPACES**

### Course Level Learning Outcomes

- Students will be familiarised with the link between the Humanities and soft skills
- They will be encouraged to focus on the value of literature as an empathy-building experience
- They will learn to apply critical thinking and problem-solving skills developed by the study of literature to personal social and professional situations
- Students will be encouraged to enhance their teamwork skills by working in groups and to understand the processes of leadership and mentoring
- Students will work on their presentation skills and build on the idea of narratives, to better communicate with target audiences

## **GE PAPER: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT**

### Course Level Learning Outcomes

- read, understand and examine closely narratives that seek to represent women, femininities and, by extension, gendering itself
- understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression
- identify how gendered practices influence and shape knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses, participate in challenging gendered practices that reinforce discrimination
- Create a portfolio of analytical work (interpretations and readings of literary and social-science texts) and analyses of fictional and non-fictional narratives that students encounter in their lived worlds

## **GE PAPER: CINEMATIC ADAPTATIONS OF LITERARY TEXTS**

### Course Level Learning Outcomes

- engage with the relationship between text and film and examine the contexts of film production in global film industries, including Hollywood and Bollywood
- gaining skills in studying Shakespeare as much as in the language of film via appreciation of its specific features as a medium
- reception and critical work and history through the comparative framework, to examine the different contexts of production of the play and the films

## **SEMESTER IV**

## **CORE PAPER 8: BRITISH LITERATURE: 18<sup>TH</sup> CENTURY**

### Course Level Learning Outcomes

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neo-classical period

## **CORE PAPER 9: BRITISH ROMANTIC LITERATURE**

### Course Level Learning Outcomes

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

## **CORE PAPER 10: BRITISH LITERATURE: 19<sup>TH</sup> CENTURY**

### Course Level Learning Outcomes

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres



- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of colonialism and capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

## **SEC PAPER: TRANSLATION STUDIES**

### Course Level Learning Outcomes

- sensitively translate literary and non-literary texts including official and technical documents from one language to another
- interpret from one language to another
- examine what is translated and why
- discern the difference in language systems through the practice of translation
- understand the processes involved in translation in mass media, especially news reporting, advertising and films
- engage with the demands of subtitling and dubbing
- compare translations
- evaluate and assess translated texts
- edit translated texts

## **SEC PAPER: LITERATURE IN CROSS-CULTURAL ENCOUNTERS**

### Course Level Learning Outcomes

- develop skills of textual and cultural analysis
- develop insights into and interpretations of complex cultural positions and identities
- pay specific attention to the use of language and choice of form/genre that affects the production and reception of meaning between writers and readers

## **GE PAPER: ACADEMIC WRITING AND COMPOSITION**

### Course Level Learning Outcomes

- convey ideas in English using simple and acceptable English in writing

- recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.
- describe a diagram or elaborate information contained in a graph, chart, table etc.
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

## **GE PAPER: THE INDIVIDUAL AND SOCIETY**

### Course Level Learning Outcomes

- introducing students to the various issues that face society today – caste, class, race, gender violence, and globalization
- providing an effective entry point into an understanding of these areas that students will encounter in their higher studies and daily lives
- providing students with a holistic understanding of these issues and their complexities

## **SEMESTER V**

### **CORE PAPER 11: WOMEN’S WRITING**

#### Course Level Learning Outcomes

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

### **CORE PAPER 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY**

#### Course Level Learning Outcomes

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

#### **DCE PAPER: LITERATURE OF THE INDIAN DIASPORA**

#### Course Level Learning Outcomes

- understand the concept of ‘diaspora’ in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of post coloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

#### **DCE PAPER: BRITISH LITERATURE: POST WORLD WAR II**

#### Course Level Learning Outcomes

- understand the social-historical-political-economic contexts of Post-World War II British Literature
- understand the relationship between World War II and the end of colonialism
- identify the social-historical-political changes in England after World War II
- see through a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories
- grasp the changing role of English in the new world order
- critically analyze and link changes in social norms to new literary forms
- engage with the idea of the postmodern and the rise of the postmodernist aesthetics
- appreciate the importance of location in understanding the self and the other

### **DCE PAPER: SCIENCE FICTION AND DETECTIVE LITERATURE**

#### Course Level Learning Outcomes

- write critically about the two genres: Science Fiction, and Detective Literature
- engage with the philosophical and psychological and social issues that are an intrinsic part of the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behaviour
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

### **DCE PAPER: GRAPHIC NARRATIVES**

#### Course Level Learning Outcomes

- examine major graphic narratives as providing commentary on contemporary culture, history and mythology
- explore visual art as extending translating and providing a new textual vocabulary to narrative including fictional and non-fictional narrative
- provide exposure to major genres within the field such as that of the mass-circulation, superhero, the fictionalized autobiography/memoir, revisionist narratives of mythological or historical or biographical texts and that of fiction

- provide tools for the exploration of form and genre that are sensitive to nuances of race, gender, caste, ethnicity, ableism and sexuality

## **DCE PAPER: LITERATURE AND CASTE**

### Course Level Learning Outcomes

- expose the student to non-hegemonic and non-canonical literary forms and expressions
- make the student aware of a completely different literary aesthetic that a literature grounded in an engagement with caste generates
- foreground the reality of caste, in Indian society, and to explore the way in which it has been engaged with, in the field of literature
- discuss issues of caste, class and gender and its representation in literature
- expose the student to the rich variety of Dalit writing from various regional spaces

## **SEMESTER VI**

### **CORE PAPER 13: MODERN EUROPEAN DRAMA**

#### Course Level Learning Outcomes

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the avant garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

### **CORE PAPER 14: POSTCOLONIAL LITERATURES**

#### Course Level Learning Outcomes

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations

- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

## **DCE PAPER: LITERATURE AND THE CINEMA**

### Course Level Learning Outcomes

- demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts
- identify and illustrate the distinction between literary and cinematic arts of storytelling
- identify and describe the difference between cinematic and literary images
- examine different theories of adaptation and link them to contexts of expression and reception
- organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature
- present a coherent view of the relationship between written and cinematic texts
- communicate the role of location in adaptation

## **DCE PAPER: WORLD LITERATURES**

### Course Level Learning Outcomes

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions
- analyze and interpret literary texts in their contexts and locate them

## **DCE PAPER: PARTITION LITERATURE**

### Course Level Learning Outcomes

- explain historical and socio-cultural factors responsible for the partition of Indian sub-continent
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms
- link and analyze the economic-socio-historical-cultural contexts and dimensions related to the partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and borderlands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them
- interpret texts and experience and relate it to their contexts and experiences

## **DCE PAPER: TRAVEL WRITING**

### Course Level Learning Outcomes

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives
- explain the origin and reception of Travel Writing in chosen locations
- appreciate and analyze the relationship of Travel Writing to colonialism
- see the link between Travel Writing and history writing: Travel Writing as an alternative history or supplement to historical writing
- see the link between travel writing and translation
- analyze travel writing in relation to colonial and postcolonial positions
- appreciate the role of travel in shaping selfhood and otherness and relate the growth of Travel Writing to regional national and global identities
- critically engage with the accounts of places visited by foreigners and how their impressions change local perspectives of the places

## **B. A. & B. COM. PROGRAMME**

### **SEMESTER I/II**

### **AECC ENGLISH**

### Course Level Learning Outcomes

- Students will master the art of persuasive speech and writing

- Students will master the art of listening, reading, and analyzing. Students will spend the bulk of their time in class in practical exercises of reading and writing
- Students will develop critical thinking skills
- They will be introduced to established principles of academic reading and writing

## **SEMESTERS I & II**

### **CORE ENGLISH LANGUAGE**

#### **PAPER 1: ENGLISH LANGUAGE THROUGH LITERATURE**

##### Course Level Learning Outcomes

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources, be these verbal or written

#### **PAPER 2: ENGLISH FLUENCY**



## Course Level Learning Outcomes

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyze texts in English
- organize and write paragraphs and short essays in a variety of rhetorical styles

## **PAPER 3: ENGLISH PROFICIENCY**

### Course Level Learning Outcomes

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactic structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

## **SEMESTER I**

### **DSC 1A**

Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005)

## **SEMESTER II**

### **DSC 1B**

Selections from *Modern Indian Literature* (Orient Longman, 2007)

## **SEMESTER III**

### **DSC 1C**

British Literature: Poetry and a Play, selections from *Living Literatures: An Anthology of Prose and Poetry*

#### **SEMESTER IV**

##### **DSC 1D**

Literary Crosscurrents: Selections from *Living Literatures: An Anthology of Prose and Poetry*

#### **SEMESTER V (anyone to be opted by a student)**

##### **DSC 1 E**

1. Detective Literature
2. Modern Drama

#### **SEMESTER VI**

##### **DSC 1F (anyone to be opted by a student)**

1. Children's Literature
2. World Literatures

#### **SKILL ENHANCEMENT COURSES**

#### **SEMESTERS III & IV**

#### **SEC PAPER 1: LITERATURE IN SOCIAL SPACES**

Course Level Learning Outcomes

- Students will be familiarised with the link between the Humanities and soft skills
- They will be encouraged to focus on the value of literature as an empathy-building experience
- They will learn to apply critical thinking and problem-solving skills developed by the study of literature to personal social and professional situations
- Students will be encouraged to enhance their teamwork skills by working in groups and to understand the processes of leadership and mentoring
- Students will work on their presentation skills and build on the idea of narratives, to better communicate with target audiences

#### **SEC PAPER 2: INTRODUCTION TO CREATIVE WRITING FOR MEDIA**

### Course Level Learning Outcome

- introduce students to the idea that creativity is a complex and varied phenomenon that has an important relationship with social change
- familiarize students with ideas about language varieties and the nuances of language usage
- introduce students to the language and types of media writing across forms and genres
- encourage students to revise their work critically and inculcate the skills of proofreading

## **GENERIC ELECTIVES**

### **SEMESTERS V & VI**

#### **GE PAPER 1: MEDIA AND COMMUNICATION SKILLS**

##### Course Level Learning Outcomes

- develop the professional ability to communicate information clearly and effectively in all kinds of environments and contexts
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia
- critically analyze the ways in which the media reflects, represents and influences the contemporary world
- identify avenues for a career in print and electronic media

#### **GE PAPER 2: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS**

##### Course Level Learning Outcomes

- equip students with an overview of the development of literatures in India and its wide linguistic diversity
- study authors and movements from different regions and time periods

## **M A (ENGLISH)**

### **SEMESTER I**

#### **CORE PAPER 1: LIFE, LITERATURE AND CULTURE I: MEDIEVAL LITERATURE**

##### Course Objectives

- To explain how medieval modes of thoughts give way to the rise of early modernity

- To understand the early developments of modes of representation

#### Course Learning Outcomes

- An understanding of what constitutes Medievalism will have been established
- The foundations of representation and genre will also have been established

### **CORE PAPER 2: LIFE, LITERATURE AND CULTURE II: EARLY MODERN WORLD**

#### Course Objectives

- This course will familiarize students with the Early Modern World, earlier called the Renaissance, through poetry, fiction and philosophy
- The individual gained centrality in this age but the optimism in human potential was tempered by scepticism and anxiety due to the challenge posed to religious beliefs

#### Course Learning Outcomes

- Familiarize students with literary texts and intellectual debates of 16th and 17th century Europe
- Discuss religious faith vs scepticism, rise of science, burgeoning imperialism

### **ELECTIVE PAPER 1: CLASSICAL TO PRE-MODERN LITERATURE**

#### Course Objectives

- To introduce the students to ideas of classicism across languages and regions
- To open the argument to include the pre-modern world

#### Course Learning Outcomes

- Students will have gained theoretical knowledge of different definitions of antiquity
- Students will have gained a sense of how antiquity moves through to the pre-modern

### **ELECTIVE PAPER 2: POETRY I**

#### Course Objectives

- To uncover the radical potential of poetry
- To lay the foundations of genre-based study embedded in historical context

### Course Learning Outcomes

- A foundational level of fluency with the basics of poetry will have been achieved
- A basic understanding of strategies of poetic organization will have been laid down

### **ELECTIVE PAPER 3: POLITICS, LITERATURE AND PHILOSOPHY**

#### **Course Objectives**

- To amalgamate the three strands of politics, literature and philosophy
- To understand the principles of interdisciplinary study with regard to the three disciplines mentioned in the title

### Course Learning Outcomes

- The students will have achieved a basic understanding of the common principles underlined these three disciplines
- A basic understanding of the intermingling of the philosophies of literature and politics will have been established

### **SEMESTER II**

### **CORE PAPER 3: LIFE, LITERATURE AND CULTURE III: 16th AND 17th CENTURY DRAMA**

#### Course Objectives

- This course will familiarize students with drama of the 16th and 17th centuries with a focus on the plays of Shakespeare
- Both comedy and tragedy will be taught along with a Jacobean play by Jonson

### Course Learning Outcomes

- The students will learn about the differences between the Renaissance and Jacobean drama as well as the generic differences between the tragedy and the comedy
- The main features of Shakespearean drama will also be taught: liberty from the unities, philosophical complexity, realistic characterization
- The student will be exposed to the main contemporary critical approaches to Shakespeare: feminist, new historicist, presentist etc.

## **CORE PAPER 4: CRITICISM AND THEORY I**

### Course Objectives

- To develop students' understanding about the principles of Indian as well as Western European philosophy and aesthetic theory
- To trace the evolution of these principles from the Classical to the Romantic and Modern periods

### Course Learning Outcomes

- To build on students' understanding about the principles of Indian and Western European philosophy and aesthetic theory

## **ELECTIVE PAPER 4: INTRODUCTION TO THE STUDY OF LANGUAGE**

### Course Objectives

- To familiarize the students to the approaches to the study of language
- To impart to the students a linguistic perspective to the study of English

### Course Learning Outcomes

- After the successful completion of the course, a student should be able to understand and, to an extent, analyze both the social and formal aspects of language in general and English in particular

## **ELECTIVE PAPER 5: FICTION**

### Course Objectives

- To understand how fiction records and alters social and cultural realities
- To understand the strategies of narrative, theme and image that fiction uses to take forward this task

### Course Learning Outcomes

- To train the student in methods of textual analysis
- To sensitize students to the capacity of fiction to bring about social and cultural change

## **ELECTIVE PAPER 6: LITERATURES OF THE AMERICAS**

### Course Objectives

- This introductory course offers insights into the literatures of the Americas written in English and in translation
- It reflects the shift away from US-centric writings in American Studies to a more hemispheric focus wherein issues of race, settler colonial violence, memory, and immigration are highlighted

#### Course Learning Outcomes

- This course will introduce students to writings across the Americas
- It will enable them to think about a body of writings that is varied and complex and not limited to the United States

### **SEMESTER III**

#### **CORE PAPER 5: LIFE, LITERATURE AND CULTURE IV: THE LONG 18th CENTURY**

##### **Course Objectives**

- This course engages with the history of ideas and their figuration in multiple genres. It encompasses the didacticism of Johnson's England, the Continental philosophy of Rousseau and closes with canonical and non-canonical texts from British Romanticism
- To understand the formation of intellectual debate during this period

#### Course Learning Outcomes

- This course will train students to examine and interpret the long eighteenth century and its multiple revolutions through a transnational and cross-cultural perspective
- Students will be trained to understand the continuities between the eighteenth century and high modernity

#### **CORE PAPER 6: LIFE, LITERATURE AND CULTURE V: THE LONG 19TH CENTURY**

##### **Course Objectives**

- The course will educate students about some key factors—nation/ colony, community, class, gender and race—which went into the making of the 20th century, the modern world as we know it
- Through a choice of representative texts, the course will map the cultural crosscurrents of this momentous era in world history, recording its important developments through the prisms of nation/ colony, community, class, gender and race

### Course Learning Outcomes

- The students should be able to analyze the period which witnessed England's emergence as a full-fledged industrial capitalist nation, the first in the world to become so
- This will enable the students to familiarize with England's self-consolidation as an imperial power with the setting up of a significant number of colonies in Asia and in Africa

## **ELECTIVE PAPER 7: POSTCOLONIAL LITERATURES AND THEORY**

### Course Objectives

- Students will get a critical introduction to the fascinating yet highly contested field of postcolonial literature and theory
- Students will examine a diverse selection of postcolonial literature emanating from some of the major former geographical centres of colonialism: South Asia, Africa and the Caribbean

### Course Learning Outcomes

- Students will have learnt about a wide range of topics, including: the migration of people during and in the aftermath of the colonial encounter; trans-Atlantic slavery, the apartheid regime and its aftermath, and the Algerian struggle for liberation
- Students will also be able to think about diverse forms of anti-colonial resistance; the power and limits of anti-colonial nationalisms; the exclusions of nationalist discourse; the gendering of nations, and the patriarchal construction of women as emblems of the nation

## **ELECTIVE PAPER 8: GENDER STUDIES**

### Course Objectives

- This course will familiarize students with theorizing about gender, be it feminism, queer studies or masculinity studies
- This course will introduce students to literary texts that prioritize issues of gender, both in India and the West

### Course Learning Outcomes

- The student's knowledge of gender theory, its evolution from feminism to queer theory, and masculinity studies will be strengthened
- The student will be taught to interpret a text and read social change through the lens of gender



## **ELECTIVE PAPER 9: RESEARCH METHODOLOGY**

### Course Objectives

- To familiarize students with the basic concepts of research on the post-graduate level before heading towards higher dimensions of research
- To enable students to understand various paradigms of research, its tools, ethics and challenges related to English studies and related fields and develop creative and academic skills in them

### Course Learning Outcomes

- apply proper research methods pertinent to English studies and related fields
- formulate their own research questions and write research papers

## **SEMESTER IV**

### **CORE PAPER 7: LIFE, LITERATURE AND CULTURE VI: THE LONG 20TH CENTURY**

#### Course Objectives

- To familiarize the students with the literary trends/movements that evolved in the course of the 20th Century
- To enable the students to analyze texts and identify the generic distinctions across prominent milieus and regions

#### Course Learning Outcomes

- An understanding of what constitutes the twentieth century will have been established
- The foundations of representation and genre will also have been established

### **CORE PAPER 8: POST-INDEPENDENCE INDIAN LITERATURE**

#### Course Objectives

- To introduce students to literary texts from a range of regional, cultural, social, and political locations within India since Independence and to inculcate in students an in-depth understanding of some of the major issues shaping this literary production

### **ELECTIVE PAPER 10: RELIGION AND LITERATURE**

#### Course Objectives

- To familiarize the students with the literary trends/movements that evolved in the course of the 20th century
- To enable the students to analyze texts and identify the generic distinctions across prominent milieus and regions

#### Course Learning Outcomes

- An understanding of what constitutes the twentieth century will have been established.
- The foundations of representation and genre will also have been established

### **ELECTIVE PAPER 11: VIOLENCE AND MEMORY STUDIES**

#### **Course Objectives**

- This course offers an introduction to the ways in which violence is represented, remembered, and memorialized across varied contexts. The trajectory of the course ranges from the Holocaust to the Partitions in South Asia to Israel/Palestine.
- While each of these events can be seen as singular, the readings will highlight continuities and disjunctions within and amongst the larger structures of violence and war.
- The literary and critical readings deal with themes such as trauma, exile, the idea of the refugee, borders, and the nation-state.

#### **Course Learning Outcomes**

- Students will acquire a sense of the ways in which violence is represented and remembered in specific contexts and across times.
- They will gain insights into the theoretical as well as social aspects of violent events and how they are commemorated.

### **ENVIRONMENT SCIENCE**

#### **Course Outcome**

Nowadays, when the environment is degrading with rapid changes in social, economic and human behavioural spheres, we need to create a more environmentally conscious and sustainable world. To engage with such issue, individuals must become sustainability change-makers. They require knowledge, skills, values and attitudes that empower them to contribute to environment protection & sustainable development.

#### **Outcomes of the course**

- The programme empowers students to become environmentally conscious and take decisions wisely in future irrespective of the field they are in.
- Students understand basic ecology, local and global ecosystems and species in their local areas. They understand different strategies like in-situ and ex-situ conservation for restoration of degraded habitats and soil to strengthen our relationship with nature.
- Understanding of different sources and types of pollution help students pin point the activities that can eventually reduce pollution and hence improve the environment.
- They are able to understand the impact of human activities on environment and can modify behaviour for example, segregation of waste at the source.
- They learn that everything has an environmental cost attached to it. They understand ecosystem and its importance in reducing intensity of both manmade and natural disasters.
- They are encouraged more to practice water conservation, reduce their carbon footprints and conserve biodiversity. Students understand major threats to biodiversity, its impacts and possible solutions to mitigate species and biodiversity loss.
- This environmentally conscious, sustainable behaviour is not restricted to one, but is passed on from one generation to another.
- Students understand multiple threats to soil like poor farming or forestry practice which can affect food production.
- Students are able to develop a network with different groups, organisations and participating in activities related to environment protection and sustainable development.

## **GEOGRAPHY**

### **BA (Honours) Geography**

#### **Semester I:**

#### **Core Course I – Geomorphology**

Learning Outcomes:

After completion of this course, students will be able to

- understand the functioning of Earth systems in real time and analyze how the natural and anthropogenic operating factors affects the development of landforms
- distinguish between the mechanisms that control these processes
- Assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

#### **Core Course II - Cartographic Techniques (Practical)**

Learning Outcome:

This is a practical, hands-on course; students will be able to:

- Explain how maps work, conceptually and technically and will be able to understand Science and art of cartography
- Recognize the benefits and limitations of some common map projections and their use.
- Understand and perform interpretation of topographical maps and weather maps.

### **GE-I Disaster Management (Other Hons)**

Course Learning Outcomes:

- In depth understanding about the various disasters in the country.
- It will provide thorough understanding about the human responses to the disasters.
- It will highlight the responses and mitigation measures to both natural and man-made disasters.

### **Semester 2:**

#### **Core Course III- Human Geography**

Learning Outcomes:

- Detailed exposure of contemporary relevance of cultural landscape.
- In-depth knowledge of space and society of cultural regions.
- Understanding the settlement pattern and population resource relationship.

#### **Core Course IV- Thematic Cartography (Practical)**

Learning Outcome:

This is a practical, hands-on course; after completion of this course, students will be able to:

- Explain how maps work, conceptually and technically and will be able to understand science and art of cartography
- Recognize the benefits and limitations of Diagrammatic Data Presentation.
- Understand and perform interpretation of thematic maps.

### **GE-II Coupled Human and Environment System (Other Hons)**

Learning Outcome:

- Detailed exposure of climate change and related issues.

- In-depth knowledge of interactions and impact between human and natural systems.
- Understanding the management and policies related to human and environment system.

### **Semester 3:**

#### **Core Course V- Climatology**

Learning Outcomes:

- Detailed exposure of climatology and oceanic relief features.
- In-depth knowledge of upper atmospheric conditions and cyclonic features.
- Understanding the characteristics of climatic regions.

#### **Core Course VI- Statistical Methods in Geography (Practical)**

Learning Outcomes:

The following will be the outcomes of this course, student shall be able:

- To differentiate between qualitative and quantitative information.
- To know the nature of various data, different sources and methods of data collection.
- To apply sampling methods for data collection.
- To classify, summarize and produce various types of data tabulations.
- To present data through graphical and diagrammatic formats.
- To apply different forms of averages, their relevance on descriptive data and geographical descriptive data as well.
- To analyze the variations in spatial and non-spatial data.
- To study the associations and cause/effect or impact from the data series
- To use the concept of probability mainly the normal distribution.

#### **Core Course VII- Geography of India**

Learning Outcome:

- Detailed exposure to the human and physical features of India.
- In-depth knowledge of different resource base of India.
- Understanding socio-cultural base of India

#### **SEC-I Geographic Information System (Practical)**

Learning Outcome:

This is a practical, hands-on course; students will be able to:

- Develop basic understanding and hands-on on GIS software and GPS;
- Understand GIS Data Structures and GIS Data Analysis;
- Apply GIS for natural resource management, urban and land use land cover study;

### **GE-III Climate Change Vulnerability and Adaptation (Other Hons)**

Learning Outcome:

- Detailed exposure of climate change and related issues.
- In-depth knowledge of vulnerability of flora and fauna.
- Understanding the impact of climate change and its planning.

### **Semester 4:**

#### **Core Course VIII- Economic Geography**

After learning, students should be able to:

- Distinguish to different types of economic activities and their utilities.
- Appreciate the factors responsible for the location and distribution of activities.
- Examine the significance and relevance of theories in relation to the location of different economic activities.

#### **Core Course IX- Environmental Geography**

Learning Outcome:

- Detailed exposure of human – environment relationship.
- In-depth knowledge of environmental issues in tropical, temperate and polar ecosystems.
- Understanding the environmental programmes and policies at local as well as global level.

#### **Core Course X- Field Work and Research Methodology (Practical)**

Learning Outcome:

- Detailed exposure of new geographical landscape as study area.
- In-depth knowledge of different field techniques.
- Understanding the field ethics and different tools of field study.

#### **SEC-II Introduction to GI Science (Practical)**

Learning Outcome:

This is a practical, hands-on course; students will be able to:

- Trace and know evolution of GIS and GI Science and roles of various intuitions in data sharing;
- Perform preparing different maps integrating spatial and no-spatial data;
- Professionally do interpretations and analysis of land use land cover maps;

#### **GE-IV Sustainable Resource Development (Other Hons)**

Learning Outcome:

After Studying, Students will be able to:

- Understand the basic concept of sustainable resource development and differentiate between the Millennium development goals and Sustainable development goals.
- Assess the issues associated with the Inclusive Development.
- Explain the sustainable development policies and programmes

#### **Semester 5:**

##### **Core Course XI- Regional Planning and Development**

Learning Outcome:

After studying, students will be able to:

- Conceptualize the Regional Planning and its theories.
- Get the overview of Sustainable Regional Development.
- Have sound knowledge to Sustainable Development Policies and Programmes.

##### **Core Course XII- Remote Sensing and GIS (Practical)**

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

- Explain principles of remote sensing, different satellite systems and sensors;
- Perform image pre-processing, enhancement and classification and interpretation of satellite images;
- Apply Image pre-processing for land use land cover and urban studies;

##### **DSE-I Demography and Population Studies**

Learning Outcomes:

- This paper would bring an understanding of Population Geography along with relevance of Demographic data.
- The students would get an understanding of distribution and trends of population growth in the developed and less developed countries, along with population theories.
- The students would get an understanding of the dynamics of population.
- An understanding of the implications of population composition in different regions of the world.
- An appreciation of the contemporary issues in the field of population studies

### **DSE-II Agriculture and Food Security**

Learning Outcome:

After studying, students will be able to:

- Conceptualize the agriculture and its determinants.
- Get the overview of Indian and World agriculture regions and systems.
- Have sound knowledge of agriculture revolutions and food security

### **Semester 6:**

#### **Core Course XIII- Evolution of Geographical Thought**

Learning Outcomes:

- In depth understanding about the evolution of geographical thought
- Detailed knowledge about the paradigms and debates in the geographical studies.
- Understanding of recent traditions in geography

#### **Core Course XIV- Disaster Management based Project Work (Practical)**

Learning Outcomes:

- In depth understanding about the various disasters in the country
- It will provide thorough understanding about the human responses to the disasters
- It will give an in-depth knowledge about the disaster scapes through fieldworks

### **DSE-III Introduction to Political Geography**

After studying, students will be able to:

- Learn the concept of nation and state and geopolitical theories.
- Understand the different dimensions of electoral geography and resource conflicts.



- Have sound knowledge of politics of displacement, focusing on dams and SEZ

### **DSE-IV Geography of Social Wellbeing**

Learning Outcomes:

After studying, students will be able to:

- Get Knowledge of the geography of social well-being and social diversity.
- Appraise the key concepts of social geography in regional context; geographic factors underlying patterns of social well-being and inclusive development.
- Explain the social problems and the welfare programs and policies.

### **BA (Prog) Geography**

**Semester 1:**

#### **Core Course-I Physical Geography**

Learning Outcomes:

- This paper shall enable the students to understand the basic concepts, definition and scope of physical geography.
- This course shall enable the students to comprehend the dynamics of atmosphere, lithosphere and fluvial erosion cycle.
- Students shall be well-versed with hydrological processes, ocean bottom relief, tides and currents.

**Semester 2:**

#### **Core Course-II Human Geography**

Learning Outcomes:

- This paper shall enable the students to understand the basic concepts, nature and relevance of human geography.
- This course shall enable the students to appreciate the interrelationships between space and society, characteristics of cultural regions, race, religion and language.
- Students shall be well-versed with the world population growth patterns, demographic transition theory, settlement patterns and urbanization process.

**Semester 3:**

#### **Core Course-III General Cartography**

Learning Outcome:

This is a practical, hands-on course; after completion students will be able to:

- Explain how maps work, conceptually and technically and will be able to understand science and art of cartography
- Recognize the benefits and limitations of some common map projections and their use.
- Understand and perform interpretation of topographical maps and weather maps

### **SEC-I Regional Planning and Sustainable Development**

Learning Outcomes:

- This paper shall enable the students to understand the basic concepts and types of regional planning.
- This course shall enable the students to analyze various characteristics and parameters used for delineating the planning regions.
- Students shall be well-versed with models of regional planning and appreciate the relevance of the case studies of regional planning.

**Semester 4:**

### **Core Course-IV Environmental Geography**

Learning Outcomes:

- This paper shall enable the students to understand basic concepts and approaches related to environmental geography.
- This course shall enable the students to comprehend about human-environment relationship, and different environmental problems and its management.
- Students shall be well-versed with the analysing the environmental programmes and policies.

### **SEC-II Fundamentals of Remote Sensing and GPS/GNSS**

Learning Outcomes:

- This paper shall enable the students to understand fundamental issues related to remote sensing, its development and types.
- This course shall enable the students to comprehend about aerial photography, satellite remote sensing, EMR and sensors
- Students shall be well-versed with the interpretation and applications of remote sensing, and GPS/GNSS.

## **Semester 5:**

### **DSE-I Geography of India**

Learning Outcomes:

- This paper shall enable the students to understand the physical geography of India.
- This course shall enable the students to comprehend the trends and composition of population change in India.
- Students shall be well-versed with the existing resource base and the economic systems in India.

### **SEC-III Field Techniques and Surveying Methods**

Learning Outcomes:

- This paper shall enable the students to understand fundamental concepts and issues related to field work in geographical studies.
- This course shall enable the students to comprehend about field work and field techniques.
- Students shall be well-versed with the development of questionnaire and writing the field report.

### **GE-I Disaster Management**

Learning Outcomes:

- This paper shall enable the students to understand basic concepts and issues related to disaster management.
- This course shall enable the students to comprehend about causes, impact, distribution and mapping of disasters in India.
- Students shall be well-versed with the analysing the response and mitigation of disasters.

## **Semester 6:**

### **DSE-II Disaster Risk Reduction**

Learning Outcomes:

- This paper shall enable the students to understand basic concepts and issues related to disaster risk reduction.
- This course shall enable the students to comprehend about causes, impact, distribution and mapping of disasters in India.

- Students shall be well-versed with the analysing the programmes and policies related to disaster risk reductions.

#### **SEC-IV Introduction to GI Science**

Learning Outcome:

This is a practical, hands-on course; when students have completed it, they will be able to:

- Develop basic understanding of GI Science and roles of various intuitions in data sharing
- Perform preparing different maps integrating spatial and no-spatial data;
- Learn and use GIS for natural resource management, urban and land use land cover study

#### **GE-II Climate Change Vulnerability and Mitigation**

Learning Outcome:

This is a practical, hands-on course; when students have completed it, they will be able to:

- Understand basics of Science of Climate Change;
- Understand different types of vulnerability;
- Dwell upon the issues of adaptation and mitigation;

### **HINDI**

#### **B.A(HONS) Hindi**

#### **SEMESTER-1**

#### **Core course1-हिंदी भाषा और उसकी लिपि का इतिहास**

Course learning outcomes

- उपर्युक्त पाठ्यक्रम के माध्यम से हिंदी के सैद्धांतिक पहलुओं के साथ व्यावहारिक रूप का ज्ञान प्राप्त किया जा सकेगा।
- हिंदी भाषा की उच्च शैक्षिक स्तर की भूमिका की महत्वपूर्ण पक्ष को जाना जा सकेगा।
- कंप्यूटर को हिंदी भाषा से जोड़ने पर हिंदी भाषा की व्यावहारिक ज्ञान को प्राप्त किया जा सकेगा।
- वैश्विक युग में भाषा को सिद्धांतों के साथ साथ व्यावहारिक रूप से भी जोड़ना होगा अतः यह पाठ्यक्रम वर्तमान संदर्भों की भी अनुकूल है।
- भाषा के बदलते परिदृश्य को आरंभ से अब तक की प्रक्रिया में समझना बहुत आवश्यक है। यह पाठ्यक्रम भाषा के आरंभ से वर्तमान को विविध आयामों में प्रस्तुत करता है जो विद्यार्थियों के लिए उपयोगी होगा।

- शिक्षा को रोजगार से जोड़ना अत्यंत अनिवार्य है यह पाठ्यक्रम भाषा की इस मांग को भी प्रस्तुत करता है।

## **Core Course 2-हिंदी कविता (आदिकाल एवं भक्ति कालीन काव्य)**

### Course learning outcomes

- आदिकाल के परिवेश राजनीतिक सामाजिक सांस्कृतिक धार्मिक परिस्थितियों से भलीभांति परिचित हो सकेंगे।
- आदि काल में अमीर खुसरो के साहित्यिक और संगीत के क्षेत्र में योगदान से परिचित हो सकेंगे।
- भक्ति काल हिंदी साहित्य का स्वर्ण युग है। इसके अध्ययन से मानवीय और नैतिक मूल्यों का विकास होगा।
- भक्ति कालीन साहित्य में सामंती व्यवस्था का विरोध हुआ यह इसका की विशिष्ट उपलब्धि है।

## **GENERIC course 1-हिंदी सिनेमा और उसका अध्ययन**

### Course learning outcomes

- हिंदी सिनेमा जगत की जानकारी
- हिंदी सिनेमा समाज और संस्कृति की समझ विकसित करना।
- हिंदी सिनेमा निर्माण प्रसाद और कैमरे की भूमिका की व्यावहारिक समझ होना।
- सामाजिक जागरण में सिनेमा की भूमिका का विश्लेषण करना।

## **AECC course (Ability- Enhancement compulsory course) FOR Hindi Hons**

### **हिंदी भाषा और संप्रेषण**

### Course learning outcomes

- भाषिक संप्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
- विभिन्न माध्यमों की जानकारी
- प्रभावी संप्रेषण का महत्व
- रोजगार संबंधी क्षेत्रों हेतु लेखन वाचन पठन लिए तैयार करना।

## **SEMESTER -2**

### **Core Course 3-हिंदी साहित्य का इतिहास (आदिकाल और मध्यकाल)**

### Course learning outcomes

- हिंदी साहित्य के इतिहास का ज्ञान
- हिंदी ग्रंथों का विश्लेषण
- इतिहास निर्माण की पद्धति

### **Core Course 4-हिंदी कविता रीतिकालीन काव्य**

Course learning outcomes

- हिंदी के उत्तर मध्यकालीन साहित्य का विशिष्ट परिचय प्राप्त होगा।
- बृज भाषा के समृद्ध साहित्य का रसास्वादन और आलोचनात्मक ज्ञान प्राप्त होगा।

### **GENERIC course 2- पटकथा तथा संवाद लेखन**

Course learning outcomes

- पटकथा क्या है, समझेंगे।
- पटकथा और संवाद लेखन में दक्षता हासिल करेंगे।
- कहानी उपन्यास आदि साहित्यिक विधाओं को पटकथा में रूपांतरित करना सीखेंगे।
- भविष्य में पटकथा लेखन को आजीविका का माध्यम बना सकेंगे।

### **AECC course (Ability- Enhancement compulsory course) FOR OTHER HONS**

#### **हिंदी भाषा और संप्रेषण**

Course learning outcomes

- भाषिक संप्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
- विभिन्न माध्यमों की जानकारी
- प्रभावी संप्रेषण का महत्व
- रोजगार संबंधी क्षेत्रों हेतु लेखन वाचन पठन लिए तैयार करना।

### **SEMESTER-3**

#### **Core Course 5-हिंदी साहित्य का इतिहास आधुनिक काल**

Course learning outcomes

- विकास के क्रम में साहित्य के जरिए समाज और संस्कृति की पहचान के लिए साहित्य के इतिहास के अध्ययन का महत्व निर्विवाद है।
- साहित्य के इतिहास के अध्ययन का प्रयोजन साहित्य के विकास की गति और दिशा के साथ-साथ समाज के विकास को भी चिन्हित करना है।

- साहित्येतिहास के बिना साहित्य विवेक का उचित विकास और निर्माण संभव नहीं। अतः साहित्य विवेक के निर्माण के लिए साहित्य के इतिहास का अध्ययन जरूरी है।

### **Core Course 6-हिंदी कविता (आधुनिक काल छायावाद तक)**

Course learning outcomes

- आधुनिक कविता की समझ विकसित होगी।
- साहित्यिकता और समकालीन परिवेश के मध्य संबंध का विश्लेषण।
- कविताओं के लेखन विश्लेषण और परिवेश की समझ विकसित होगी।

### **Core Course 7-हिंदी कहानी**

Course learning outcomes

- कहानी लेखन और प्रभाव का विश्लेषण
- प्रमुख कहानीकार और उनकी कहानी के माध्यम से कहानी की उपयोगिता और विश्लेषण की समझ विकसित करना।

### **GENERIC course 3- भाषा और समाज**

Course learning outcomes

- भाषा और समाज के अंतरंग संबंध की जानकारी
- समाज में भाषा के व्यवहार की जानकारी
- सफल संप्रेषण के लिए कौशल विकास
- संप्रेषण की सामाजिक समझ सेट करना।
- भाषा के समाजशास्त्र का अध्ययन करना।

### **SEC COURSES (Skill Enhancement Course)**

#### **SEC course 1-विज्ञापन और हिंदी भाषा**

Course learning outcomes

- बाजार विज्ञापन और वाणिज्य की जानकारी का अवसर मिलेगा।
- हिंदी में विज्ञापन निर्माण प्रसार और प्रभाव का अध्ययन विश्लेषण
- विभिन्न माध्यमों के विज्ञापनों के अध्ययन विश्लेषण का अवसर मिलेगा।

- विज्ञापन के निर्माण एवं प्रभाव को सामाजिक आवश्यकताओं पर विश्लेषण करना।
- विभिन्न क्षेत्रों में रोजगार के अवसर प्राप्त करने की दक्षता विकसित करना।

## **SEC course 2- सोशल मीडिया**

### Course learning outcomes

- सोशल मीडिया के विकास के साथ-साथ समाज भाषा और संस्कृति की जानकारी देना।
- सोशल मीडिया की आचार संहिता।
- सोशल मीडियाके विभिन्न प्रभावों का आकलन करना।
- बाजार सोशल मीडिया और समाज के संबंध की व्यावहारिक जानकारी देना।

## **SEMESTER-4**

### **Core Course 8-भारतीय काव्यशास्त्र**

#### Course learning outcomes

- भारतीय काव्यशास्त्र की समृद्ध परंपरा की जानकारी प्राप्त होगी।
- आधुनिक हिंदी आलोचना में भारतीय काव्यशास्त्र का प्रदेय।
- संस्कृत काव्यशास्त्र का ज्ञान प्राप्त होगा।

### **Core Course 9-हिंदी कविता (छायावाद के बाद)**

#### Course learning outcomes

- इस पाठ्यक्रम के माध्यम से छात्र हिंदी कविता की काल विशेष के संदर्भ में गहन रूप से जानकारी प्राप्त कर सकेंगे।
- उच्च शैक्षिक स्तर पर हिंदी कविता किस प्रकार महत्वपूर्ण भूमिका निभा सकती है, इस विषय में इस पाठ्यक्रम से गंभीरता से जाना जा सकता है।
- छात्र कविता सीखने के साथ-साथ वैचारिक मूल्यों को भी जान सकेंगे।
- कविता के दोनों पक्षों भाव सौंदर्य और कला सौंदर्य को जाना जा सकेगा।
- आज भूमंडलीकरण का युग है। हिंदी कविता अन्य देशों में भी मानवीय आचरण को सुदृढ़ करने में महत्वपूर्ण भूमिका निभा सकती है। यह पाठ्यक्रम मानवीयता के विविध पहलुओं को हृदयंगम करने में समर्थ है।

### **Core course 10- हिंदी उपन्यास**

#### Course learning outcomes



- उपन्यास के विश्लेषण की पद्धति।
- हिंदी उपन्यास के उद्भव और विकास का ज्ञान।
- प्रमुख लेखकों के उपन्यास का परिचय।

## **GENERIC 4 - भाषा शिक्षण**

### Course learning outcomes

- विद्यार्थी भाषा शिक्षण की अवधारणा और महत्व से परिचित हो सकेंगे साथ ही भाषा शिक्षण की संकल्पना और राष्ट्रीय सामाजिक, शैक्षिक और भाषिक संदर्भ को जान सकेंगे।
- विभिन्न भाषाई कौशलों के ज्ञानार्जन के उपरान्त विद्यार्थी शिक्षण मीडिया अभिनय आदि क्षेत्र में अपनी प्रतिभा का विकास कर सकेंगे। यह शिक्षण और प्रशिक्षण के क्षेत्र में नहीं पद्धतियों का अनुसंधान करने की दिशा में अग्रसर होंगे।

## **SEC 3- कार्यालय हिंदी**

### Course learning outcomes

- कार्यालय भाषा की सैद्धांतिक एवं व्यवहारिक जानकारी होगी।
- हिंदी की आवश्यकताओं और रोजगार क्षेत्र की मांग का अनुमान कर सकेंगे।

## **SEMESTER-5**

### **Core course11-पाश्चात्य काव्यशास्त्र**

#### Course learning outcomes

- प्राचीन से आधुनिकता की ओर आते हुए विकसित हो रहे पश्चिमी काव्य शास्त्रीय चिंतन परंपरा की समझ विकसित होगी।
- नई विचारधाराओं और साहित्यिकता का ज्ञान प्राप्त होगा।

### **Core Course12-हिंदी नाटक/एकांकी**

#### Course learning outcomes

- संबंधित नाटककारों के युग की सामाजिक राजनीतिक सांस्कृतिक साहित्यिक धार्मिक परिस्थितियों को समझ पाएंगे।
- विद्यार्थियों में भारत की एकता और सामाजिक समरसता के भाव का विकास होगा
- स्त्री सशक्तिकरण के भाव को बल मिलेगा
- नैतिक मूल्यों का विकास होगा।

- साहित्य कला प्रकृति और पर्यावरण के प्रति संवेदनशीलता विकसित होगी।

## **DSE COURSES (Discipline Specific Elective)**

### **DSE Paper 1-अस्मिता मूलक विमर्श और हिंदी साहित्य**

#### Course learning outcomes

- अस्मिताओं का सैद्धांतिक और व्यावहारिक ज्ञान
- प्रमुख रचनाओं के अध्ययन के माध्यम से संवेदनात्मक विश्लेषण
- विभिन्न अस्मिताओं की समस्याओं और उसके परिवेश को समझना
- प्रमुख कृतियों का परिचय।

### **DSE Course 2- भारतीय रंगमंच एवं पाश्चात्य रंगमंच सिद्धांत**

#### Course learning outcomes

- भारतीय एवं पाश्चात्य रंगमंच के महत्वपूर्ण पक्षों का अध्ययन विश्लेषण
- नाटक रंगमंच का संबंध और नवीन विधाओं का परिचय प्राप्त होगा।
- प्रदर्शनकारी कलाओं के साथ संवाद होगा।
- रंगमंच के विभिन्न पद्धतियों और उनके चिंतकों से परिचय का अवसर प्राप्त होगा।
- नाटक रंगमंच का संबंध और नवीन विधाओं के विश्लेषण का अवसर प्राप्त होगा।

### **DSE Course 3 - हिंदी भाषा का व्यावहारिक व्याकरण**

#### Course learning outcomes

- हिंदी भाषा वर्तमान समय में तेजी से वैश्वीकृत हो रही है। अतः हिंदी के स्वरूप को आधार रूप से ही सुगठित बनाने की प्रक्रिया पर बल देना चाहिए। यह पाठ्यक्रम हिंदी भाषा को आधार रूप से व्यवस्थित करेगा।
- यह पाठ्यक्रम विद्यार्थियों के भाषागत रूप को शुद्ध करने का पूर्ण प्रयास करता है।
- विद्यार्थियों में आलोचनात्मक क्षमता का विकास हो सकेगा।
- हिंदी भाषा के व्यावहारिक रूप को स्थिर जा सकेगा।
- भाषा का अनुशासन बंद होना अत्यंत आवश्यक है। व्यावहारिक व्याकरण अपने सैद्धांतिक रूप के साथ-साथ इसके प्रयोग को भी मान्यता प्रदान करता है।
- मौखिक अभिव्यक्ति के मानक अमानक रूपों को इस पाठ्यक्रम के माध्यम से जाना जा सकता है।
- हिंदी भाषा को संतुलित रूप प्रदान करने में और सर्वमान्य भाषा का प्रयोग करने में यह पाठ्यक्रम सक्षम है।

## **DSE Course 4- कोश विज्ञान: शब्द कोश और विश्व कोश**

Course learning outcomes

- कोश के प्रकार निर्माण रखरखाव एवं प्रयोग की विधियों से परिचित हो पाएंगे।

### **\*SEMESTER-6**

## **Core course13-हिंदी नाटक/एकांकी**

Course learning outcomes

- संबंधित नाटककारों के युग की सामाजिक राजनीतिक सांस्कृतिक साहित्यिक धार्मिक परिस्थितियों को समझ पाएंगे।
- विद्यार्थियों में भारत की एकता और सामाजिक समरसता के भाव का विकास होगा
- स्त्री सशक्तिकरण के भाव को बल मिलेगा
- नैतिक मूल्यों का विकास होगा।
- साहित्य कला प्रकृति और पर्यावरण के प्रति संवेदनशीलता विकसित होगी।

## **Core course14-हिंदी निबंध और अन्य गद्य विधाएं**

Course learning outcomes

- कथेतर साहित्य का परिचय
- विश्लेषण और रचना प्रक्रिया की समझ विकसित करना।
- प्रमुख निबंध कारों का परिचय प्राप्त करना।

## **DSE Course 5- लोकनाट्य**

Course learning outcomes

- भारतीय लोकनाट्य की सैद्धांतिक एवं व्यावहारिक जानकारी प्राप्त होगी।
- कुछ प्रमुख नाटक कृतियों से विश्लेषण क्षमता पुष्ट होगी।
- लोक भावना और भारत को ही बीच संवाद होगा।
- पर्यटन लोक संगीत विभिन्न रूपों में रुचि जागृत होगी।

## **DSE Course 6-भारतीय साहित्य पाठपरक अध्ययन**

Course learning outcomes

- भारतीय साहित्य का ज्ञान

- व्यक्तित्व विकास में सहायक
- अभिव्यक्ति क्षमता का विकास।

### **DSE Course 7- अवधारणात्मक साहित्यिक पद**

#### Course learning outcomes

- इस पाठ्यक्रम के माध्यम से सीखने सिखाने की प्रक्रिया में भारतीय और पश्चिमी आलोचना सिद्धांतों के बीच शब्दों की विस्तृत जानकारी प्राप्त की जा सकेगी।
- साहित्य की आलोचना के प्रति मानव में आने वाले पारिभाषिक शब्दों के विशिष्ट अर्थबोध को विस्तार से समझा जा सकेगा।
- पारिभाषिक शब्दों के शब्दों के विश्लेषण के माध्यम से विद्यार्थी बीज शब्दों के मूल सिद्धांतों का भी सहज विश्लेषण कर पाने में
- समर्थ हो सकेंगे।
- अवधारणा मूलक शब्दों का ज्ञान प्राप्त कर के विद्यार्थी आलोचना की सैद्धांतिकता का सहज विश्लेषण कर सकेगा।

### **DSE Course 8 -हिंदी रंगमंच**

#### Course learning outcomes

- रंगमंच के विकास के साथ-साथ विभिन्न शैलियों की जानकारी प्राप्त होगी।
- प्रमुख विचारको की रंग दृष्टि से अवगत हो पाएंगे।
- पारंपरिक और आधुनिक रंगमंच की समझ विकसित होगी।
- भारत बोध विकसित होगा।

### **Courses offered for BA (Prog.)**

#### **SEMESTER-1**

### **Core course 1. हिन्दी भाषा और साहित्य का इतिहास**

#### Course learning outcomes

- हिन्दी भाषा और साहित्य के इतिहास का परिचय प्राप्त होगा।
- साहित्य इतिहास की विभिन्न कालों की प्रमुख प्रवृत्तियों की आलोचनात्मक समझ विकसित होगी।
- इतिहास के प्रति आलोचनात्मक विश्लेषणात्मक ज्ञान के द्वारा हिन्दी भाषा और साहित्य इतिहास को संतुलित रूप से प्रस्तुत किया जा सकेगा।

### **MIL- HINDI COURSES IN FIRST SEMESTER**

## आधुनिक भारतीय भाषा - हिंदी: भाषा और साहित्य (हिंदी-क)

### Course Learning Outcomes

- हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।
- आधुनिक आवश्यकताओं के अनुरूप राष्ट्रभाषा, राजभाषा और संपर्क भाषा की जानकारी प्राप्त होगी।

## आधुनिक भारतीय भाषा - हिंदी: भाषा और साहित्य (हिंदी-ख)

### Course Learning Outcomes

- हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।
- विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

## आधुनिक भारतीय भाषा - हिंदी: भाषा और साहित्य (हिंदी-ग)

### Course Learning Outcomes

- हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।
- विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

## AECC (Ability-Enhancement Compulsory Course)

### AECC-आधुनिक भारतीय भाषा-हिन्दी भाषा और सम्प्रेषण

#### Course Learning Outcomes

- स्नातक स्तर के छात्रों को भाषायी सम्प्रेषण की समझ और संभाषण से संबंधित विभिन्न पक्षों से अवगत करवाया जाएगा।
- भाषा के शुद्ध उच्चारण, सामान्य लेखन, रचनात्मक लेखन तथा तकनीकी शब्दों से अवगत हो सकेगे।
- भाषा की समृद्धि के लिए वार्तालाप, भाषण, उसके पल्लवन, पुस्तक-समीक्षा, फिल्म-समीक्षा का भी अध्ययन कर सकेंगे।

## SEMESTER-2

### Core Courses 2. हिंदी कविता( मध्यकाल और आधुनिक काल)

#### Courses learning outcomes

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।

- साहित्य के सामाजिक -राजनीतिक -सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

### **SEMESTER-3**

#### **Core Courses 3. हिंदी कथा साहित्य**

Courses learning outcomes

- साहित्य कथाके विकास का परिचय
- प्रमुख उपन्यासों और कहानियों का अध्ययन

#### **SEC COURSE (Skill-Enhancement Elective Course)**

#### **SEC Paper 1. कार्यालयी हिंदी**

Courses learning outcomes

- कार्यालयी भाषा का व्यावहारिक ज्ञान प्राप्त होगा। विभिन्न कार्यालय पत्राचार के विविध रूप सीख सकेंगे। टिप्पण, प्रारूपण और संक्षेपण आवश्यकताओं की समझ विकसित होगी।

### **SEMESTER-4**

#### **Core Courses 4. अन्य गद्य विधाएँ**

Courses learning outcomes

- अन्य गद्य-विधाओं की स्पष्ट समझ विकसित होगी।
- आलोचनात्मक समझ विकसित होगी।

#### **MIL- HINDI COURSES IN FOURTH SEMESTER**

#### **हिंदी गद्य: उद्भव और विकास (हिंदी-क,ख,ग)**

Course Learning Outcomes

- हिंदी गद्य साहित्य के विकास का परिचय प्राप्त होगा। कृतियों के अध्ययन-विश्लेषण से साहित्यिक समझ विकसित होगी।

#### **SEC Paper 2. विज्ञापन और हिंदी भाषा**

Courses learning outcomes

- विज्ञापन लेखन की दृष्टि से भाषा-दक्षता

- विज्ञापन निर्माण की पूरी प्रक्रिया को समझना
- विज्ञापन बाज़ार में विभिन्न माध्यमों की पहुँच और प्रसार क्षमता से परिचित होना है
- कॉपी लेखन आदि कार्यों के लिये तैयार होना।

## **SEMESTER-5**

### **DSE COURSES (Discipline Specific Elective)**

#### **DSE Paper 1. हिंदी भाषा का व्यवहारिक व्याकरण**

Courses learning outcomes

- अनुवाद की सैद्धांतिक और व्यवहारिक जानकारी प्राप्त करना।
- विभिन्न क्षेत्रों के अनुवाद का विश्लेषणात्मक अध्ययन करना।

### **General Elective Courses (GE) for B.A prog / B.com prog**

#### **GENERIC course 1-अनुवाद: व्यवहार और सिद्धांत**

Course learning outcomes

- अनुवाद के विभिन्न क्षेत्रों की आवश्यकता को समझने में मदद मिलेगी।
- सैद्धांतिक ज्ञान के साथ-साथ व्यवहारिक ज्ञान निर्मित होगा।

## **SEMESTER-6**

#### **DSE Paper 2. विशेष अध्ययन: एक प्रमुख साहित्यकार -तुलसीदास**

- तुलसीदास के जीवन और साहित्य का आलोचनात्मक अध्ययन।

#### **Generic Course 2 हिंदी सिनेमा और उसका अध्ययन**

Course learning outcomes

- सिनेमा की व्यवहारिक और आलोचनात्मक समझ विकसित होगी।
- सिनेमा के विकास के माध्यम से भारत के मनोरंजन जगत में आ रहे बदलाव को समझ सकेंगे।

### **Courses offered for B. COM program**

#### **(SEMESTER-1)**

**Core course: आधुनिक भारतीय भाषा -हिंदी भाषा और साहित्य (B.COM MIL)**

### **Course learning outcomes**

- विद्यार्थियों में हिंदी के प्रति रुचि विकसित करना। उनका हिंदी साहित्य एवं उसके प्रमुख साहित्यकारों से परिचय कराना।
- हिंदी भाषा को समझना और उसके आधुनिक प्रयोग को जानना।
- काल की दृष्टि से हिंदी साहित्य के प्रतिनिधि कवियों के जीवन परिचय व साहित्यिक परिचय के साथ उनकी प्रमुख रचनाओं का अध्ययन अभ्यास करना।

### **Course-Ability enhancement compulsory course (AECC)**

#### **(SEMESTER-1)**

#### **हिंदी भाषा और संप्रेषण**

#### **Course learning outcome**

- इस पाठ्यक्रम का उद्देश्य स्नातक स्तर के विद्यार्थियों को भाषाई दक्षता के हर पहलू से परिचित कराना है। हिंदी भाषा को समझने, उसके शुद्ध रूप, तकनीकी रूप और ज्ञान वृद्धि के साथ भाषा में वे दक्षता प्राप्त कर सकेंगे।

#### **Core course: आधुनिक भारतीय भाषा- हिंदी गद्य: उद्भव और विकास (B.COM MIL)**

#### **(SEMESTER-4)**

#### **Course learning outcomes**

- हिंदी गद्य की विभिन्न विधाओं का परिचय देना।
- आधुनिक हिंदी गद्य की विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना।
- हिंदी गद्य साहित्य के विकास का परिचय विद्यार्थियों को कराना साथ ही उनको हिंदी भाषा के उद्भव और विकास के साथ हिंदी की उप भाषाओं बोलियों और आधुनिक भारतीय भाषाओं से परिचित कराना

#### **Course for M.A Hindi is also offered by Kamala Nehru College:**

#### **M.A. हिंदी (LOCF)**

M.A. हिंदी स्नातकोत्तर स्तर का कार्यक्रम है जिसका मुख्य उद्देश्य विद्यार्थियों की विवेक को विस्तार देते हुए गहन अध्ययन तथा शोध की उत्कंठा विकसित करना है ज्ञान की शाखाओं के साथ-साथ अब विश्व को सजग आलोचनात्मक विवेकशील और संवेदनशील व्यक्तित्व की आवश्यकता है जो समाज की नकारात्मक शक्तियों के विरुद्ध समानता और बंधुत्व के भाव की स्थापना कर सकें। साहित्य का अध्ययन मनुष्य को इस संदर्भ के में



विस्तार देता है। समानता की विजय में उसके विश्वास को जरूर करता है। भाषा आलोचना काव्य शास्त्र का अध्ययन जहां सैद्धांतिक समझ को विस्तृत करता है वही कविता नाटक कहानी में उन सिद्धांतों को व्यावहारिक रूप से समझने की युक्तियां छिपी रहती हैं इस प्रकार M.A. हिंदी का पाठ्यक्रम विद्यार्थियों को सैद्धांतिक और व्यावहारिक दोनों रूपों में सक्षम बनाता है। साथ ही पाठ्यक्रम की संरचना इस बात की भी इजाजत देती है कि वह मुक्त ऐच्छिक पाठ्यक्रम में अपनी इच्छा से विभिन्न विषयों को पढ़ सके।

### Course learning outcomes

- इस पाठ्यक्रम के माध्यम से सीखने सिखाने की प्रक्रिया में हिंदी भाषा के प्रारंभिक स्तर से अब तक के बदलते रूपों की विस्तृत जानकारी प्राप्त की जा सकती है।
- भाषा के सैद्धांतिक रूप के साथ-साथ व्यावहारिक पक्ष को भी जाना जा सकेगा।
- उच्च शैक्षिक स्तर पर हिंदी भाषा किस प्रकार महत्वपूर्ण भूमिका निभा सकती है। इससे संबंधित परिणाम को प्राप्त किया जा सकेगा।
- छात्र हिंदी भाषा को सीखने की प्रक्रिया में भाषा के मूल्यों को व्यावहारिक रूप से भी जान सकेंगे।
- व्यवसाई क्षमता को बढ़ावा देने के लिए भाषा अनुवाद कंप्यूटर और सिनेमा जैसे विषयों को हिंदी से जोड़कर पढ़ाना बाजार के लिए आवश्यक योग्यता विकास किया जा सकेगा।
- साहित्य के माध्यम से सौंदर्य बोध नैतिकता पर्यावरण और सामाजिक समरसता संबंधी विषयों की समझ विकसित होगी।
- हिंदी के अतिरिक्त भारतीय साहित्य का ज्ञान भी अपेक्षित रहेगा जो छात्रों के व्यक्तित्व विकास में सहायक होगा तथा अभिव्यक्ति क्षमता का विकास भी किया जा सकेगा।
- साहित्य की विधाओं के माध्यम से विद्यार्थी की रचनात्मकता को दिशा देना कविता कहानी और नाटक जैसी विधाओं द्वारा विद्यार्थी की रचनात्मकता को प्रोत्साहित करना।
- साहित्य के आदिकाल इन संदर्भों से लेकर आधुनिक समकालीन रूपों से परिचित कराना जिससे विद्यार्थी साहित्यकार और युगबोध के संबंध को पहचान सके।
- साहित्य विवेक का निर्माण करते हुए सूचना प्रौद्योगिकी के क्षेत्र में हिंदी के दखल की जानकारी देकर मीडिया के प्रति रसास्वादन का निर्माण करना।
- प्राचीन और नवीन भारतीय एवं पाश्चात्य सौंदर्य सिद्धांतों तथा काव्यशास्त्र के प्रति मानों का अध्ययन विश्लेषण करने की क्षमता विकसित होगी।
- M.A हिंदी के इस कोर्स के लिए कमला नेहरु कॉलेज में विद्यार्थियों के लिए केवल tutorial का प्रावधान है। इस कोर्स के सभी lectures केवल साउथ और नार्थ परिसर में लिए जाने की व्यवस्था है। अतः कमला नेहरु कॉलेज के हिंदी विभाग में केवल इसके tutorial ही लिए जाते हैं। विद्यार्थियों की जिज्ञासाओं और उनकी समस्याओं के समाधान की कोशिश इन tutorials का मुख्य उद्देश्य है।

### HISTORY

## **B.A.(HONS)HISTORY**

### **SEMESTER 1**

#### **Core Course I- History of India- I**

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in the Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of Central India, Deccan and South India.

#### **Core Course II -Social Formations and Cultural Patterns of the Ancient World-I**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.

- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

### **GE I-Delhi through the Ages: The Making of its Early Modern History**

Learning Outcomes: Upon completion of this course the student shall be able to:

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes-discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

## **SEMESTER II**

### **Core Course III- History of India- II**

Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.

- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the varna/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

### **Core Course IV-Social Formations and Cultural Patterns of the Ancient and Medieval World-II**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation.

### **GE –IX- Delhi through the Ages: From Colonial to Contemporary Times**

Learning Outcomes: Upon completion of this course the student shall be able to:

- Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
- Analyse the political developments and their legacy for the shaping of the city.
- Discern importance of ‘local’ social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

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- Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

### **SEMESTER -III**

#### **Core Course V-History of India- III (c. 750-1200)**

Learning Outcomes: Upon completion of this course the student shall be able to:

- Critically assess the major debates among scholars about various changes that took place with the onset of the early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantrism, architecture and art as well as the emergence of a number ‘regional’ languages.

#### **Core Course VII-History of India- IV (c. 1200–1500)**

Learning Outcomes:

On completion of this course, the students shall be able to:

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

#### **Core Course V- Rise of the Modern West- I**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.

### **SEC I-Understanding Heritage**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain the complex character of heritage.
- Analyse the historical processes which result into the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Illustrate how heritage can be a medium to generate revenue
- Discern the nuances of heritage and will appreciate its importance.

### **SEC-II-Archives and Museums**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.

## **GE-Making of Contemporary India**

### **SEMESTER IV**

#### **Core Course IX-History of India V (c. 1500-1600)**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

#### **Core Course X-History of India- VI (c. 1750-1857)**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during the first century of British colonial rule.
- Assess the issues of landed elites, and those of struggling peasants, tribals and artisans during the Company Raj.

#### **Core Course VIII-Rise of the Modern West- II**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries. • Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

### **SEC-III- Indian Art and Architecture**

Learning Outcomes:

At the end of the course, the student should be able to:

- Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.
- Through specific examples the student will be able to identify the historical context, socioeconomic processes that went in the formation of art and architectural forms.
- Identify the stylistic features of different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/courtly art, popular art/folk, and tribal art.
- Point out the continuity in patterns and regional variations.
- Elaborate patronage patterns, artist-patron relations and representation of gender.

### **SEC-IV -Understanding Popular Culture**

Learning Outcomes: Upon completion of this course the student shall be able to:

- Discuss the range of theoretical perspectives that define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them



- Interpret these theoretical concerns through a case study,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- With specific reference to art, media and cinema, examine the processes through which a pattern of 'public cultural consumption' emerged in contemporary times

### **GE-VIII- Inequality and Difference**

After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.
- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Outline various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations

### **SEMESTER V**

#### **Core Course XI-History of Modern Europe – I**

Learning Outcomes:

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.

- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

### **Core Course XII-History of India- VII (c. 1600-1750)**

Learning Outcomes:

On completion of this course, the students shall be able to::

- Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study
- Describe the major social, economic, political and cultural developments of the times
- Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.
- Discern the larger motives behind the Imperial patronage of art and architecture
- Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India

### **DSE-I History of the USA: Independence to Civil War**

Learning Outcomes: Upon completion of this course the student shall be able to:

- Explain the evolving and changing contours of the USA and its position in world politics.
- Examine the limits of American democracy in its formative stages.
- Analyse the character of early capitalism in the USA and resultant inequities.
- Describe the economics of slavery in USA along with details of slave life and culture.
- Explain the main issues related with the Civil War in USA and its various interpretations

### **DSE-IV-Gender in Indian History up to 1500 CE**

Learning Outcomes:

On completion of this course students shall be able to

- Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis
- Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities
- Critically examine representations of gender in literature, focusing on ideas of love, manliness and religiosity
- Examine the role of social and political patronage of art and literature in perpetuating gender inequalities

### **DSE IX- History of Modern China (c.1840-1950s)**

Learning Outcomes:

Upon the completion of this course the student shall be able to:

- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China and Japan in the spheres of Asian and world politics respectively

### **SEMESTER VI**

#### **Core Course XIII- History of India VIII (c.1857 - 1950)**

Learning Outcomes:

After successful completion of the course, the students will be able to:

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement. • Explain the various trends of anti-colonial struggles in colonial India.

- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

### **Core Course XIV-History of Modern Europe- II**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere and arts.

### **DSE- History of the USA: Reconstruction to New Age Politics**

Learning Outcomes:

Upon completion of this course the student shall be able to:

Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.

- Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc
- Examine the features of Labour Union movements.
- Discern the history of Populist and Progressive movements along with the introduction of the New Deal in response to the Great Depression.
- Describe the nature of Women's Liberation movement and also explain the 'Pastoralization' of Housework
- Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.

### **DSE-VIII- GENDER IN INDIAN HISTORY, c.1500-1950**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain critical concepts such as gender and demonstrate its use as a tool for historical analysis, through a historiographical engagement Critically assess popularly held notions about women in Islamic empires
- Examine critical issues of gender and power in the context of medieval and early Modern Indian history
- Examine the social reforms around the ‘women’s question’ in the modern period of Indian history.
- Explore the popular culture of the modern period to study the dynamics of class and caste in the context of marriage and society
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state

### **DSE XII -History of Modern Japan (c.1868-1950s)**

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse the historiographical shifts in Japanese history in the context of global politics.
- Examine the divergent pathways to modernity followed by Japan.
- Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.
- Conceptualise how these distinct histories can be rooted in common cultural traditions.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

### **DSE XIV-The Making of Contemporary India (c. 1950-1990s)**

Learning Outcomes:

On completion of this course the student shall be able to

- Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states.
- Examine critically issues of economic development in the early years of Independence, particularly the problems of development
- Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel

- Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as political developments in the regional context
- Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing nationalism
- Outline and examine the major developments in the history of social reform around the question of ‘Women and law’
- Evaluate the history of Environmental movements in India since Independence
- Examine the formation of a ‘civil society’ and the emergence of popular movements in North East India

### **DSE XI-Global Ecological Histories**

#### Learning Outcomes

Upon completion of this course the student shall be able to:

- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a social- political framework
- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematise (or critique?) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.
- Trace the history of Judiciary in Independent India with special focus on Public Interest Litigation
- Construct a history of Media in modern India, a history of Modern Indian Art and one of Sports as well as evaluate the significance of these in the making of a Modern Nation

### **Courses for B.A.(PROG.) History**

#### **SEMESTER I**

#### **Core Course I-History of India from the earliest times up to c. 300 CE**

Learning Outcomes:

On successful completion of this course, students will be able to:

- Delineate changing perceptions on ‘Ancient/early’ India.
- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.
- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.
- Outline the key features of the first ever empire under the Mauryas.
- Locate the shift of historical focus from Gangetic belt to newer areas.
- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent into the mainstream.

### **In Lieu of MIL Communicating Culture: Tellings, Representations and Leisure**

Learning Outcome:

After the successful completion of the course, the student will be able to:

- Identify significant features of India’s intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

## **SEMESTER II**

### **Core Course II- History of India, c. 300 to 1200**

Learning Outcomes: On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

## **SEMESTER III**

### **Core Course III-History of India, c. 1200-1700**

Learning Outcomes:

After the successful completion of this Course, the students will be able to:

- Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

### **SEMESTER IV**

#### **Core Course IV-History of India, c. 1700-1950**

Learning Outcomes:

After the successful completion of this Course, the students will be able to:

- Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.
- Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation.
- Delineate and explain the ideological, institutional, and political formations of the anticolonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

#### **SEC-IV Archives and Museum**

Learning Outcomes:

Upon successful completion of course students will be able to:

- Examine these two repositories of history from close quarters.
- Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.



- Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course

### **MIL-Inequality and Difference**

Learning Outcome: Upon successful completion of course, students will be able to:

- Outline how hierarchies and inequalities are a part of their histories and everyday experiences.
- Explain the contexts that produce these inequalities.
- Identify the importance of social justice.
- They learn the difficulty in studying the impoverished and the disadvantaged.
- Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.

### **SEMESTER V**

#### **Discipline Specific Elective**

#### **DSE III-Issues in Twentieth Century World History-I (the 20th Century)**

Learning Outcomes:

On completion of this course, the student will be able to:

- Define world history and explain the evolving polities.
- Categorise the economies and cultures of the twentieth century world.
- Define the making of the geopolitical order and 'North-South' distinctions.
- Delineate the complex character of modernity and its differences.
- Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

#### **SEC V- Popular Culture**

Learning Outcomes:

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture.
- Describe the methodological issues involved in a historical study of popular culture.
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it.
- Interpret the above theoretical concerns to actual historical studies, through a case study.

- estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices.
- Examine the role of orality and memory in popular literary traditions.
- Demonstrate the evolution of theatre and dance within the popular performance traditions.
- Analyse the role of technology in the transformation of music from elite to popular forms.
- Examine the relationship between recipes/recipe books and the construction of national/regional identities.
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- Examine the process of emergence of a pattern of ‘public consumption’ of culture in contemporary times, with specific reference to art, media and cinema.

### **GE-V -Women in Indian History**

Learning Outcomes:

After successful completion of the course, students will be able to:

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women’s experiences within specific contexts at specific historical moments. Appreciate the contradictions that marked the ‘rise’ of powerful and ‘exceptional’ women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women’s experiences with reference to specific issues like ownership of property.

### **SEMESTER VI**

#### **DSE VI-Issues in Twentieth Century World History-II**

Learning Outcomes:

- Define world history.
- Discuss and explain the evolving politics, economies and cultures of the twentieth century world.
- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

### **SEC**

#### **Popular culture**

Learning Outcomes:

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture.
- Describe the methodological issues involved in a historical study of popular culture.
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it.
- Interpret the above theoretical concerns to actual historical studies, through a case study.
- estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices.
- Examine the role of orality and memory in popular literary traditions.
- Demonstrate the evolution of theatre and dance within the popular performance traditions.
- Analyse the role of technology in the transformation of music from elite to popular forms.
- Examine the relationship between recipes/recipe books and the construction of national/regional identities.
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- Examine the process of emergence of a pattern of ‘public consumption’ of culture in contemporary times, with specific reference to art, media and cinema

## **MA History**

### **Courses for MA History**

In the MA Programme, students are required to take two core courses at the beginning and end of the MA Programme. The first course eases all students into the larger conceptual milieu of the discipline – the major historiographical interventions in the discipline. The second course sums up the second year of MA instruction by leading students through some of the major historians writing on Ancient, Medieval and Modern History. The largest number of courses in the MA Programme are Elective Courses. Selected number of Elective papers are offered each semester in the North and South Campus of Delhi University. Students of MA (First Year) are required to choose seven courses each academic year from the list. In MA (Final Year) students are streamed according to their preferred specialisation in History and are required to take 7 Elective Courses from the many that are taught each year.

### **Previous Year (Semester I)**

#### **The Practice of History (Core Course)**

Learning Outcome

By the end of the course the student should be able to:

- Identify the major historiographical paradigms that have impacted on the writing of History.
- Distinguish between the major arguments of different types of historiographical interventions.
- Identify the important contexts of these historiographical interventions.
- Within each of these historiographies – like Marxism, gender or environmental history – the student will be able to identify the debates and shifts amongst historians. They will be able to avoid flattening their rich complexities within rudimentary typologies of ‘schools’.
- Learn that the simple recounting of ‘facts’ is always embedded in particular historiographical narratives, a subject to which they will be introduced in this course and further reinforced in the Elective MA History papers.

### **List of Elective Papers Offered**

Previous Year (Semester I):

#### **Gender and Women in Ancient Societies**

Learning Outcome

At the end of the course, students would:

- Understand historiographical intervention in writing women into history thus visibilizing them as subjects.
- Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
- Patriarchal constructions of masculinity and femininity with reference to case study of various ancient societies.
- Structures of polity, society, economy and religion in the ancient world and the extent and nature of women’s participation therein.
- Spaces within the structures where women had both agency and voice.

#### **Authority and Tradition in Ancient and Medieval Historiography**

Learning Outcome

At the end of the course students would be able to:

- Understand the historiographical traditions of different ancient and medieval civilizations of the world.
- Understand how the study of past events implies a dialogue with the modern language of historians. The narratives for the learning of History and its different interpretations

do not come ready-made. The study of the past also provides a window to understand the modern world.

- Understand the perspective, method, style, content and historical context of historical traditions from different parts of the world in ancient and medieval times.
- Appreciate how various cultures looked at their pasts and responded to other cultures.
- Learn the art of story-telling, narration and construction of the past
- Learn how to analyse, evaluate and use texts and relate to style and content in pre-Modern historical literature
- Consider the manner in which authority and its role has been discussed in historical literature.
- Understand the methods of writing history and place texts within their historical contexts.

### **Medieval Societies: The Central Islamic Lands ca. 600-1300**

#### Learning Outcome

At the end of the course students would be able to:

- Recount the chronology of the major political formations that impacted the history of the Central Islamic Lands across 600-1300 CE.
- They would be able to contextualise these developments within larger transitions in the religion of Islam and the Sharia from its revelation to its scholastic explorations in the ninth and tenth century.
- They would learn how these scholastic traditions and the politics of the Empire reoriented an early Arabic exclusiveness to a more inclusive Islamic orientation.
- They would learn how to consider questions relating to ideological and social multiplicities and adherence to scriptural traditions whose histories are sometimes obscured.
- The paper also teaches students some of the great contradictions faced by Muslim jurists – the question of sovereignty and temporal authority in Islam, or the possibilities of continuing interpretation of the Holy Law.
- Debate how subjects pertaining to religion, ideology, culture are not epiphenomenal to material structures that reproduce social formations.

### **South East Asian History and Anthropology**

#### Learning Outcome

- This course will require students to read a range of rich historical and anthropological work on a region that is unlikely to be familiar from their previous education in history.

- These include the structure of peasant resistance, the plantation industry and colonial law, the character of the colonial state and concepts of the social and the political in the pre-colonial period.

### **Social History of Britain, 1815-1914**

#### Learning Outcome

At the end of the course, students would:

- Have fresh insights into the social history of Britain in this period.
- Understand gender, class and labour dynamics in British society during the heyday of its Empire.
- Comprehend that while this century marked a period of great expectations, there were also flashpoints of resistance.
- Be able to appreciate the simultaneous trends of making of bourgeois and oppositional ideologies in the period.
- Appreciate nuanced layers of social history of England by reading eight full length books and supplementary readings on each topic.

### **Previous Year (Semester II):**

Students will opt for 4 elective papers from the list below.

### **Philosophy and Methods of History**

#### Learning Outcome

Having successfully completed the course, students should be

- Thoroughly familiar with how historians work
- How different historians pursue research in contrasting ways
- What comprises the historians' craft?
- How contending ideas about the nature and possibilities of historical knowledge can be understood
- Learn the more advanced methods of historical practice and knowledge

### **Society and Culture in Early Cities: Mesopotamia, China, Greece, Rome**

#### Learning Outcome

- Students will learn how urban centres are deeply embedded in the cultural, social and political history of regions and that these have historical contexts.

- Students would have learnt to differentiate between varied and very specific character of different urban spaces in ancient societies.
- Students will understand the importance of historiographical perspectives and have a comparative and interdisciplinary approach towards the study of urbanization and how social cultural practices can reflect social complexities.
- Have ability to co-relate and work out the points of commonalities and divergences between different urban centres and their political, social and cultural practices and how they may have contributed towards social diversities.
- Understand the linkages between regions, social-cultural histories and the formation of regional and cultural identities.
- Through the study of specific case studies, understand how urbanism brings new dimensions to our understanding of history. Reading, writing, presentations and classroom discussions will build up comprehension and analytical skills of the students.

### **Ancient Mesopotamia**

#### Learning Outcome

At the end of the course, students would:

- Should be able to relate archaeological evidence with geographical and environment changes.
- Should be able to understand the origin of agriculture in the ‘Fertile Crescent’.
- Analyse the role of advanced Neolithic cultures in the processes that led to the rise of civilizations.
- Trace the various factors that led to urbanization especially in southern Mesopotamia.
- Comprehend the ideologies and institutions that were instrumental in the creation of complex societies and states.
- Appreciate the cultural traits associated with ancient Mesopotamian societies.

### **Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)**

#### Learning Outcome

- This paper will teach students about an ancient interconnected Asian world, as distinct from insulated histories, that has not been deeply investigated and theorised.
- Students usually study South Asian connections with Europe and the Mid-East. This will give them new information about Intra-Asian connections during ancient times.

- Since it comes through the discipline of Art, Architecture and History, it will introduce them to shared ideas in the South and South East Asian region which are fascinating and extremely important.
- The students will learn to examine and integrate visual and textual sources for a more comprehensive understanding of the dynamics of exchange.

### **History of North Africa and Spain, ca. 8<sup>th</sup>-15<sup>th</sup> Century**

#### Learning Outcome

At the end of the course, students would be:

- Able to have a broad understanding of the politics and key events in the history of various dynasties ruling North Africa and Spain.
- Understand that knowledge travels between cultures and that the Medieval Islamic World was diverse, advanced, connected and influenced the world as we know it today.
- Introduced to Jewish, Christian, and Muslim intercultural relations in Spain under the Muslim rule, the Muslim rulers' preference for religious tolerance and collaboration and coexistence among these communities.
- Appreciate the developments made in the fields of knowledge (*ilm*) of Science, technology, Philosophy, mysticism, art and architecture, music etc. in the Medieval Islamic world. How did scientific inventions of the Medieval Arabic world make their way to Europe and how did they eventually contribute to shaping the world? How was knowledge preserved and how did it travel through the ages?

### **Central Asia: Politics, Society and Warfare from Chingiz Khan to Timur**

#### Learning Outcome

At the end of the course the students would be:

- Familiar with the nomadic and tribal structures of the Mongols prior to the rise of Chingiz Khan
- Familiar with the efforts of Chingiz Khan as to how through sheer discipline and bravery he was successful in creating one of the largest empires of the pre- modern times
- Understanding the weaknesses creeping the system in the urban way of life compared to the nomadic ways of the tribal people
- Learning about the Mongol discipline and mobilization of the combating forces as the largest and most mobile military unit during the pre-modern times
- Learning how the Mongols, besides promoting trade and commerce, have also been a great patron for the liberal arts and Persian poetry. It will be interesting to see that



mysticism developed as the most powerful social philosophy under the patronage of various *Ilkhanid* Mongol Princes

## **Gender in History**

### Learning Outcome

At the end of the course, students would:

- Understand historiographical interventions in the study of gender.
- Appreciate the importance of studying gender as a key category of historical analysis, and how ‘femininity’ and ‘masculinity’ have been culturally constructed in relation to each other in different societies.
- Realise how and why historically ‘gender roles’ have been socially conditioned.
- Have learnt about the ways in which inter-linkages between gender, nation, sexuality and race have been theorised and thought about by historians.
- Understand the intersections between global gendered histories and their meanings for writing history in India.
- Through concrete contexts and case studies, understand how gender brings new dimensions to our understanding of history.

## **Global Environmental History, 1500-2000**

### Learning Outcome

After completing this course, students would be able to –

- Know about the complexities of a ‘general’ history of environment on a transnational scale
- Learn to engage with questions on the changing relationship between humans and nature
- Understand how human-nature relations spans different times and spaces
- Comprehend the role human and non-human actors’ play as agents in history
- Locate the transformations of landscape, rivers and forests in various parts of the globe
- Examine the role of governments and states in shaping the modern environment

## **Fascism and Nazism in Europe and Asia, 1919-1945**

### Learning Outcome

- The students will learn about the theory and practice of ultra-nationalism as a phenomenon produced by modern European history.

- The course will teach them about the connections between Feudalism, Capitalism, Socialism, Racism, Colonialism and Ultra-Nationalism.
- They will also learn about generic Fascism and country specific ultra-nationalism in relation to cultural comparisons across the countries chosen.
- One important outcome of the course will be a greater understanding of the cause and effect relationship between ultra-nationalism and the two World Wars
- Finally, the students will be able to understand the ideological and historical connections between the currents of World History in the period 1900-1945 and the contemporary Post War world.

### **Approaches to Global History 1492-2001**

#### Learning Outcome

At the end of the course, students are expected:

- To develop global perspectives on themes covered by the course and appreciate that many historical processes are best approached from a global – rather than local or national – perspective.
- To appreciate that historiography (among other themes) can be a site for doing global history.
- To learn more about the shape of the modern world (especially as it emerged in early modern Europe and America) through the lens of political history.
- To explore the cultural and economic history of the 19th and 20th centuries by paying attention to developments beyond purely political events.
- To appreciate the role of urban cultures (the city) in the historical development of civil societies across time and space.

### **Final Year (Semester III)**

Students are required to opt for specialisation in ONE of the following streams of the History of India – GROUP-A: History of Ancient India; GROUP-B: History of Medieval and Early Modern India; and GROUP-C: History of Modern India. Students are to take at least 3 courses in any of the 3 groups. They can also take all 4 courses from the same group. Alternatively, they are also permitted to take ONE course from any of the other groups.

#### **Group-A: History of Ancient India**

##### **Theories and Methods in Archaeology**

Learning outcome

At the end of the course students would:

- Understand the development of archaeology as a distinct discipline as practiced by scholars of the humanities and social sciences.
- Be able to describe basic archaeological skills, such as how to locate, record, investigate and analyse archaeological sites and data, and be familiar with the distinct vocabulary of archaeology.
- Students understand the relative and absolute dating and Chemical treatment and preservation of Archaeological finds.
- Students understand the Characteristics and Chronology of cultural deposition; and significance of pottery.
- Understand and be able to discuss the professional values and ethics of archaeology, and its role in preserving the archaeological record.
- Critically analyse ethical issues pertaining to heritage management and the roles of professional archaeologists in the different facets of cultural heritage.

### **Imaging Ancient India: Visual Arts and Archives**

Learning Outcome

- By the end of the course the students would be familiar with art historical methods and the critical debates that engage art historians
- They would also know the scope of research in the field in ancient history and its changing character from colonial interventions to the present.
- They would have looked at a huge range of visual materials, honing their abilities to critically analyse non-textual materials.
- Students will learn to analyse the complex nature of inter-relationships between textual and visual sources in historical interpretation.
- Students will be trained in methods of visual analysis and its uses for historical interpretation.

### **Social History of Early Indian Art and Architecture: Themes, Debates and Contexts, (ca 300 BCE to 1200 CE)**

Learning Outcome

At the end of the course, students would be:

- Familiar with the major historiographical debates on the nature of Indian art and the ideologies that impacted their formulations
- Understand the relationship between social and cultural factors that impelled not only the production but also the consumption of art and ‘artefacts’.
- Consider and analyse varied impact of different patterns of patronage
- Should be able to discern the manner in which social categories, especially the engendering of men and women are represented
- Should have an introduction to lived reality through the discourse of leisure as represented in narrative art of early India.
- Have an understanding of how art responded to, re-presented and even shaped historical forces and changes through the visual medium.

### **Development of Early Indian Religions and Philosophies (up to circa 500 CE)**

#### Learning Outcome

At the end of this course, students will be able to understand:

- Dynamism in definition of religions through time in history. How these religions were developed in different societies in different periods of time. And how it affects the everyday lives of a variety of people in ancient times.
- How to look for a variety of sources to understand various religions of ancient times which includes not just religious texts but also monuments, traditions, rituals etc.
- How different religions affected each other and how the beliefs shifted in different directions. And how they have sustained till today through various institutions and rituals.
- Contribution of various tribes, classes and gender in the development, diversity and dynamism of various religious philosophies, beliefs and practices.

### **Political Processes and Structure of Politics in Ancient India**

#### Learning Outcome

At the end of the course, students would:

- Appreciate historiographical interventions in the study of political ideas and institutions.
- Understand the importance of studying political processes and structure of polities as an important area of historical analysis.
- Have learnt about the ways in which the inter-relationships between society, economy and polity have been postulated and thought about by historians.
- Through concrete case studies understand how political processes bring new dimensions to our understanding of history.

### **Religion and Society in Ancient Indian Literature and Art (ca 1000 BCE to ca 300 CE)**

## Learning Outcome

At the end of the course students will be able to:

- Students will be able to distinguish forms of religious conceptualizations, rites and forms of worship and how they emerge within the context of different regions and social categories.
- They would have learnt about the history of regions, arts and society and explored the interrelationships within them.
- The course would have taught them the diverse approaches to the study of religious traditions and trace the emergence of major religious cults including Vaishnavism, Shaivism, Mahayana Buddhism.
- They would have learnt the social history of art, artists and their benefactors and be able to trace the links between power, ideology, politics and patronage.
- The course's strong gender component would have allowed students to learn the complexities in understanding gender issues in religious constructs.
- Students will be able to explore the linkages between the elite and popular traditions.
- Through the study of specific case studies, students would have learnt how religion and religious practices bring new dimensions to our understanding of history.
- Readings and discussion would have built comprehension and analytical skills of the students.
- The written assignments will result in the development of rigorous conceptualization and written expression.

## **Group-B: History of Medieval and Early Modern India**

### **Structures of Authority: The Delhi Sultanate and the Making of Medieval Society in North India Ca. 1200-1400**

## Learning Outcome

At the end of the course, students would be:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the 13 – 15th centuries
- Have a firm grasp on the politics and major events in the history of the slave, Khalaji and Tughluq regimes.
- Learn the various historiographical interventions in the study of this period and their epistemological locations.
- Discover the multiple nodes of power that shaped Muslim society and the heterogenous nature of medieval society.
- Learn that politics and authority are an integral aspect of social and cultural life.

- Investigate how medieval taxonomies are quite different from modern ones, and learn how notions of family, social networks, service, freedom/unfreedom, for instance, were quite different in the 13-15th centuries.

### **History of North India, c. 1400-1550**

#### Learning Outcome

At the end of the course, students would be:

- Able to comprehend the histories of time periods that are often neglected on account of absence of centralized political formations and lack of availability of ‘literary sources’.
- Familiar with the dynamics of change that are not solely centred on the role of political masters based in Delhi.
- In a position to appreciate the recent historiographical interventions in this time period, which will help in recasting the history of Afghans, Sufis, the process of Islamisation, socialisation and intellectual production in a nuanced manner.
- Able to understand the plurality of medieval Indian society and the diverse intersections of powers that shaped it.

### **Religion and Society in Upper Gangetic Plain: 8<sup>th</sup>-18<sup>th</sup> Cent.**

#### Learning Outcome

At the end of the course the students would be:

- Familiar with sectarian, philosophical and rationalist debates in the intellectual world of Islam and the way these debates have affected the further progression in the realm of thoughts and movements in Indian sub-continent
- Able to appreciate in a better way the divide between the Ulema and the Sufis in the Indian Sub-continent
- Able to appreciate in a better way the role of religion in the making of various State policies and societal movements.
- Comprehend the roots of pluralistic ethos, composite culture and literary traditions in a better way.
- Equipped to understand the colonial policies vis-à-vis the ma’afi grants in the proper historical background.

### **The Economic and Social History of India ca. 1200-1800**

#### Learning Outcome

By the end of this course, students would be able to understand

- The basic strands of economic history in the Delhi Sultanate and Mughal periods.
- They would also be able to appreciate the critical role of economic and social changes in shaping the dynamics of power in the subcontinent.
- They would learn about the importance of medieval technology for irrigation, cultivation and grafting
- They would have a comprehensive knowledge of subjects like medieval revenue administration, agrarian life and agrarian production through details of crop patterns, introduction and evolution of new crops.
- The readings and written assignments would help students build their comprehension and verbal communication skills.

### **Gender Relations in Mughal India**

#### Learning Outcome

At the end of the course, students would:

- Understand harem as a political space, and the political and ideological motivations that have shaped its historiography and popular perceptions.
- See gender as a crucial marker of difference and its connections with other markers of difference, in particular class, caste and race.
- Appreciate manliness as a form of social construction, and its inter-linkages with the political culture
- Learn to read and appreciate the contemporary sources within a gendered sensitive frame of reference
- Realize how gender works on bodies and emotions, and refines our framework for the study of the history of emotions and corporeality.
- See how the shifts in gender relations help us understand the social and cultural correlates of early modernity in South Asian history.

### **History of Awadh and North India, c. 1500s-1860s**

#### Learning Outcome

At the end of the course the students would grasp an understanding of:

- A geographical region which was in the political backwaters and continued to maintain the caste structure of society for millennia with very little change.
- How the continuity of religious and intellectual traditions facilitated the evolving of the elements of composite culture and pluralistic ethos.
- Living together of the various communities and caste groups ultimately leading to the culture of the shared past.

- Formation of the sectarian identities and evolution of the separate rituals and traditions that led to the trends of radicalization of the other sects.
- How during 1857 uprising, the largest anti-imperialist uprising east of Suez, was a joint struggle of the principal communities in spite of the worsening communitarian relations.

### **War, Society and Politics, c. 1700-1840**

#### Learning Outcome

The course will familiarize students with the following:

- Mughal military culture: war, society and economy
- Warfare and military manuals -the making of a gentleman
- The Mughal military legacy
- War, society and the portfolio warrior of the 18th century
- War, economy and the emergence of regional states: Awadh, Rohilkhand and Mysore
- The military culture of the English East India Company:
- The 1830s age of reforms: Peasant Sepoys to disgruntled rebels.

### **Eastern India in Transition: Ecology, State and Culture, ca. 1200-1850**

#### Learning Outcome

At the end of the course, students would be:

- Able to ascertain the role environment and ecology play in shaping the history of a region
- Understand the use of vernacular literatures in writing history
- Comprehend the notions of religion, culture social formation
- Develop compositional, analytical and expressive skills
- Learn the interdisciplinary approach in history

### **Connected Empires: Mughals, Safavids and Ottomans**

#### Learning Outcome

At the end of the course, the students would

- Know the concepts, methodology and problems of ‘Connected Histories’.
- Explore the ways in which polities and societies in these empires engaged with and produced alternative imagined visions of interaction beyond given geographies.
- Develop understanding of how people in the past themselves understood and sought to influence patterns of long-distance interaction, and of how contemporaries drew comparisons between widely-separated parts of the world.



- Consequently, through the circulation and mobility of men, ideas and goods across the time and space the course will instruct students on trajectories of growth, interdependent relationships and the emergence of universal forms of knowledge across seemingly vast geographical expanses.
- Able to synthesize the histories of three empires through trade, migration and cultural encounters.
- How connected history helps in locating South Asia globally during the early modern period.
- Extend scope of connected histories into the realm of language, court cultures and power.
- Be acquainted with various sources for writing connected histories.

### **Sources of the Mughal Period: Reading and Interpreting Texts, c. 1550-1740**

#### Learning Outcome

At the end of the course, the student would:

- Learn about the nature, form and literary traditions that impact on Mughal sources
- Learn to critically engage with the texts
- Understand the limitations of positivist-empiricist reading of texts
- Appreciate the need to integrate author-centered readings of texts with reader-centered interpretations
- Have learnt to appreciate the significance of genre in shaping discourse in historical texts

### **Medieval Deccan**

#### Learning Outcome

At the end of course, the students would be-

- Familiar with the Deccan as a space, and its associated history of change and continuity
- Aware about the politics of the different regimes in the Medieval Deccan
- Having clarity about concepts like the military labour market and its role in shaping the nature of the state
- Understand trading and African diasporas
- Understand context of political legitimacy in medieval Deccan
- Understand the Deccani localisation of Sufi orders
- Understand gender and social aspects in Deccani poetry
- Comprehend the role of language as an instrument of resistance from below in the Deccan
- Provide skills to students for research in African and trading diaspora studies
- Provides skills to students about architecture as a research tool.

### **Group-C: History of Modern India**

## **Rise of British Power in India, 1757-1857**

### Learning Outcome

- Students will develop a holistic critical understanding of the social, economic, political, military and cultural conditions prevalent in India (1757-1857).
- The course will enable the students to understand the evolution of British policy in India with reference to the key concepts of modern Indian colonial history like Colonialism, Indology, Paramountcy, Orientalism and Utilitarianism.
- While examining the Indian responses to the establishment of British power in India the students will learn more about the central concerns of social reform initiatives, popular protest, military organization and education.

## **Strategies of Imperial Control, 1850s to 1920s**

### Learning Outcome

At the end of the course, students would be:

- Acquainted with some of the crucial issues relating to characterization of the colonial state, and the historiography on the problem of sovereignty
- Familiar with features of some of the major organs of the state, especially the bureaucracy and army, in the nineteenth century and the early twentieth century
- Comprehend the manner in which the colonial state attempted to seek legitimacy, and its recourse to the use of violence to establish its authority.
- Grasp the ways in which sections of Indian society were sought to be co-opted into the colonial apparatus.
- Understand that politics and authority are inherent features of social and cultural life.
- Make sense of the several options available for colonial governance, wherein the indirect mode was a frequently preferred option.
- Able to appreciate the complex nature of the relationship between the colonial state and the British government.

## **The Colonial Economy in India: 1750-1850**

### Learning Outcome

At the end of the course, students would:

- Understand the emergence of modern institutions such as the state and market in the context of colonialism in India.

- Understand the relationship between political conquest and the economy as much as law and economic practice
- Understand the relationship between colonial policies and their effects on various populations in the subcontinent
- Be able to read and analyse primary sources.

### **Select Issues in the History of Nationalism in India, (1860-1917)**

#### Learning Outcome

At the end of the course, students would:

- Reflect upon sources, methods and approaches to the study of nationalism.
- Chart the ways in which South Asian nationalism has been understood by anthropologists, sociologists and other social scientists from the beginning of the British rule up to the present era of global integration.
- On completing this course, students will have an understanding of some of the key trends that defined Indian history during the formative period of the national movement.
- Understand ways in which Indians responded to colonialism and learn about a variety of nationalisms that emerged in response to British rule.
- The assignments in reading and writing will help in the development of rigorous conceptualization and written expression about the vision of Indian nationalism.

### **Political Economy of Decolonization 1914-1950**

#### Learning Outcome

At the end of the course, students would be:

- Able to comprehend colonization and decolonization as a process.
- They will become familiar with different explanations provided for the slow pace of growth of indigenous industries and causes for haphazard industrialization in India
- Inherent British interests in pursuing specific kinds of industrial, fiscal and monetary policies in India will be understood.
- A nationalist critique of British economic policies, role of economic issues in the nationalist movement and attitude of big business class towards nationalist movement will be understood by the course participants.
- Various historical explanations regarding economic policies pursued by the post-independence Indian government to carry forward the process of decolonization will be grasped.

### **Aspects of Book History in India**

## Learning Outcome

At the end of this course, the student would be in a position:

- To appreciate the dual nature of the Book as a commodity as well as a text, both the material and textual aspects of this cultural artefact.
- To observe major world events (such as the Renaissance, the Enlightenment, Protestant Reformation, French Revolution, etc.) through the lens of book history.

## **Cultures of Intimacy in Colonial India**

### Learning Outcome

After the successful completion of this course, students will:

- Have knowledge about various notions and kinds of intimacies that were experienced in colonial India.
- Understand how intimacies were expressed in literary genres, cultural spheres, and print media and in actual practices.
- Appreciate how and why family increasingly became a locus of identity and a building block of national belonging.
- Comprehend how love, marriage, romance and togetherness were reformulated in colonial India, and provided with new meanings.
- Be able to analyse changes in personal relationships in the period.
- Have a firm grasp over shifting meanings of motherhood, prostitution, servants, hijras and clothing in colonial India

## **History of Modern Education in India: Social Attitudes, Colonial State and Nationalism (late 18<sup>th</sup> to mid-20<sup>th</sup> century)**

### Learning Outcome

- The course would provide a crucial window for students to understand contradictory processes through which modern apparatus of education evolved in India and its relationship with social reproduction and change;
- The successful completion of this course will result in the knowledge of various debates around the politics of education in colonial India;
- The assignments in reading and writing will result in the development of rigorous conceptualization and written expression.

## **Final Year (Semester IV)**

Students are offered one compulsory core paper (mentioned earlier above) and 11 courses, out of which they may opt for three elective courses during this semester.

### **The Practice of Historians: Readings from Recent Historiographical Interventions in Indian History (Core Course)**

Learning Outcome

By the end of the course the student should be able to:

- Identify the major historians whose work has had a significant impact on the writing of Indian History.
- Distinguish between the major arguments of these historians.
- Identify the important historiographical concerns of these historians and contextualise them within large global trends in the academy.
- Identify how different historians have contributed to the narratives that comprise Indian history.
- Be able to identify how different historians used their sources – sometimes the same range of sources but with contrasting epistemologies and conclusions.
- Explain the relationship between History and Historiography

### **Group-A: Ancient Indian History**

#### **Prehistory and Proto-history of India**

Learning Outcome

At the end of the course, students would:

- Critically evaluate the knowledge of Paleo-environment during Stone Age in Indian subcontinent especially from- Soan, Narmada, Godavari valleys and Madras region.
- Familiarize with the Lower to Upper Paleolithic and Mesolithic cultures of India distribution, typology-technology of tools, subsistence, art, chronology, evidence from important sites.
- Understand the Neolithic culture of India and evidence from various regions. Students familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- Students gained knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Uttar Pradesh and Gujarat.
- Students understand the Characteristics and Chronology of Chalcolithic cultures in different regions.
- Critically analyse about Copper Hoard - OCP, antiquity of Iron associated with PGW and Megalithic Culture in India.

## **History of India: ‘Between the Empires and Beyond’ (ca. 200 BCE-600 CE)**

### Learning Outcome

After taking this course the student should be able to

- Conceptualize the historical processes through which ancient states and societies were formed Demonstrate broad knowledge of historical events of the period and its significance
- Learn about the economic stability through trade organization and agrarian base Learn to use the primary literary sources for historical interpretation
- Analyse the art and architecture aesthetically and as material phenomenon that can provide historical insights into the period
- Understand the transregional cultural connections of the subcontinent with Central and South East Asia and trade relations with the Mediterranean regions, and China.

## **History of Early Medieval India – ca. 600 CE 1300 CE**

### Learning Outcome

At the end of the course, students should be able to:

- Understand the various historiographical interventions in the study of this period.
- Appreciate the emergence of multiple nodes and interactions among them that shaped Indian society and its pluralistic inheritance.
- Understand that India is a combination of peculiarities of regional societies and cultures, and through time, these experienced hierarchies and differences.
- Comprehend the regional frontiers were always porous, and the shaping and reshaping of regions was the result of constant interactions within and even beyond their frontiers.

## **History of Early Indian Art and Architecture (up to ca. 600 CE)**

### Learning Outcome

At the end of the course, students would be:

- Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history
- Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
- Able to trace the intertwined nature of art, religion and society in the period.
- Able to analyze art on basis of its materiality
- Recognise the patterns of patronage and related developments.

## **Early Indian Social Orders: Structures and Processes (1500 BCE-1200 CE)**

### Learning Outcome

At the end of the course students should be able to grasp:

- Various facets of early Indian society in transition from pre -class to stratified society which is marked by varna and jati division.
- Social formations and social structures were not immutable but were marked by constant flux where forested areas were cleared for settlement (sometimes also abandoned) and jatis rose and fell in status.
- Complexities particularly of a gendered nature of various types of marriages and households as also of social philosophies.
- How has ancient Indian society treated its marginals and ‘Outsiders’? Was there space for negotiations for them or did they remain forever on the periphery?
- To what extent the legal system of early India was gendered and varna/jati influenced.
- How have social ethics influenced sexual mores, regulations of body, death rites and other ritual observances

## **Monetary History of India**

### Learning Outcome

At the end of this course, students will learn how the:

- Development of money in ancient India contributed towards trade and commerce as well as other aspects of society.
- How the usage of different media of exchange has been developed keeping the economic history of the region and period before the advent of metal money as context.
- How fiscal contexts, commercial money, changing land rights and differing rights to wealth and resources affected the society, economy and money circulation.
- The factors which lead to development of money-based economy and its effect on development of agriculture and trade network.

## **Gender and Social Categorization in Ancient Indian Traditions (from earliest times to 450 CE)**

### Learning Outcome

By the end of the course students would have:

- Students will learn about gender and normative ascriptions related to gender and social categories in textual and epigraphic traditions of ancient India and learn to recognize that

these representations have historical contexts and have contributed to the shaping of gender identities and the perceived roles of social categories and communities.

- Students will understand the importance of historiographical perspectives and having an interdisciplinary approach towards the study of gender and society and how ancient traditions are not monolithic but reflect social complexities.
- Students will have experience of working on different types of sources and material evidence.
- They will have the ability to understand the manner in which ideology and thought may have contributed towards creations of social hierarchies and diversities.
- It will challenge them to search for heterogeneity in gender categories that are monolithic and synchronic and which deprive women of historical agency. They will engage with the manner in which gendered and diverse social categories have constantly negotiated with normative traditions.
- They will understand the intersections between gender, caste, class and how social-cultural histories are created and cultural identities formulated.
- Reading, writing assignments and classroom discussions will build up comprehension and analytical skills of the students and will result in the development of rigorous conceptualization and written expression.

### **Group-B: Medieval Indian History**

#### **Imperial Sovereignty, Court Culture and Politics in Mughal India, ca. 1526-1748**

Learning outcome:

At the end of the course, students would:

- Gain an understanding of the political processes that provide a backdrop to the development of early modernity in South Asian history.
- Appreciate the dynamic changes that were taking place in the social and cultural life in South Asia during the 16th-18th centuries
- Learn to draw continuities and ruptures in the development of the colonial and post-colonial order with the socio-cultural order in the 16th-18th centuries
- See the extent to which contemporary concerns and objectives have shaped the historiography of the period, and our perception of the Mughal Empire

### **The Eighteenth Century in Indian History**

Learning outcome:

The course will familiarize students with the following:



- The late 17th century crisis of the Mughal Empire and the ensuing transition: economy, society and politics
- The early 18th century turned to Arabic learning with consequences for the transition to English colonial rule.
- Regional aspirations and politics of assertion
- The rise of the English Company as a political entity in North India and the beginning of colonial rule.
- The transition to colonialism viewed from the perspective of the local, the regional and individual histories. This offers a fresh perspective on our methodologies of studying the rise of ‘modern’ India.

### **History of Science and Technology, and Dietary Practices in Pre-Colonial India, ca. 1500-1700**

Learning outcome:

At the end of the course, students would be:

- Familiar with the ways in which pre-colonial Indian societies responded to science and technology
- Having a clear understanding of the relationship between bodily practices and cultural formation before colonial modernity in India
- Able to analyse the complex nature of dietary practices and political formation in pre-colonial south Asia familiar with the intersection of state formation and narcotics in pre-colonial court cultures
- Able to find new ways to read a variety of primary sources and formulate new research methodologies for writing history of regions and communities.

### **Forms of Resistance in Northern India, ca. 1560-1740**

Learning outcome:

At the end of the course, the students would:

- Identify with the ‘history from below’ approach with reference to medieval India.
- Appreciate how social history and voice of the marginalised can be researched by differential reading of source material.
- Understand the concept of everyday forms of resistance and the ways in which it has transformed our understanding of ‘politics’, making the ordinary life of subalterns’ part of historical studies.

- Analyse how such mobilizations throw epistemological challenges to disciplines that traditionally focus on already identified structures of power, collective actions, or political processes.
- Be able to appreciate the historiographical shifts in the understanding of the popular forms of resistance.
- Able to examine and understand the early modern South Asian histories of resistance in terms of cultural domination and subversion.
- How popular literature helps in reconstruction of the marginalized resistance.

### **History of Rajasthan, ca. 1300-1900**

Learning outcome:

- They will uncover the uniqueness of regions in terms of agents of change to unravel the processes that were instrumental in developing regional identity.
- It will help to understand the working of various local autonomous units and groups, who became important in the course of history

### **Political Culture: War, Society and Governance, ca. 1550-1770**

Learning outcome:

At the end of the course, students would /would be:

- Skilled about political culture and military labour market as a research concept to study history
- Familiar with elements of legitimacy in medieval India
- Aware about dialectical relation of state and social forces in medieval India
- Enlightened about changing social dynamism in Medieval India
- Familiar with militarization as source of resistance
- Updated about contemporary perspectives about political culture
- Skilled about role of culture as a concept to understand the history of medieval India
- Motivated to explore military labour market and militarization as an area of research

### **The Marathas: Political Engagements, Social Formation and Popular Culture, ca. 1600-1800**

Learning outcome:

At the end of the course, students would be:

- Familiar with the regional and linguistic specificities of Maharashtra
- Able to understand how a range of historians engaged with the question of religion and caste sensibilities in Maharashtra

- Able to locate different vernacular sources that shaped the formation of Maratha identity from the 17th century
- Learn about the complex nature of political relations that the Maratha state shared with Deccan sultanates and the Mughals
- Become familiar with the fascinating stock of popular religions and pietistic life in the region of Maharashtra

### **Epigraphic, Numismatic and Archival Records for the Study of Medieval Indian History**

Learning outcome:

At the end of the course the students would be:

- Familiar with the major repositories and collections of the archival records from pre-colonial times.
- Able to cull the data from some of the major catalogues, private collections and the religious institutions who have maintained these records.
- Learn about the inscriptional data in Arabic, Persian and Sanskrit spread throughout the sub- continent and the way this data has been compiled by the Archaeological Survey of India, other government and research agencies, and independent bodies.
- Learn about the mints, minting techniques and mint towns
- Learn how to decipher the legends on the coins and the way these have been analysed and interpreted in current scholarship.
- Familiar with major coin hoards in Indian museums and their catalogues.
- Able to develop some interest in the shikasta script, palaeography and codicology.
- Learn about the nature of the large number of records that have survived at different Museums, Archives and Libraries across the subcontinent.

### **Group-C: Modern Indian History**

#### **Themes in the Economic History of India, c. 1850-1950**

Learning outcome:

At the end of the course students are expected:

- To be equipped to understand trends and fluctuations of major economic indicators
- To be fully conversant with the historiographical debates on major issues of Indian economy
- To be familiar with quantitative and qualitative analysis used in the course.
- To be able to compare, connect and contrast economic performance of contemporary India with colonial India
- To be able to locate Indian economic history in a global history perspective

### **Select Issue in the Study of Nationalism in India (1917-49)**

Learning outcome:

By the end of the course, students will:

- Critically read a variety of primary sources on late nationalism in India.
- Read seminal literature by historians on the topics dealt with in this course.
- Go beyond academic work through exposure to the rich corpus of literature, films and visual material that deal with issues pertinent to this period. This will also allow students to engage with how historians have creatively used new kinds of archives to study Indian nationalism.

### **Political Economy of Decolonization 1914-1950**

Learning outcome

At the end of the course, students would be:

- Able to comprehend colonization and decolonization as a process.
- They will become familiar with different explanations provided for the slow pace of growth of indigenous industries and causes for haphazard industrialization in India

### **Colonial Northeastern India: Economy, Society and Politics**

Learning outcome:

- The course requires students to read and analyse a collection of primary texts from the colonial period through class discussions, presentations and written tutorials.
- It introduces them to the methods of conducting historical research and encourages them to formulate original projects of research in the final semester of their postgraduate programme.
- Other significant outcomes of the course include discerning critical shifts in historiographical trends in writings on northeastern India.
- The course familiarises students with the political history of northeastern India under British rule and into the period of Partition.
- The focus on the history of the ‘tribe’ in India would help students understand contemporary ethnic movements in the region.

- A significant outcome of the course would also be a closer understanding of the history of commodities such as tea, rubber, coal and oil.
- The reading and writing assignments build the comprehension and verbal abilities of the students.
- Inherent British interests in pursuing specific kinds of industrial, fiscal and monetary policies in India will be understood.
- A nationalist critique of British economic policies, role of economic issues in the nationalist movement and attitude of big business class towards nationalist movement will be understood by the course participants.
- Various historical explanations regarding economic policies pursued by the post-independence Indian government to carry forward the process of decolonization will be grasped.

### **The Great Revolt: 1857-59**

Learning outcome:

- Acquainted with problems of sources for writing histories of the revolt, particularly the excessive reliance on the colonial archive due to its relative profusion.
- Familiar with the character of the colonial state in the nineteenth century, with its recourse to the use of violence to establish its authority.
- Comprehend the diverse historiographical approaches to the study of revolt anti-colonial resistance and their ideological moorings.
- Grasp the different ways in which individuals and social groups perceived colonial authority, articulated grievances, opposed or sided with the state or its organs, and the options available to the empire for exercising power.
- Understand that politics and authority are inherent features of social and cultural life.
- Make sense of the processes whereby resistance and collaboration shaped colonialism during the second and third quarters of the nineteenth century

### **History of Labour, Labouring Poor and the Working Class in India, C. 1750-2000**

Learning outcome:

At the end of this course the students are expected

- To be aware of the main historiographical trends in the field of labour history
- To have mastered at least three main texts suggested in the readings
- To have a strong chronological awareness about the development of labour history
- To be able to connect the contemporary transformation of labour with the past changes.
- To be able to fully grasp the connection between changes in global capitalism and structures of labour relations.
- To be aware of the technology driven future trends in work and work relation

### **Law and Society in Colonial India**

Learning outcome:

By the end of the course, students:

- Will have an understanding of the major historiographical interventions and debates in the field of legal history in colonial India.
- Will understand the “law” in an expansive, cultural and historicist sense.
- Will appreciate how historians have critically and creatively used the colonial legal archive

### **Language, History and Nationalism in South India**

Learning outcome:

- The successful completion of this course will result in the knowledge of the relationship between language, culture and politics in modern India.
- The assignments in reading and writing will result in the development of rigorous conceptualization, written and verbal expression.

### **Mahatma Gandhi: Man, Ideas, Philosophy and practices**

Learning outcome:

At the end of the course, students would:

- Identify historical contexts that influenced Gandhi.
- Be able to understand the creative tension experienced by Gandhi in the process of his evolution.
- Demonstrate an understanding of Gandhi’s thought, including truth and ahimsa, swaraj and Sarvodaya
- Outline Gandhi’s application of religious ideals to diverse areas of life and thought for example Gandhi’s political principle of satyagraha.
- To critically assess Gandhi and his legacy on logical, ethical or historical grounds.
- Learn how one might incorporate select insights of Gandhi into one's' own lives and how one might not do so

## **Trials of Imperial Jurisprudence**

Learning outcome:

At the end of the course, students would:

- Understand the conceptual issues involved in relating sovereignty, politics and law
- Understand foundational concepts in jurisprudence and their relationship to legal practice
- Understand the nature of colonial law
- Understand the relationship between the nationalist movement and the colonial legal regime
- Be able to read and analyse primary sources.

## **JOURNALISM**

### **BA (Honours) Journalism**

#### **SEMESTER I**

##### **Core Course I: Introduction to Journalism**

###### **Learning Outcomes:**

- The students will be able to understand the nature of news and the process of news transmission to the readers.
- The students will be able to identify the newsworthiness of stories and how to select stories
- The paper will also enable them to write news stories and comprehend the role of the press in a democratic society.
- The students will learn how to write differently for print, broadcast and online platforms
- The students will get acquainted with some conceptual debates about the role of the media in a democracy

##### **Core Course II: Introduction to Media and Communication**

###### **Learning Outcomes:**

- The students will understand the difference between mediated communication and non-mediated communication
- The students will understand the complex relationship between media consumption and changing socio-cultural norms and practices
- The students will be able to critically analyse the role and influence of the media in an individual's life.

- The paper will acquaint the students with the different theoretical approaches and models that have been used to study the media
- The paper will help the students to critically perceive the effects of media use

## **GE I – Basics of Journalism**

### **Learning Outcomes:**

- The students will understand what news is, its different types and the basic component of a news story.
- They will get to understand how news is carried from the event to the readers/audience
- The students will understand the historical evolution of the print media
- The students will know how to write and structure news stories
- The paper will help the students understand the basic difference between print, broadcast and online journalism
- The students will get familiar with the contemporary debates around the role of the press in an democracy

## **SEMESTER II**

### **Core Course III: Reporting and Editing for Print**

#### **Learning Outcomes:**

- The students will know how to cover different news beats like health, education, sports etc
- The students will be able to set up and conduct interviews
- The students will understand the basic principles of editing and will be able to frame headlines and select pictures for news stories
- This paper will enable to students to critically analyse news items for sensationalism and voyeurism
- The students will be able to identify fake news and biases in news stories

### **Core Course IV: Media and Cultural Studies**

#### **Learning Outcomes:**

- The students will understand key concepts like Mass Culture, Popular Culture and Folk Culture
- The students will understand the basic ideas of critical theory and how they were used to analyse media production
- The students will be able to critically analyse representation of nation, gender, caste and class in media texts



- The students will understand the process of ‘meaning making’ by the ‘audience’ of media texts
- The students will be able to identify the key constitutive aspects of a ‘fan’ culture.

## **GE II – Photography**

### **Learning Outcomes:**

- The students will be able to use cameras to produce photographic images with the correct exposure
- The students will be able to do a basic lighting plan for a portrait shoot in a studio
- The students will be able to use software like Adobe Photoshop to edit images
- The students will know about the basic photographic equipment used in different types of photography e.g. sports photography, travel photography etc
- The students will have an understanding about the basic elements and requirements of photojournalism

## **SEMESTER III**

### **Core Course V: Introduction to Broadcast Media**

#### **Learning Outcomes:**

- By the end of the course students will be able to understand the basics of sound, image and visual concepts
- The students will be able to identify and analyse the visual grammar and visual perspectives of media texts.
- The students will understand the various elements in broadcast news.
- The students will be able to use a camera to shoot a story and will be able to gather, edit and report a story for television.
- They will also become capable of making TV news bulletins and documentaries.

### **Core Course VI: History of Media**

#### **Learning Outcomes:**

- The students will attain familiarity with the historical evolution of the media including the role of the press during the freedom struggle
- The students will be able to contextualize the developments of the media and its role through political and economic changes across the world.
- The students will understand the debates around the demands for autonomy of the media.
- The students will understand changes in the media eco system since the 1990s with the coming of satellite television channels into India

- The students will understand the processes and impact of the commercialisation of the media in India

### **Core Course VII: *Advertising and Public Relations***

#### **Learning Outcomes:**

- This paper will help students to grasp the concepts and skills required for advertising and public relations
- The students will understand the importance of effective brand positioning using integrated marketing communications.
- The students will also learn to critically evaluate advertisements and understand the importance of ethical practices in advertising and PR.
- The students will gain knowledge of the working of regulatory bodies like the Advertising Standards Council of India
- The students will know how to use social media for advertising and PR.

### **GE III -Film Appreciation**

#### **Learning outcomes:**

- The students will grasp the visual language of cinema
- The students will also understand the importance of sound in cinema
- The paper will familiarize students about the trajectory of American popular cinema and European art house cinema.
- The paper will introduce theoretical questions around authorship, feminist film criticism etc.
- The students will understand the history of Hindi cinema and the significant transformations in the industrial practices in the contemporary era.

### **SEC I – Radio Production**

#### **Learning Outcomes:**

- The students will get acquainted with the significance of radio as a unique medium, and its' differences and similarities with other mediums like print, television etc.
- The students will be able to identify different radio formats
- The students will be able to understand broadcast production techniques
- The students will be able to record and edit radio programmes
- The students will be able to write radio scripts

### **SEMESTER IV**

## **Core Course VIII: Introduction to New Media**

### **Learning Outcomes:**

- The students will be able to critically assess and synthesize new media theories, analytical approaches, and practices, connect disparate theories and understand their development and contribution to the field of new media studies
- The students will be able to critique and contribute to debates about digital media ownership, economics, intellectual property, regulation and privacy.
- The students will be able to understand user behaviour and participatory cultures online.
- The students will be able to design their own website and create and manage content on it.
- The students will be able to write and maintain their own blogs.

## **Core Course IX: Development Communication**

### **Learning Outcomes:**

- The students will understand the different theoretical approaches that have been used to understand ‘development’.
- The students will understand the role played by the mass media in the development process and will be able to construct public service messaging.
- The students will comprehensively understand the role of NGOs in the development process.
- The students will gain an in-depth understanding of the various development programmes that have been initiated by the government.
- The students will learn strategies for designing messages for print, television and radio.

## **Core Course X: Media Ethics and the Law**

### **Learning Outcomes:**

- The students will understand the basic constitutional provisions guaranteeing freedom of speech and expression and the nature and scope of freedom of the press in India.
- The students will be able to interrogate ethical issues involved in media practices like sting operations and live reporting.
- The students will be able to analyse issues of gender representation in advertisements and the ethical questions around such representations.
- The students will be able to get an in-depth understanding of the working of media regulatory bodies in India and the challenges that they face
- The students will understand the challenges and issues regarding media reportage of marginalised communities like Dalits, Tribals etc.

## **GE IV – Video Production**

### **Learning Outcomes:**

- Through readings, instruction, practice, and projects, students will develop skills in contemporary video technology like using the camera, recording sound and editing
- The students will develop better knowledge of the language of film including shots composition and continuity editing.
- The students will gain a better understanding of storytelling in narrative and non- narrative video production.
- They will be able to script fiction, non-fiction, newsreel and docu-dramas.
- They will be able to produce computer-generated imagery and visual effect

## **SEC II – Documentary Production**

### **Learning Outcomes:**

- The students will understand the language of the documentary film including shot composition and editing
- They will better understand the practice of story-telling in documentary production.
- They will acquire an in-depth understanding of the history of documentary films in India
- They will become acquainted with the different sources of funding for documentary films.
- The students will be able to write a proposal for a documentary film which include a treatment and budgeting

## **SEMESTER V**

### **Core Course XI: Global Media and Politics**

#### **Learning Outcomes:**

- The students will develop an understanding of the use of radio and television in international propaganda
- The students will understand the way propaganda was used by the Nazi regime in Germany to consolidate its totalitarian power
- The students will understand how globalisation of media technology facilitated the rise of regional and local media to challenge the hegemony of international media conglomerates.
- The students will understand the debates about the role played by the media in the globalisation process
- The students will get an in-depth understanding of concepts like ‘globalisation’, ‘glocalisation’, ‘hybridity’ etc to examine cultural changes taking place around them.

### **Core Course XII: Advanced Broadcast Media**

#### **Learning Outcomes:**

- The students will get an understanding of the characteristics of the different broadcasting models in the world and in India.
- The students will become familiar with debates around television genres
- The students will be able to produce radio jingles, public service advertisements and radio magazine shows
- The students will understand the dynamic nature of genres and how they evolve over time e.g. music videos used for social change etc
- The students will understand the changing use of ENG and EFP in news programming.

## **DSE I - Print Journalism and Production**

### **Learning Outcomes**

- The students get an understanding of how sting operations are done and the ethical issues involved with sting operations.
- They will be able to engage in specialised forms of reporting like business journalism, parliamentary reporting etc
- They will learn the principles of design and aspects of layout of newspapers and will be able to do the design and layout of a newspaper including page layout, headlines, supplements etc
- They will be able to use the InDesign and Adobe Photoshop software
- They will be able to understand various facets of magazine journalism such as feature writing, different types of magazine content, design aspects, etc.

## **DSE II – Advanced Photography**

### **Learning Outcomes:**

- The students will be able to record correctly exposed images using the camera.
- The students will be able to identify the works of some great photographers
- The students will be able to use Adobe Photoshop to edit images
- The students will understand the ethical issues involved in war photojournalism
- The students will be able to use different digital image formats based on their specific requirement.

## **SEMESTER VI**

### **Core Course XIII: Advanced New Media**

#### **Learning Outcomes**

- The students will be able to understand new media ecologies and diverse genres of new media.

- The students will grasp the sociology of Internet and new media.
- The paper will introduce debates around privacy and surveillance in the era of new media.
- The students will get an understanding of the intricate questions around identities in the digital era.
- The students will also undertake a project of digital production in the form of shorts, video, podcast, blog etc.

### **Core Course XIV: Communication Research and Methods**

#### **Learning Outcomes:**

- The students will be able to apply different research methods like content analysis, survey method, case studies etc for research.
- The students to be able to write up a research proposal
- The students will be able to design and use different tools for data collection like questionnaires, surveys and focus group discussions
- The students will learn how to write citations and bibliographies

### **DSE III – Introduction to Cinema Studies**

#### **Learning Outcomes:**

- The students will understand the visual language of cinema and the importance of sound in cinema.
- The paper will familiarize students about the trajectory of American popular cinema and European art house cinema.
- The students will be able to engage with theoretical questions around authorship, feminist film criticism etc.
- The students will also understand the history of Hindi cinema and the significant transformations in the industrial practices in the contemporary era.
- The paper will enable students to thoroughly analyse film texts, as well as production and reception practices of cinema

### **DSE IV – Dissertation**

#### **Learning Outcomes:**

- The students learn to conceive of a research idea and prepare a research proposal
- The students are able to work on all aspects of the research process including review of literature, research design, data collection and analysis.
- The students learn how to defend their dissertation in front of external examiners
- The students learn important aspects of academic writing like writing an abstract, compiling a bibliography, and writing citation and footnotes.

- The students learn to critically engage with academic writing

## MATHEMATICS

### **B.Sc. (Honours) Mathematics**

#### **SEMESTER 1**

##### **Core Course I: Calculus**

##### **Course learning outcomes-**

This course will enable the students to:

- Learn first and second derivative tests for relative extrema and apply the knowledge in problems in business, economics and life sciences.
- Sketch curves in a plane using its mathematical properties in the different coordinate systems of reference.
- Compute area of surfaces of revolution and the volume of solids by integrating over cross-sectional areas.
- Understand the calculus of vector functions and its use to develop the basic principles of planetary motion.

##### **Core Course II: Algebra**

##### **Course learning outcomes-**

This course will enable the students to:

- Employ De Moivre's theorem in a number of applications to solve numerical problems.
- Learn about equivalent classes and cardinality of a set.
- Use modular arithmetic and basic properties of congruences.
- Recognize consistent and inconsistent systems of linear equations by the row echelon form of the augmented matrix.
- Find eigenvalues and corresponding eigenvectors for a square matrix.

#### **SEMESTER: 2**

##### **Core Course III: Real Analysis**

##### **Course learning outcomes-**

This course will enable the students to:

- Understand many properties of the real line  $\mathbb{R}$ , including completeness and Archimedean properties.
- Learn to define sequences in terms of functions from  $\mathbb{N}$  to a subset of  $\mathbb{R}$ .
- Recognize bounded, convergent, divergent, Cauchy and monotonic sequences and to calculate their limit superior, limit inferior, and the limit of a bounded sequence.
- Apply the ratio, root, alternating series and limit comparison tests for convergence and absolute convergence of an infinite series of real numbers.

### **Core Course IV: Differential Equations**

#### **Course learning outcomes-**

The course will enable the students to:

- Learn basics of differential equations and mathematical modeling.
- Formulate differential equations for various mathematical models.
- Solve first order non-linear differential equations and linear differential equations of higher order using various techniques.
- Apply these techniques to solve and analyze various mathematical models.

### **SEMESTER: 3**

### **Core Course V: Theory of Real Functions**

#### **Course learning outcomes-**

This course will enable the students to:

- Have a rigorous understanding of the concept of limit of a function.
- Learn about continuity and uniform continuity of functions defined on intervals.
- Understand geometrical properties of continuous functions on closed and bounded intervals.
- Learn extensively about the concept of differentiability using limits, leading to a better understanding for applications.
- Know about applications of mean value theorems and Taylor's theorem.

### **Core Course VI: Group Theory-I**

#### **Course learning outcomes-**

The course will enable the students to:

- Recognize the mathematical objects that are groups, and classify them as abelian, cyclic and permutation groups, etc.



- Link the fundamental concepts of groups and symmetrical figures.
- Analyze the subgroups of cyclic groups and classify subgroups of cyclic groups.
- Explain the significance of the notion of cosets, normal subgroups and factor groups.
- Learn about Lagrange's theorem and Fermat's Little theorem.
- Know about group homomorphisms and group isomorphisms.

### **Core Course VII: Multivariate Calculus**

#### **Course learning outcomes-**

This course will enable the students to:

- Learn the conceptual variations when advancing in calculus from one variable to multivariable discussion.
- Understand the maximization and minimization of multivariable functions subject to the given constraints on variables.
- Learn about inter-relationship amongst the line integral, double and triple integral formulations.
- Familiarize with Green's, Stokes' and Gauss divergence theorems.

#### **SEMESTER: 4**

### **Core Course VIII: Partial Differential Equations**

#### **Course learning outcomes-**

The course will enable the students to:

- Formulate, classify and transform first order PDEs into canonical form.
- Learn about method of characteristics and separation of variables to solve first order PDE's.
- Classify and solve second order linear PDEs.
- Learn about Cauchy problem for second order PDE and homogeneous and nonhomogeneous wave equations.
- Apply the method of separation of variables for solving many well-known second order PDEs.

### **Core Course IX: Riemann Integration & Series of Functions**

#### **Course learning outcomes-**

The course will enable the students to:

- Learn about some of the classes and properties of Riemann integrable functions, and the applications of the Fundamental theorems of integration.
- Know about improper integrals including, beta and gamma functions.
- Learn about Cauchy criterion for uniform convergence and Weierstrass M-test for uniform convergence.
- Know about the constraints for the inter-changeability of differentiability and integrability with infinite sum.
- Approximate transcendental functions in terms of power series as well as, differentiation and integration of power series.

### **Core Course X: Ring Theory & Linear Algebra-I**

#### **Course learning outcomes-**

The course will enable the students to:

- Learn about the fundamental concept of rings, integral domains and fields.
- Know about ring homomorphisms and isomorphisms theorems of rings.
- Learn about the concept of linear independence of vectors over a field, and the dimension of a vector space.
- Basic concepts of linear transformations, dimension theorem, matrix representation of a linear transformation, and the change of coordinate matrix.

### **SEMESTER:5**

### **Core Course XI: Metric Spaces**

#### **Course learning outcomes-**

The course will enable the students to:

- Learn various natural and abstract formulations of distance on the sets of usual or unusual entities. Become aware one such formulations leading to metric spaces.
- Analyze how a theory advances from a particular frame to a general frame.
- Appreciate the mathematical understanding of various geometrical concepts, viz. balls or connected sets etc. in an abstract setting.
- Know about Banach fixed point theorem, whose far-reaching consequences have resulted into an independent branch of study in analysis, known as fixed point theory.
- Learn about the two important topological properties, namely connectedness and compactness of metric spaces.

### **Core Course XII: Group Theory-II**

### **Course learning outcomes-**

The course shall enable students to:

- Learn about automorphisms for constructing new groups from the given group.
- Learn about the fact that external direct product applies to data security and electric circuits.
- Understand fundamental theorem of finite abelian groups.
- Be familiar with group actions and conjugacy in  $S_n$ .
- Understand Sylow theorems and their applications in checking nonsimplicity.

### **SEMESTER: 6**

#### **Core Course XIII: Complex Analysis**

### **Course learning outcomes-**

- The completion of the course will enable the students to:
- Learn the significance of differentiability of complex functions leading to the understanding of Cauchy–Riemann equations.
- Learn some elementary functions and evaluate the contour integrals.
- Understand the role of Cauchy–Goursat theorem and the Cauchy integral formula.
- Expand some simple functions as their Taylor and Laurent series, classify the nature of singularities, find residues and apply Cauchy Residue theorem to evaluate integrals.

#### **Core Course XIV: Ring Theory and Linear Algebra-II**

### **Courses learning outcomes-**

On completion of this course, the student will be able to:

- Appreciate the significance of unique factorization in rings and integral domains.
- Compute the characteristic polynomial, eigenvalues, eigenvectors, and eigenspaces, as well as the geometric and the algebraic multiplicities of an eigenvalue and apply the basic diagonalization result.
- Compute inner products and determine orthogonality on vector spaces, including Gram–Schmidt orthogonalization to obtain orthonormal basis.
- Find the adjoint, normal, unitary and orthogonal operators.

### **Discipline Specific Elective Courses with options:**

#### **SEMESTER- V**

#### **DSE-1(i): Numerical Analysis**

### **Course learning outcomes-**

The course will enable the students to:

- Learn some numerical methods to find the zeroes of nonlinear functions of a single variable and solution of a system of linear equations, up to a certain given level of precision.
- Know about methods to solve system of linear equations, such as Gauss–Jacobi, Gauss–Seidel and SOR methods.
- Interpolation techniques to compute the values for a tabulated function at points not in the table.
- Applications of numerical differentiation and integration to convert differential equations into difference equations for numerical solutions.

### **DSE-1(ii): C++ Programming for Mathematics**

#### **Course learning outcomes-**

After completion of this paper, student will be able to:

- Understand and apply the programming concepts of C++ which is important to mathematical investigation and problem solving.
- Learn about structured data-types in C++ and learn about applications in factorization of an integer and understanding Cartesian geometry and Pythagorean triples.
- Use of containers and templates in various applications in algebra.
- Use mathematical libraries for computational objectives.
- Represent the outputs of programs visually in terms of well formatted text and plots.

### **DSE-2(i): Probability Theory and Statistics**

#### **Course learning outcomes-**

This course will enable the students to:

- Learn about probability density and moment generating functions.
- Know about various univariate distributions such as Bernoulli, Binomial, Poisson, gamma and exponential distributions.
- Learn about distributions to study the joint behavior of two random variables.
- Measure the scale of association between two variables, and to establish a formulation helping to predict one variable in terms of the other, i.e., correlation and linear regression.
- Understand central limit theorem, which helps to understand the remarkable fact that: the empirical frequencies of so many natural populations, exhibit a bell-shaped curve, i.e., a normal distribution.

## **DSE-2(ii): Discrete Mathematics**

### **Course learning outcomes-**

After the course, the student will be able to:

- Understand the notion of ordered sets and maps between ordered sets.
- Learn about lattices, modular and distributive lattices, sublattices and homomorphisms between lattices.
- Become familiar with Boolean algebra, Boolean homomorphism, Karnaugh diagrams, switching circuits and their applications.
- Learn about basics of graph theory, including Eulerian graphs, Hamiltonian graphs.
- Learn about the applications of graph theory in the study of shortest path algorithms.

## **SEMESTER- VI**

### **DSE-3(i): Mathematical Finance**

#### **Course learning outcomes-**

- On completion of this course, the student will be able to:
- Know the basics of financial markets and derivatives including options and futures.
- Learn about pricing and hedging of options, as well as interest rate swaps.
- Learn about no-arbitrage pricing concept and types of options.
- Learn stochastic analysis (Ito formula, Ito integration) and the Black–Scholes model.
- Understand the concepts of trading strategies and valuation of currency swaps.

### **DSE-3(ii): Introduction to Information Theory and Coding**

#### **Course learning outcomes-**

This course will enable the students to:

- Learn about the basic concepts of information theory.
- Know about basic relationship among different entropies and interpretation of Shannon's fundamental inequalities.
- Learn about the detection and correction of errors while transmission.
- Representation of a linear code by matrices.
- Learn about encoding and decoding of linear codes.

### **DSE-3(iii): Biomathematics**

#### **Course learning outcomes-**

Apropos conclusion of the course will empower the student to:

- Learn the development, analysis and interpretation of bio mathematical models such as population growth, cell division, and predator-prey models.
- Learn about the mathematics behind heartbeat model and nerve impulse transmission model.
- Appreciate the theory of bifurcation and chaos.
- Learn to apply the basic concepts of probability to molecular evolution and genetics.

#### **DSE-4(i): Number Theory**

##### **Course learning outcomes-**

This course will enable the students to:

- Learn about some fascinating discoveries related to the properties of prime numbers, and some of the open problems in number theory, viz., Goldbach conjecture etc.
- Know about number theoretic functions and modular arithmetic.
- Solve linear, quadratic and system of linear congruence equations.
- Learn about public key crypto systems, in particular, RSA.

#### **DSE-4(ii): Linear Programming and Applications**

##### **Course learning outcomes-**

This course will enable the students to:

- Learn about the graphical solution of linear programming problem with two variables.
- Learn about the relation between basic feasible solutions and extreme points.
- Understand the theory of the simplex method used to solve linear programming problems.
- Learn about two-phase and big-M methods to deal with problems involving artificial variables.
- Learn about the relationships between the primal and dual problems.
- Solve transportation and assignment problems.
- Apply linear programming method to solve two-person zero-sum game problems.

#### **Skill Enhancement Courses:**

##### **SEMESTER – III**

##### **SEC-1: LaTeX and HTML**

##### **Course learning outcomes-**

After studying this course the student will be able to:

- Create and typeset a LaTeX document.
- Typeset a mathematical document using LaTeX.
- Learn about pictures and graphics in LaTeX.
- Create beamer presentations.
- Create web page using HTML.

## **SEMESTER – IV**

### **SEC-2: Computer Algebra Systems and Related Software**

#### **Course learning outcomes-**

This course will enable the students to:

- Use of computer algebra systems (Mathematica/MATLAB/Maxima/Maple etc.) as a calculator, for plotting functions and animations.
- Use of CAS for various applications of matrices such as solving system of equations and finding eigenvalues and eigenvectors.
- Understand the use of the statistical software **R** as calculator and learn to read and get data into **R**.
- Learn the use of **R** in summary calculation, pictorial representation of data and exploring relationship between data.
- Analyze, test, and interpret technical arguments on the basis of geometry.

#### **General Elective Courses offered to other department students:**

### **SEMESTER-I**

#### **GE-1(i): Calculus**

#### **Course learning outcomes-**

This course will enable the students to:

- Visualize three dimensional figures and calculating their volumes.
- Draw the graph of functions in polar coordinates and level curves of functions of several variables.
- Understand Limits, continuity and partial derivatives of functions of several variables.

### **SEMESTER-II**

#### **GE-2(i): Linear Algebra**

### **Course learning outcomes-**

This course will enable the students to:

- Visualize the space  $R^n$  in terms of vectors and the interrelation of vectors with matrices.
- Learn about linear transformations, transition matrix and similarity.

### **SEMESTER-III**

#### **GE-3(i): Differential equations**

### **Course learning outcomes-**

This course will enable the students to learn:

- To analyze real-world scenarios to recognize when ordinary (or systems of) or partial differential equations are appropriate for creating an appropriate model.
- To reduce a higher order equation to a system of first order simultaneous equations.
- Explicit methods of solving higher-order linear differential equations.

### **SEMESTER-IV**

#### **GE-4(i): Numerical Methods**

### **Course learning outcomes-**

After completion of this course, students will be able to:

- Find the consequences of finite precision and the inherent limits of numerical methods.
- Appropriate numerical methods to solve algebraic and transcendental equations.
- How to solve first order initial value problems of ODE's numerically using Euler methods.

### **Courses offered to BA PROGRAM :**

#### **SEMESTER -1**

#### **PAPER-1: CALCULUS**

### **Course Learning Outcomes:**

The students who take this course will be able to:

- Understand continuity and differentiability in terms of limits.
- Describe asymptotic behavior in terms of limits involving infinity.
- Use derivatives to explore the behavior of a given function, locating and classifying its extrema, and graphing the function.



- Understand the importance of mean value theorems.
- Learn about Maclaurin's series expansion of elementary functions.

## **SEMESTER -II**

### **Paper II: Algebra**

#### **Course Learning Outcomes:**

The course will enable the students to understand:

- Solving higher order algebraic equations.
- Become aware of De Moivre's theorem and its applications.
- Solving simultaneous linear equations with at most four unknowns.
- Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces

## **SEMESTER-III**

### **Paper III: Analytic Geometry and Applied Algebra**

#### **Course Learning Outcomes:**

The course will enable the students to:

- Learn concepts in two-dimensional geometry.
- Identify and sketch conics namely, ellipse, parabola and hyperbola.
- Learn about three-dimensional objects such as spheres, conicoids, straight lines and planes using vectors.
- Understand various applications of algebra in design of experiments, modelling of matching jobs, checking spellings, network reliability and scheduling of meetings.

### **Skill Enhancement Paper**

#### **SEC-1: Computer Algebra Systems**

**Course Learning Outcomes:** This course will enable the students to:

- Use CAS as a calculator and for plotting functions.
- Understand the role of CAS finding roots of polynomials and solving general equations.
- Employ CAS for computing limits, derivatives, and computing definite and indefinite integrals.
- Use CAS to understand matrix operations and to find eigenvalues of matrices.

## **SEMESTER-IV**

### **Paper IV: Analysis**

### **Course Learning Outcomes:**

The course will enable the students to:

- Understand basic properties of the field of real numbers.
- Examine continuity and uniform continuity of functions using sequential criterion.
- Test convergence of sequence and series of real numbers.
- Distinguish between the notion of integral as anti-derivative and Riemann integral.

### **Skill Enhancement Paper**

#### **SEC-2: Mathematical Typesetting System: LaTeX**

### **Course Learning Outcomes:**

This course will enable the students to:

- Create and typeset a LaTeX document.
- Typeset a mathematical document using LaTeX.
- Learn about pictures and graphics in LaTeX.
- Create beamer presentations.

### **SEMESTER-V**

### **Skill Enhancement Paper**

#### **SEC-3: Transportation and Network Flow Problems**

### **Course Learning Outcomes:**

This course will enable the students to:

- Formulate and solve transportation problems.
- Learn to solve assignment problems using Hungarian method.
- Solve travelling salesman problem.
- Learn about network models and various network flow problems.
- Learn about project planning techniques namely, CPM and PERT.

### **Discipline Specific Elective (DSE) Course -1**

#### **DSE-1 : Discrete Mathematics**

### **Course Learning Outcomes:**

The course will enable the students to understand:

- Learn about partial ordering of sets and various types of lattices.
- Learn about Boolean algebra and switching circuits with Karnaugh maps.

- Know about basics of graph theory and four color map problem.

## **SEMESTER-VI**

### **Skill Enhancement Paper**

#### **SEC-4: Statistical Software: R**

##### **Course Learning Outcomes:**

This course will enable the students to:

- Be familiar with **R** syntax and use **R** as a calculator.
- Understand the concepts of objects, vectors and data types.
- Know about summary commands and summary table in **R**.
- Visualize distribution of data in **R** and learn about normality test.
- Plot various graphs and charts using **R**.

#### **Discipline Specific Elective (DSE) Course -2**

##### **DSE-2 (i): Numerical Methods**

##### **Course Learning Outcomes:**

After completion of this course, students will be able to:

- Find the consequences of finite precision and the inherent limits of numerical methods.
- Appropriate numerical methods to solve algebraic and transcendental equations.
- Solve first order initial value problems of ordinary differential equations numerically using Euler methods.

##### **DSE-2 (ii): Differential Equations**

##### **Course learning outcomes:**

The course will enable the students to:

- Solve ODE's and know about Wronskian and its properties.
- Method of variation of parameters and total differential equations.
- Solve linear PDE's of first order.
- Understand Lagrange's and Charpit's methods for solving nonlinear PDE's of first order.

## ***PHILOSOPHY***

### **B.A. Honours Philosophy**

## **Core Courses:**

### **Indian Philosophy**

#### **Learning Outcomes**

- Students will understand the richness of Indian Intellectual Traditions through basic concepts such as Shruti (agama) and Smriti (Nigama), Karma, Jnana and Bhakti, Indian Idealism vs. Indian Materialism, Preyas, Shreyas and Nihisreyas etc
- Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamsa and Vedanta. They will become aware of the Metaphysics Of various schools which will help them to understand the society at large.
- students will gain familiarity with the epistemology of the Jaina and Nyaya -Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.
- Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

### **Core Course: Logic**

#### **Learning Outcomes**

- Logic enhances the reasoning skills and develops ground for rejecting the wrong arguments on the basis of sound inferences. It creates ground for eliminating superstitious beliefs and creates ways for strong arguments.

### **Core Course: Greek Philosophy**

#### **Learning Outcomes**

- This course facilitates a comprehension of early Greek tradition. A comprehensive understanding of it is like a foundation course in the Classics.
- The two great classical traditions, viz., Greek and Indian have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present day times.

### **Core Course: Ethics**

#### **Learning Outcomes**

- The students after having run through basic ethical theories gain a better orientation from the ethical perspective.

## **Core Course: Western Philosophy: Descartes to Kant**

### **Learning Outcomes**

- It will enable students to witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments.
- It will enable students to have a better understanding of how a man thinks and what goes on into the making of human thought.
- It will also make students aware that there is no place for superficial approach to the complex questions in life.

## **Core Course: Social and Political Philosophy: Indian and Western**

### **Learning Outcomes**

- to make students a better citizens by understanding the notion of democracy
- to know the rights of Individuals and communities.
- to learn to live in a cohesive manner in a multicultural setup.

## **Core Course: Applied Ethics**

### **Learning Outcomes**

- This course is designed to make students philosophically competent about their own decisions, to achieve clarity, develop comprehension skills and reach precision in arguments with reasons.
- A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical examination of the crisis in the field of artificial intelligence are a part of this course curriculum.

## **Core Course: Texts of Indian Philosophy**

### **Learning Outcomes**

- After having done this course, the student is expected to have mastered the art of philosophically reading the given textual excerpts and to understand the issues hermeneutically afresh, keeping in mind the dialogical and pluralistic nuances employed in the epistemic enterprise.

## **Core Course: Texts of Western Philosophy**

### **Learning Outcomes**

- The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills.
- Most Western philosophers were also the patriarch of modern statecraft. They imbued moral and ethical considerations quite heavily in their philosophical teachings. Thus, by focusing on individual philosophical thought from original texts, the students would be capable of differentiating between positive and normative worldview.
- Since Philosophy, whether Western or Oriental, is all about values and rational thinking, the students would develop skills to place any public issue on the edifice of ethical foundations and provide moral weightage to their arguments.

### **Core Course: Truth Functional Logic**

#### **Learning Outcomes**

- This course helps in learning the various principles and methods of basic as well as higher logic. Through the development of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction.
- It helps in examining more complex arguments for deriving clear rational conclusions.
- This paper helps in a good score that provides better rank in form of results.
- This is an appropriate paper for applying logical/mathematical skills and to make use of artificial intelligence effectively. It enhances logical reasoning and problem-solving skills.

### **Core Course: Analytic Philosophy**

#### **Learning Outcomes**

- The course in Analytic Philosophy for Hons., is designed keeping in view the following learning outcomes:
- Introducing students to the primary thinkers of one of the most important and influential schools of thought in Western Philosophy.
- Acquainting students with the complex set of interconnected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century.
- Inculcating young minds with the basic training associated with the tradition, such that it is prepared to engage in critical and reflective thinking.

### **Core Course: Continental Philosophy**

#### **Learning Outcomes**

- Make students gain familiarity with, and clear understanding of, the major thinkers of Continental tradition and their philosophy.

- Improved critical reading of the texts, their rational and logical understanding, and writing abilities
- Students will learn to develop scientific, logical and rational inquiry for understanding the thinkers and their philosophy. Students will be able to do a comparative analysis of all thinkers which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
- This will help the students to develop openness to new ideas.
- Create awareness among the students of the complexity of issues and willingness to examine issues from many different perspectives.
- Students will reflect on and critically evaluate new and unfamiliar concepts.
- Exposure to various texts of Continental Philosophy
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.
- Finally it will give a holistic development of their personality

### **Core Course: Philosophy of Religion: Indian and Western**

#### **Learning Outcomes**

- The students will acquire a general understanding of religious issues.
- They will learn to think critically about religious issues.

### **Core Course: Philosophy of Language: Indian and Western**

#### **Learning Outcomes**

- Students are equipped with an enhanced ability to explain key distinctions in theories of Frege, Russell and Strawson. Grasping the philosophical position of Nyaya school of philosophy and understanding the theory of meaning of words and sentences in Nyaya Siddhanta Muktavali.

### **Skill Enhancement Courses**

#### **Skill Enhancement Course: Critical Thinking and decision Making**

#### **Learning Outcomes**

This course

- Helps in generating productive/creative ideas for further use in difficult situations.
- Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution

- Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
- Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
- Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
- Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for the right choice.

### **Skill Enhancement Course: Art and Film Appreciation**

#### **Learning Outcomes**

- It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

### **Discipline Specific Elective Course**

#### **Discipline Specific Elective Course: Philosophy of Mind**

#### **Learning Outcomes**

After completing the course, the students will have

- An overview of the most important directions within the philosophy of mind in the 20th century.
- An insight into issues that connect philosophy of mind to modern cognitive science
- An understanding to appreciate how human thinking involves context constituted by the body.
- An understanding that thinking extends beyond the brain and is embedded in the body's habitual encounters with the world.
- A cognizance of how concepts involve the role of sensory, motor, affective experiences and are thus embodied.

### **Discipline Specific Elective Course: Philosophy of Science**

#### **Learning Outcomes**

- Students are equipped with an articulated basis for the philosophical analysis of scientific methodology.
- They no longer remain under the impact of scientific dogmas. Their ability to express their arguments with clarity and precision is enhanced with the study of Popper, Kuhn, Lakatos, Feyerabend, sequence of theories regarding scientific methodology and rationality of science, students have understanding of latest changing trends in philosophy of science.



### **Discipline Specific Elective Course: Philosophy of Law**

#### **Learning Outcomes**

- The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities.
- Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

### **Discipline Specific Elective Course: Indian Materialism**

#### **Learning Outcomes**

- The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of materialism as a philosophical theory and its significance in reading the Indian intellectual traditions today.

### **Discipline Specific Elective Course: Bioethics**

#### **Learning Outcomes**

- It forms a strong base in the field of research of ethics and medicine care.
- It would also increase the students ability to identify their role in capacity building.
- It directly enforces students role in social responsibility

### **Discipline Specific Elective Course: Feminism**

#### **Learning Outcomes**

- Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus, the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.

### **Discipline Specific Elective Course: Indian Theories of Consciousness**

#### **Learning Outcome**

- Students will have knowledge of the Indian Theories of Consciousness given in Mandukyopanishad, Bhagavadgita, Buddhism, Jainism, Samkhya, Charvaka, Nyaya and Advaita Vedanta.

- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- Students will develop strong oratory and writing skills through the effective presentation of projects, debates, as well as through Seminars, conference, workshops.

### **Discipline Specific Elective Course: Aesthetics**

#### **Learning Outcomes**

- The course prepares the students to pursue and qualify for a career in art, culture and media studies.

### **Discipline Specific Elective Course: Knowledge and Skepticism**

#### **Learning Outcomes**

The learning outcomes aimed at are the following:

- To learn about general issues in epistemology
- To learn about the problems regarding the definition of knowledge
- To learn about the justification of knowledge
- To consider the challenge from radical scepticism and the responses

### **Discipline Specific Elective Course: Philosophy of Logic**

#### **Learning Outcomes**

- To learn about philosophy of logic, philosophical logic and philosophy and logic
- To understand basic theories and problems regarding the notion of a proposition
- To have a better understanding of terms like "analytic", "a priori", de dicto, de re, possible worlds, essentialism
- To grasp the fundamental problems regarding existence, reference and presupposition.

### **Generic Elective Course**

#### **Generic Elective Course: Ethics in Public Domain**

##### **Learning Outcomes**

- To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.
- Larger awareness of public issues and empathy with marginalised issues in society.

- Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

### **Generic Elective Course: Formal Logic**

#### Learning Outcomes

- Formal logic enhances the reasoning skills and develops ground for rejecting the wrong arguments on the basis of sound inferences.
- It creates ground for eliminating superstitious beliefs and creates ways for strong arguments. This paper helps in a good score that provides better rank in form of results.
- It trains the student to construct good arguments and also provides valid ground to reject the wrong ones.

### **Generic Elective Course: Feminism**

#### Learning Outcomes

- Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus, the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.

### **Generic Elective Course: Critical Thinking**

#### Learning Outcomes

- Helps in generating productive/creative ideas for further use in difficult situation.
- Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
- Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
- Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
- Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
- Finally, the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for the right choice.

### **Generic Elective Course: Bioethics**

## **Learning Outcomes**

- The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care. It would also increase the student's ability to identify their role in capacity building. It directly enforces student's role in social responsibility

## **Generic Elective Course: Symbolic Logic**

### **Learning Outcomes**

- This course helps in learning the various principles and methods of basic as well as higher logic. Through the development of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction. It helps in examining more complex arguments for deriving clear rational conclusions.

## **B.A. Programme Philosophy**

### **Core Courses:**

#### **Core Course: Logic**

##### Learning Outcomes

- Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.
- Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.
- Helps in good scoring for a better rank in form of result

#### **Core Course: Ethics**

##### Learning Outcomes

- This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

#### **Core Course: Indian Philosophy**

##### Learning Outcomes

- At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy.

- It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

### **Core Course: Modern Western Philosophy**

#### **Learning Outcomes**

- This course will enable students to think outside the box of the prevalent philosophical orthodoxies.
- The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.

### **Core Course: Introduction to Logic (MIL)**

#### **Learning Outcomes**

- To learn identifying different types of arguments as well as their premises and conclusions.
- To be able to evaluate arguments and identify mistakes in reasoning.
- To learn how to prove the validity and invalidity of arguments using the method of Rules and Fallacies and also by the Truth Table method.
- To develop the overall reasoning skills of the students which are useful in various competitive exams.

### **Core Course: Ethical Studies (MIL)**

#### **Learning Outcomes**

- This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics, one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

### **Core Course: Introduction to Indian Philosophy (MIL)**

#### **Learning Outcomes**

- Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.

- students will gain familiarity with the epistemology of Charvaka and Nyaya-Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.
- Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

### **Core Course: Introduction to Western Philosophy (MIL)**

#### **Learning Outcomes**

- it will make students witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments.
- it will enable students to have a better understanding of how a man thinks and what goes on into the making of human
- thought. It will also make students aware that there is no place for superficial approach to the complex questions in life.

#### **Skill Enhancement Courses**

##### **Skill Enhancement Course: Ethical Decision Making**

#### **Learning Outcomes**

- This course would enable developing an ability to use theories of standard Ethics and reflective morality to resolve real life issues and concerns. In other words, this course would facilitate a skill in addressing issues that ensue moral dilemmas or the 'trolley problems'.

##### **Skill Enhancement Course: Yoga Philosophy**

#### **Learning Outcomes**

- At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy.
- It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

## **Skill Enhancement Course: Art and Film Appreciation**

### **Learning Outcomes**

- It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa, empathy and disinterestedness.

## **Skill Enhancement Course: Critical Thinking and Decision Making**

### **Learning Outcomes**

- This course Helps in generating productive/creative ideas for further use in difficult situation.
- Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
- Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
- Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
- Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning. Finally, the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.

## **Discipline Specific Elective**

### **Discipline Specific Elective Course: Vedic Value System**

#### **Learning Outcomes**

- The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help develop an understanding about the importance of the Nature (Cosmos) and help student pursuit a holistic existence.

### **Discipline Specific Elective Course: Buddhism**

#### **Learning Outcomes**

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.
- have acquired a good understanding of the key doctrines of Buddhism.

- have the sound understanding of Buddhist epistemology, metaphysics, ethics and shall be able to go for further studies in the subject.

### **Discipline Specific Elective Course: Greek Philosophy**

#### **Learning Outcomes**

- This course will provide students with a seminal awareness of the Western Classical Philosophical tradition, and give them clarity on classics.

### **Discipline Specific Elective Course: Social and Political Philosophy**

#### **Learning Outcomes**

- to make students a better citizen by understanding the notion of democracy
- to know rights of Individuals and communities.
- to learn to live in cohesive manner in a multicultural setup.

### **Discipline Specific Elective Course: Applied Ethics**

#### **Learning Outcomes**

- The course shall give a vision that merges the social with ethical understanding of choices. The issues in human lives that touch each one of us must be synergised for all and this course makes that outcome a good possibility.

### **Discipline Specific Elective Course: Jainism**

#### **Learning Outcomes**

- a student should be able to demonstrate a clear understanding of the background to the historical relevance of Jain philosophy. have acquired a good understanding of the key doctrines/concepts of Jain tradition have the sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in today's contemporary scenario and

### **Discipline Specific Elective Course: Philosophy of Religion**

#### **Learning Outcomes**

- Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.

### **Discipline Specific Elective Course: Feminism**



### **Learning Outcomes**

- Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus, the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

### **Discipline Specific Elective Course: Aesthetics**

#### **Learning Outcomes**

- The course with its inter-disciplinary content, and with the curriculum that offers an insight into art and culture, will ensure students with a foundational basis to find a career in the fields of art and media.

### **Discipline Specific Elective Course: Analytic Philosophy**

#### **Learning Outcomes**

- The method and methodology of Analytic Philosophy allows it to register a presence in diverse domains of thought including epistemology, phenomenology, metaphysics, ethics, political philosophy and feminist discourse. The course, “Issues in Analytic Philosophy” seeks to help students understand its terminology and method via its workings in certain interconnected sub traditions such as metaphysics and epistemology, philosophy of mind and philosophy of language.

### **Generic Elective Course**

#### **Generic Elective Course: Fundamentals of Indian Philosophy**

#### **Learning Outcomes**

- Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.
- students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.
- Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be able to do a comparative analysis of all systems which will further

enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

### **Generic Elective Course: Technology and Ethics**

#### **Learning Outcomes**

- Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view.
- They will responsibly function and lead the usage of technology so as to save society from its harmful effects. With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

### **Generic Elective Course: Ethics**

#### **Learning Outcomes**

- This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

### **Generic Elective Course: Philosophical Thoughts of Ambedkar**

#### **Learning Outcomes**

- Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.
- Critical engagement with social reality conditioned by the caste system
- Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.
- To make good citizen by understudying the indigenous democratic philosophical thought.

### **Generic Elective Course 5: Inductive Logic**

#### **Learning Outcomes**

- This paper provides a sketch for evaluation on the basis of observation and experiment.
- It helps the student learn how to move forward or how to arrive at general conclusions on the basis of individual data.
- It provides a well formulated background for Scientific studies

### **Generic Elective Course: Logic**

## **Learning Outcomes**

- Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.
- Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.
- Helps in good scoring for a better rank.

## **M.A. Philosophy**

### **Core Courses:**

#### **Core Course: Classical Indian Philosophy I**

### **Learning Outcomes**

- The main focus of this course will be the debate between the essentialists (as represented by the Vedas, Upaniṣads, Nyāya–Vaiśeṣika, Jainism, and other Non-Buddhist systems), and the anti-essentialists (like Nāgārjuna and his commentator Candrakīrti) on the issues of the nature, status, and structure of reality.
- Nāsadīya-sūkta, Chāndogya-Upaniṣad with Śaṅkara-bhāṣya, Syadvādamāñjarī of Śrī Malliṣeṇasūrī, and Mādhyamikaśāstra of Nāgārjuna with the commentary: Prasannapadā by Candrakīrti are the main contents discussed within this course.
- The objective of this course will be to engage students in philosophical thinking.
- Understanding of basic debates will strengthen students' interest in Indian Philosophy.

#### **Core Course: Greek Philosophy**

### **Learning Outcomes**

- To acquaint students with Plato and Aristotle's metaphysics.
- To strengthen students' notions of methodology in philosophy by studying Plato's method

of dialectic.

- To develop students understanding of the history of basic questions of philosophy.
- To make students aware of the importance of definitions in philosophy.
- To familiarize students with the importance of the notion of potentiality in metaphysics.

#### **Core Course: Formal Logic**

### **Learning Outcomes**

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in the relation between natural language and formal languages.
- Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, truth trees.
- Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy.

### **Core Course: Ethics**

#### **Learning Outcomes**

- This course intends to make students familiar with ethical approaches that have at their core principles with whose help actions can be adjudicated as right and wrong.
- The study will equip students to compare the included theories and approaches and to question and critically evaluate them.
- They will be familiarized with primary readings, an essential initiative for further research.
- The course will engage students in philosophical thinking about actions and their consequences, moral obligations and responsibility, character and duty and various other 'moral' concepts.

### **Core Course: Classical Indian Philosophy II**

#### **Learning Outcomes**

- The main focus of this course will be to introduce Theories of pramāṇa.
- Nyāya-sūtras of Gautama and Vātsyāyana's bhāṣya, sūtras 1-4, Tarkasamgraha of Annambhaṭṭa - on Perception, Inference, and Verbal testimony, and Pramāṇasamuccaya of Dignāga are the main contents discussed within this course.
- The chief questions that will engage students' attention will be the definition of valid cognition, criteria for testing the proposed validity, instruments of valid cognition, and their respective accounts.
- The study will make students to analyse the characteristics of knowledge, criteria that may set limits to what we can know, and characteristics that may mark off knowledge from mere belief.

### **Core Course: Modern Western Philosophy**

#### **Learning Outcomes**

- This course starts with the advent of modern Western Philosophy, from Descartes down to Kant, centering on classical theories of Rationalism, Empiricism and Criticism

- The principal agenda is to introduce and substantiate the problem whether human cognition develops from either of two mutually independent faculties of sensibility or understanding, or from a synthesis of the two.
- On the one hand it follows a historical and chronological development of ideas.
- On the other hand, this historical survey is placed in a tenor of a logical transition from one theory to the other, coupled with critical evaluation.
- The course is intensive in so far as it focuses on a few philosophers – Descartes and Leibniz– the archetypal of rationalists; Hume – the ideal representative of empiricism; and is finally rounded off by Kant’s Criticism.
- Within its theoretical framework it also incorporates the philosophical foundations of a sound environmental ethics as well as a global humanistic approach.
- E.g. The pan-psychism of Leibniz showing the unreality of spatial boundary sensitises students to the immaculate blend of the animate and the inanimate; while Kant’s claims about all humanity for times operating with the same a priori forms of cognition opens up a vast expanse of cross-cultural communication and empathy.

### **Core Course: Meta Ethics**

#### **Learning Outcomes**

- Aims to introduce students to a type of ethics which is not about principles and what action to undertake but about identifying the logical rules that underlie moral arguments and action and about recognizing the basic structure of ethical theories.
- Helps students to identify the nature of moral language and terminology. This skill enables students to understand the fine nuances of legal language particularly pertaining to jurisprudence.
- Introduces students, through readings, to different arguments used by philosophers in support of moral judgment they adopt. Enables students to recognize and truly understand philosophical methodology and argumentation methods employed by this form of ethics.
- Makes students aware of how contours pertaining to epistemology, metaphysics, semantics, psychology feed into our understanding of moral concepts.

### **Core Course: Critical Philosophical Traditions of India**

#### **Learning Outcomes**

- This course is focused on alternative and living philosophical traditions of which are critical about dominant constructions of Indian philosophy, starting from shramana tradition to contemporary philosophical traditions established by Phule, Periyar, Narayana Guru and Ambedkar.
- Indian philosophy has redefined through alternative conceptions of philosophy that goes against dominant idealistic notions of Indian philosophy.

- Students are not only acquainted with underlying politics of exclusion of certain philosophical traditions from the canon of Indian philosophy but are familiarised with marginalized philosophical discourse of India.
- Learn about the indigenous emancipatory philosophical reasoning that broadens and democratizes the very idea of philosophy

### **Core Course: Analytic Philosophy**

#### **Learning Outcomes**

- Introduces the basic notion of language-analysis as a tool against speculative metaphysics
- Lays out the internal difference among the principal trends of Analytic Philosophy viz. Logical Atomism, Logical Positivism, and Moorean approach to analysis.
- Incorporates two main critiques of W V O Quine and L Wittgenstein against Logical Positivism and Logical Atomism.
- Sensitizes students to the very notion of analysis - its importance and drawbacks.
- Overall enables students to develop an insight into the relation between language and reality.

### **Core Course: Continental Philosophy I**

#### **Learning Outcomes**

- Aims at giving students an understanding of the philosophical project undertaken by continental philosophers.
- Acquaints students with primary philosophical writings of Hegel, Husserl, Heidegger and Freud and develops critical thinking regarding such issues as nature of philosophical approach to the study of phenomenological approach to the study of experience and consciousness, the nature of intentionality, the nature of the subject/self, psychologism, embodiment, our knowledge of the external world, realism, idealism, etc.
- Enables students to articulate the significance of the ideas pertaining to phenomenology, existentialism, psychoanalysis for contemporary social thought.
- Makes students aware of the phenomenological methods of Hegel, Husserl and Heidegger. Exposes students to Freud's philosophically significant text, The Ego and the Id. Being one of his last rigorously articulated proposal about the architecture of the mind, it is in this work that we find Freud's theoretically significant views on the nature of important concepts, like, the individual ego, the unconscious and super-ego. The reading of this text helps students appreciate the significance of some of Freud's theoretical ideas in their real-life dealings in the world as it provides a very lucid understanding of how individuals come to differ in their character and how civilizational important phenomena like morality and individual conscience come into being.

### **Learning Outcomes**

- The central concern of social and political philosophy primarily consists of the nature of man, society and the state, and the relation between them.
- This course looks at how this question has been addressed from different perspectives/ideologies.
- It focuses on key concepts that inform crucial debates related to the nation state and the political economy today such as, Sovereignty, Nationhood, Property and Equality.
- It enables students to understand and analyse the important issues of social and political discourse which affect them in their daily lives.

### **Core Course: Social and Political Philosophy (Indian)**

#### **Learning Outcomes**

- To introduce the social and political theories of Indian thinkers.
- To make understand the dynamics of Indian social reality and its conceptualisation.
- To make familiarise the students the concepts such as colonialism, nationalism, rights and justice from Indian perspective.

### **Core Course: Philosophy of Mind (Western)**

#### **Learning Outcomes**

- Aims at sensitizing students to a difference between body and mind - as well as to problematize the distinction
- Lays out a historical and logical development of the principal theories of mind-body problem – viz. from classical Dualism to recent theories of physicalism, functionalism, eliminativism, panpsychism, eliminativism, and quantum approaches to the study of mind.
- It enables the students to appreciate the vital lines of inter-connexon underlying all these different approaches.
- It trains students to assimilate philosophy of mind with the basic concerns of sciences for instance with neurology, quantum theory, etc.
- It exposes students to modern revival of classical theories - for instance revisiting dualism in terms of new theories of consciousness and space.
- Given any instance of a mental phenomenon –the student should be able to spell out its alternative readings - under each of the possible approaches taught in the course.

### **Core Course: Philosophy of Mind (Indian)**

#### **Learning Outcomes**

- To study Mind in Indian philosophy.

- To understand concept of mind in Vedic philosophy.
- To analyse methodology of Yoga Vasishtha.

### **Core Course: Philosophy of Language**

#### **Learning Outcomes**

- To situate the problem of reference versus description as a vital issue of philosophy of Language
- To impress the distinction between the descriptive and non-descriptive theories of Reference
- To cover the standard versions - both classical and modern - under descriptive and nondescriptive theories
- To see the internal differences and inter-connections within the theories of each camp – e.g. the descriptivist revival of Frege in Searle’s theory, and the non-descriptivist revival of Russell in the views of Donnellan, Kripke and Putnam.
- To sensitise the students to the semantic behaviour of any linguistic expression – whether it is a proper name, pronoun, indexical, phrase or predicate-word.
- At the end of the course a student should be able to identify all possible theoretical treatments of any referring expression- viz. proper-name, personal pronoun, indexical or definite description.
- Students learn about the philosophical (semantical) concepts (like meaning and reference) in the use of any language and this makes them careful users of language where they say what they mean and vice versa. This is important for communication skills.
- Students also understand the close relation between syntax, semantics and pragmatics of ordinary language use which again is important for understanding different uses of language, the distinction between object and meta-language and improves communication skills.

### **Core Course: Continental Philosophy II**

#### **Learning Outcomes**

- Reflect on the contemporary developments in continental philosophy surrounding issues related to the nature of phenomenological inquiry, theorization about the nature of the human subject and its otherness. The other main concepts treated are: The structural unity of the subject and its fragmentation, self-identity.

### **Core Course: Critical Reading of Western Philosophy**

#### **Learning Outcomes**



- This course highlights the critical understanding of modern western philosophy from diverse vantage points such as postmodernism, Post Marxism , feminism, and Post-colonialism.
- Students get to learn other ways of reading western philosophy that are contesting the very canons of western philosophy, within the West.
- Problematizes the philosophy constructed with the assumptions of modernity by providing the alternative readings of philosophy.
- Learn the political implications of philosophical methodologies adopted by the thinkers of this course.

### **Core Course: Philosophy of Religion**

#### **Learning Outcomes**

- Improved Understanding of ‘Religion’ in general and ‘Dharma or Dhamma’ in specific Indian Context. This will remove many prevalent misunderstandings.
- Make students understand the rational aspect of various religions and specify their roles in human life
- This course will help students to develop the outlook of equality and feeling of respect for religious ‘Other’ in their behaviour
- Will make students and teachers engage in finding better models of secularism, morality and human actions.

### **Core Course: Philosophy of Science**

#### **Learning Outcomes**

- It enables students to look into scientific theories and practices and find out about the methods and laws of sciences which could appraise or challenge the way science has been understood.
- Introduces students to various senses of explanations in different sciences like physics and biology, using the theories of Hempel, Salmon, Cartwright, Van Fraassen and Rosenberg.
- Develops critical thinking regarding theories of explanation like Deductive Nomological theory, Inductive-statistical theory, Statistical Relevance theory

### **Core Elective Courses**

#### **Core Elective Course: Aristotle’s Metaphysics**

## **Learning Outcomes**

- Students will be acquainted with Aristotle's Metaphysics

## **Core Elective Course: Epistemology**

### **Learning Outcomes**

- Students will be introduced to the basic issues in epistemology through original readings.
- Students will become acquainted with the problem of skepticism and solutions to it.
- Students will become acquainted with issues regarding the foundations of knowledge.
- Students will be acquainted with externalist aspects of epistemology and also learn about Indian epistemology.

## **Core Elective Course: Modal Logic**

### **Learning Outcomes**

- Students will understand the logics of necessity and possibility.
- In depth knowledge will be acquired by students regarding normal and non-normal modal logics.
- Students will become adept at doing derivations in normal and non-normal modal logics.
- The course will make students look at research avenues in modal logic.

## **Core Elective Course: Indian Logic**

### **Learning outcomes**

- To study the classical Problem of Indian Logic.
- To study the problems associated with the definition, nature, factors (pramā, prameya, pramaṭṛ, pramāṇa, and pramāṇaphala), and its process.
- To study the significance of classical Indian Logic.

## **Core Elective Course: Śaṅkara's Advaita Vedānta**

### **Learning Outcomes**

- This course will introduce the students to the main features of the meta-philosophical position of the Classical text, Śārīrka-Bhāṣya: BrahmasūtraŚaṅkara- Bhāṣya.
- This study of the adhyāsbhāṣya with commentaries to the first four Brahmasūtras (catuḥsūtrī) will give the students an insight into classical methods of analyses and synthesis and richness embedded in text and tradition. Two ingenious interpretations of Śaṅkara's Adhyāsbhāṣya by VācaspatiMīśra (Bhāmatī) of 9th century and Ganeswar

Mishra of 20th century will also be introduced in this paper to have different overviews of the text.

### **Core Elective Course: Phenomenology: Vasubandhu and Husserl**

#### **Learning Outcomes**

- Though the nature of experience and study of its constitutive elements through reflection on the nature of cognition and the processes involved in it has been a central concern of both Buddhism and Husserlian phenomenology, the study of these common aspects has largely remained unexplored in a comparative perspective. The need for investigation of these themes in a comparative perspective becomes all the more pressing when we recall efforts by Buddhist scholars at viewing Yogācāra as Buddhist phenomenology.
- This course takes a close look at the following themes while looking at the commonality of issues and their treatment in Yogācāra Buddhism and Husserlian phenomenology: The nature and object of cognition; intentionality of consciousness and centrality of its role in cognition; the nature of objects and investigation of its constitutive elements; theories of active and passive constitution; the nature of noesis and noema, etc.

### **Core Elective Course 7: Theories of Consciousness**

#### **Learning Outcomes**

- The course familiarizes the students with the major philosophical theories about the nature of consciousness.
- It also dwells on the major considerations that any satisfactory theory of consciousness needs to address and proposes a framework for such a study of consciousness.
- The course also acquaints students to the terminology used by leading theorists, like, Armstrong's distinction between minimal consciousness, perceptual consciousness, and the introspective consciousness; Block's distinction between distinction between access consciousness and phenomenal-consciousness; Baars' theatre metaphor from his global workspace theory; Tononi's notion of Phi as a quantitative measure of consciousness from his information integration theory, etc.
- The course also introduces students to the work of philosophers who are skeptical about possibility of any satisfactory explanation about the why and qualitative aspects of consciousness.
- The course being very inter-disciplinary in nature, it equips students for further research in other allied areas, like, psychology and cognitive neuroscience.

### **Core Elective Course: Current Issues in Philosophy of Biology**

#### **Learning Outcomes**

- This course familiarizes students with the nature of the sub-discipline of philosophy of biology including central concepts that biological sciences rely on in its approach to the living world.
- It also introduces students to the debate about whether distinctness of biological processes is maintainable in light of philosophical approaches. In this regard, the course also apprises students with the evolutionary considerations that inform the debate about the nature of evolution with reference to the concepts of natural selection and biological endowment in terms of inheritance.
- The course discusses in detail different strands of evolutionary thinking like probabilistic epigenesis and developmentalist, the nature of adaptation, the concept of constraint in the biological sciences, issues surrounding the nature of selection & drift, and interrogating the idea of progress in biological sciences.
- The course would aim at engaging students with the debate over whether biological approach with its emphasis on gene as the driving force of such processes entails reductionism.
- The course shall also examine the ethical and social consequences of adoption of evolutionary theory. The course ends by discussing whether evolutionary theory can throw some light on complex behavior patterns, like, altruism and selfishness.
- The course being very inter-disciplinary in nature, it equips students for further research in other allied areas, like, biological sciences and genetics.

### **Core Elective Course 9: Theory of Signs and the Semiotic Method**

#### **Learning Outcomes**

- To situate the significance of the general theory of Signs as a vital philosophical issue.
- To introduce the semiotic method which extends the question of word and meaning beyond language to the significance and mode of constitution of signs within other disciplines (e.g., to symbols and symptoms).
- It presents the possibility of an alternative method of language/sign analysis, different from both the analytic and the hermeneutic traditions.
- This course will help trace the foundational developments in the formation of the alternative method of language/sign analysis.
- To help students Learn features of semiotics and its cultural and linguistic implicature.

### **Core Elective Course: Personal Identity and Accountability**

#### **Learning Outcomes**

- This Course would focus on issues of personal identity and freedom of action in the context of agency, moral responsibility and entitlement to reward or punishment for actions. The

course would include some of the important aspects of the debate about the criterion of personal identity and some contemporary discussions about freedom of the agent.

### **Core Elective Course: Debates in Contemporary Indian Philosophy: Gandhi & Tagore**

#### **Learning Outcomes**

- This paper re-constructs the philosophical implications of the twenty-six-year-old debate between Gandhi and Tagore. Engagement with criticism was fairly central to Gandhi's life and thought and the debate with Tagore is important to an understanding of Gandhi as a philosopher.

### **Core Elective Course: On Conceptual Relativism**

#### **Learning Outcomes**

- Given any datum of experience students acquire the skill of demonstrating that experience to be multiply interpretive.
- With any example they should be able to fine-tune the difference between later Wittgenstein's and Quine's approach in problematising its putative semantic transparency.
- Davidson's arguments demonstrating an invalid form-content dichotomy in Quine's theory are mastered by the students.
- Based on Davidson's intricate critique of untranslatability or of different conceptual schemes students acquire the skill to expose step by step the underlying folly in any purported instance of an untranslatable language or concept.
- Based on the readings of Wittgenstein and the commentary of McDowell (on Wittgenstein) students acquire the further insights to identify the pitfalls in Davidson's approach.
- Overall this course empowers the students to handle the popular and vulgar claims of relativism, untranslatable differences, pluralism etc. with the required philosophical rigour and sensitivity.

### **Core Elective Course: Philosophy of Action**

#### **Learning Outcomes**

- Students learn about the ontological status of actions as events and whether events are particulars, properties or propositions.
- The issue whether and in what sense actions are caused, i.e. their relation with intention and volition, is extensively addressed
- Students learn about the semantic analysis of verbs and adverbs, and about the language games with 'cause' and 'reason' - with a purpose to see whether such exercise holds the key to ontology.

- Overall students gain the crucial insight that there is no bare quantitative identity of an action externalised from its intention and the adverbial modality.
- The natural impact of all these issues on the ethical dimension of actions is discussed –with special empirical reference to some legal cases.

### **Core Elective Course: Wittgenstein on Aspect Perception**

#### **Learning outcomes**

- Students are initiated in the categorical distinction that Wittgenstein draws between object-seeing and aspect-seeing.
- They learn the internal details of the two conflicting theories on aspect-perception – viz. the empirical theory of Helmholtz and Gestalt theory of Kohler and Kofka – so that given any example of an aspect-seeing they should be able to analyse it in terms of both the above theories.
- They come to learn the skill for demonstrating in the Wittgensteinian way how both Helmholtz and Kohler’s account undergo certain problems.
- Students are sensitised to how Wittgenstein’s view of aspect-perception outgrows Frege’s view of sense.
- Students learn to handle the crucial notion of meaning-blindness and aspect-blindness and demonstrate how this notion is not based on any pre-semantic foundation.

### **Core Elective Course: The Philosophy of Kashmir Śaivism**

#### **Learning Outcomes**

- The course will explore and analyse Tantra/ Āgama School as a core philosophical doctrine. It is text-based study; Āgamic canons like Śiva-sūtras, Spandakārikā and Pratyabhijñānārikāare the main focus of the study.
- Main contents walk around History/ Mystery of 36 Supreme elements.
- There are three methodologies: Sambhopāya, Śaktopāya and Ānavopāyaused to understand the Nature of ParamaŚiva.

### **Core Elective Course: Concepts: New Directions**

#### **Learning Outcomes**

- Develop and demonstrate theoretical and empirical understanding of some of the recent theories and research programmes in the interdisciplinary study of concepts, a central field of study in cognitive science. [Pre-requisites: Students must have done some courses in cognitive science, philosophy of mind, philosophy of language, philosophy of science, or advanced analytic philosophy.

- As students of an upper-level course, be able to communicate various course topics through weekly reports, presentations, and course-assignments.
- Acquire basic knowledge and skills to pursue research in the study of concepts and to write a course paper on an assigned topic.
- Be able to review new developments and findings in cognitive science and to propose their own alternatives.

### **Core Elective Course: On Conditionals**

#### **Learning Outcomes**

- Aims at making students understand the developments in thinking about conditionals that have taken place post the 1950s to the present.
- Makes students aware of the different theories that have been presented for conditionals.
- Develops critical skills of students in thinking about arguments about the challenges made to the standard theory regarding conditionals.
- Enables students to handle concepts related to counterfactuals, assertion of conditionals, possible worlds, robustness of conditionals and compound conditionals.

### **Core Elective Course: Theories of Truth**

#### **Learning Outcomes**

- Awareness of various theories of truth
- Appreciation of the arguments for each theory of truth
- A critical look will be gained at Deflationism and minimalism

### **Core Elective Course: Historiography of Indian Philosophy**

#### **Learning Outcomes**

- The student at the end of the course would be able to understand that there are multiple ways of understanding Indian philosophy and its history.
- The student would become aware of the colonial and orientalist perspectives of Indian Philosophy.
- The student would equip himself with the knowledge of contemporary debates on Indian philosophy and its history.
- The place of Indian Philosophy in the world philosophy would be examined.

### **Core Elective Course: Technology and Ethics**

### **Learning Outcomes**

- To make understand the ethical dilemmas generated technology
- To develop the philosophical and ethical understanding of technology
- To make aware of the necessity of democratization of technology
- To introduce the ethical debates pertaining to contemporary technologies

### **Core Elective Course: Aspects of Cognitive Science**

#### **Learning Outcomes**

- Cognitive Science is about how the mind comes to shape the vehicles of through which we recognize the world. It tells us what is the contribution of the mind to what we call knowledge. The most famous case of the mind's contribution to knowledge is in knowledge of language. This is brought out well in Steven Pinker's book *The Language Instinct*. And many of his other publications. This course will reveal students to the subject of Cognitive Science and some of its main claims through Pinker's penetrating insight and lucid discussion.

### **Core Elective Course: Philosophy of History**

#### **Learning outcomes**

- This course will examine how several major philosophers have understood history. The philosophy of history can be understood as a critical engagement with the many questions that arise from the study of history: Does history have a purpose? Does history have a meaning? What patterns, if any are there in history? Whether the historical process exhibits recognizable principles or stages of development?

### **Core Elective Course: Modality**

#### **Learning Outcomes**

- Students will become aware of issues regarding the handling of modal idioms in philosophy
- Students will become acquainted with modal issues from original readings of philosophers
- Students will learn to think about the possibilities and essential and accidental properties

### **Core Elective Course: De Re De dicto De Se**

#### **Learning Outcomes**

- Awareness of mind-world relations, propositional attitudes
- Developing the ability to understand relation between language and world



- Concentrating on the problems that de dicto and de se aspects of our language – world relation engenders

### **Core Elective Course: The Essay Course**

#### **Learning Outcomes**

- The student will read, research and write a long essay of 10,000-12,000 words on a philosophical topic. The student will choose a supervisor and prepare a proposal. The supervisor will make sure, as far as practicable: (a) the list of references are actually read and properly used in the essay, (b) the essay indeed reflects new work for the student such that s/he has simply not compiled term papers written earlier. However, no claim of originality, beyond adequate understanding, is required at this stage.

### **Open Elective Course**

#### **Open Elective Course: Gandhi and Libertarian Socialism**

#### **Learning Outcomes**

- This course will attempt an in-depth study of two basic concepts in Gandhi's writings: Ahimsa and Satya.
- It will explore the significance of anekantavada in the context of these two concepts and also examine the relevance of these concepts in promoting a non-coercive social order.
- It also attempts a comparative reading of Gandhi's thoughts with that of Mill and Kant in order to highlight the non-Eurocentric nature of Gandhi's thought.

#### **Open Elective Course: Philosophical Reflections on Literature**

#### **Learning Outcomes**

- Awareness of philosophical thinking about humanities
- In depth insight will be gained from studying Sartre, and two novelists Kundera and Pamuk
- Historical perspective will be gained on the artistic process

#### **Open Elective Course: The Feminist Thought**

#### **Learning Outcomes**

- This course provides an acquaintance to an advanced survey of the variety of possible positions and debates within feminism.
- This course is designed to provide students with an introduction to key directions and themes in classic and contemporary feminist thought.

- It enables students to focus on questions such as how to theorize “woman” as a subject of unique experiences, and the philosophical problems that related to that.
- It attempts to sensitize students towards issues related to gender inequality.

### **Open Elective Course: Approaches to Environmental Ethics**

#### **Learning Outcomes**

- Introduces students to a form of applied ethics that is of vital importance in the current environmental scenario.
- Students are familiarized with non -anthropocentric approaches to the natural environment, introducing them to some important areas of biocentrism and eco-centrism, deep ecology through the included readings.
- The study will equip students to compare the included theories and approaches and to question and critically evaluate them.
- They will be familiarized with primary readings, an essential initiative for further research.

### **Open Elective Course: Exploring Philosophy through Films**

#### **Learning Outcomes**

- Enables students to think critically about film.
- Aims at giving students an understanding of relationship between film and philosophy
- Facilitates application of a gamut of philosophical issues and perspectives to film
- Makes students aware of different facets of watching film as philosophy.

### **Open Elective Course: Meaning of Life**

#### **Learning Outcomes**

- Exploring the riddle of meaning or purpose of life in existentialism,
- Exploring the riddle of meaning or purpose of life in positive psychology,
- Exploring the riddle of meaning or purpose of life spirituality
- Exploring the riddle of meaning or purpose of life literature.
- Exploring the criterion/criteria (if possible) for deciding validity of one’s choice.

### **Open Elective Course: Logical Thinking in Everyday Life**

#### **Learning Outcomes**

- This paper focuses on topics of transferable logical and analytical skills that are useful in our daily life and would be rewarding for anyone practicing the material, for as the classical Indian philosophers have said, logic is the lamp of all sciences! Course materials, relevant links, related software, etc. will be added.

### **Open Elective Course: Questioning Normativity**

#### **Learning Outcomes**

- This course will help students to develop Logical thinking in students.
- It will encourage students to believe in norms which will help them understand and analyse norms and develop reasoning.
- The course will help develop a scientific approach of understanding in students
- It will explain the know-how about various development/changes
- in the history of human evolution.

### **Open Elective Course: Topics in Cognitive Science**

#### **Learning Outcomes**

- Students will be able to demonstrate how certain historically important philosophies are connected and integrate with theories of `contemporary mainstram cognitive science.
- Students acquire clearer conceptions of mind, mental states, mental processes, and mental architecture.
- Students will be able to view, analyse, and reconstruct some of the classical philosophies in new explanatory light.
- Students develop philosophical perspectives and skills in analysing mental phenomena and the theories that attempt to explain topics in cognitive science.

### **Open Elective Course: The Philosophy of Vedic Women**

#### **Leaning Outcomes**

- To study the classical positions of Vedic women.
- To study the problems associated with Brahmavadin and Vedic scholars.
- To study how the first book of the Rig-Veda was revealed by a Vedic woman
- To explores philosophical accounts of Brahmavadinis and their schools.

### **Open Elective Course: Applied Ethics**

#### **Learning Outcomes**

- Ability to have a comprehensive idea about some global ethical issues and how the application of ethical theories and concepts can help understand and resolve them.
- To integrate and explore common ethical grounds of understanding and attempting to resolve issues in practical life.

### **Open Elective Course: Knowledge and Skepticism**

#### **Learning Outcomes**

- This course aims at clarifying the distinction between belief and knowledge. It attempts to answer questions like: What is/are the difference/s between mere belief and the more stable and reliable cognition called true understanding? How is ‘true understanding’ defined? Can it ever be achieved? Can we ever be said to know or is what we claim to be knowledge is in reality mere belief?

### **Open Elective Course: From Language to Mind**

#### **Learning Outcomes**

- Rationalist Philosophers held that language is a mirror of the mind, and a vehicle of thought. For Noam Chomsky, this has been the ‘most compelling reason’ for studying language. Chomsky initiated a range of research known as the generative enterprise. What does the enterprise tell us about the human mind? Do the lessons from language extend to other faculties of the mind? Is the human mind unique in the organic world?

### **Open Elective Course: Mind, Modularity and Cognition**

#### **Learning Outcomes**

- This course familiarizes students with the concept of modularity and various versions of the modularity thesis to understand the functioning of human mind and cognition.
- It also introduces students to the debate about whether the supposed modularity of cognitive architecture of the mind is given innately, or is a product of developmental process as proposed and elucidated by Karmiloff-Smith. In this regard, the course also appraises students with the evolutionary considerations that inform the debate about the nature of modularity, i.e., whether modularity is part of our biological endowment or a consequence of our myriad engagements with the world.
- The course discusses in detail whether only certain peripheral aspects of mind are modular (a la Fodor) or whether the central systems also need to be viewed as modular in nature as proposed by scholars like, Sperber, Cosmides, Tooby, and Machery among others.
- The course also acquaints students about the scholarly proposals from cognitive neuroscience that credit developmental processes for many features of the mind by

proposing that the human mind be treated not as inherited but as non-rigidly ‘constructed’ from non-deterministic interactions of certain developmental processes.

- The course being very inter-disciplinary in nature, it equips students for further research in other allied areas, like, psychology and cognitive neuroscience.

### **Open Elective Course: Feminist Theory**

#### **Learning Outcomes**

- This course an advanced survey of the variety of possible positions and debates within feminism.
- This course is designed to provide students with an introduction to key directions and themes in contemporary feminist thought.
- Readings will explore the roles of women in the history of philosophy, accounts of the body in feminist philosophy, major feminist positions on the nature and scope of women's oppression, how it gets perpetuated, and possible solutions.
- It focuses on questions such as how to theorize “woman” as a subject of unique experiences, and the philosophical problems that result.
- It attempts to sensitize students towards issues related to gender inequality.

### **Open Elective Course: Language and Thought**

#### **Learning Outcomes**

- To study if language constitutes thought.
- To explore if the effect of language is merely to influence the nature of thought, if not constitution.
- To explore if there exists universality or relativity of thought and conceptualization.
- To explore the detailed cognitive processes involved in language influencing thought.
- To explore the possibility of non-linguistic thought.

### **Open Elective Course: Phenomenology and Ethics of Meditation**

#### **Learning Outcomes**

- Students will become familiar with some key doctrines in the included classical Indian traditions that lie at the foundation of the meditation practice they embrace.
- They should be able to describe the meditation practices, their aims and rigor and their importance in the tradition.
- The study will equip students to analyze and compare issues and approaches.
- The students should be able to understand the strengths and weaknesses of the meditation practices and to question and critically evaluate them.

- The students will be familiarized with primary readings, an essential initiative for further research.

### **Open Elective Course: The Embodied Enactive Cognition**

#### **Learning Outcomes**

- It aims to present the role of body, bodily experiences in the nature of human thought, reality and language, the area which has remained marginalized in the classical computational approach for understanding the same.
- It shows that the perception involves active role of action and is not merely a passive process.
- It undermines the tripartite division between perception, cognition and action – as classically conceived by the philosophers of mind and language, and shows that how the three are intertwined.
- It presents the thesis of 'extended-cognition' claiming cognitive process to include not merely brain but also body and environment.

### **Open Elective Course: Religion and Ecology**

#### **Learning Outcomes**

- Aims at giving students an understanding of the development and evolution of the concept of religion and its relation to environment. Students learn that the concept of ecology can also be seen with relation to our beliefs and religion.
- Students are convinced that rights and duties are necessarily connected that we cannot enjoy rights without undertaking duties, and if duties are enshrined in religion towards environment, its acceptability is far more.
- The course being very interdisciplinary in nature, it equips students for further research in allied areas like Climate change, Development and sustainability.

### **Open Elective Course: Philosophy of Contemporary Social Movements**

#### **Learning outcomes**

- To make familiarize the students to understand the social dynamics of Indian Society
- To explore the resource of philosophical foundations of ongoing Social movements
- To cultivate the democratic concerns of the struggles and to develop the idea of citizenship based on equality, dignity and justice.

### **Open Elective Course: A Seminar on Concepts**

#### **Learning Outcomes**

- Students of this interdisciplinary course develop a broad understanding of some of the foundational issues in cognitive science.
- Be able to understand certain Indian philosophical treatises interpreted in light of present-day cognitive science.
- Be able to appraise or critically evaluate texts from a multi-disciplinary point of view.

### **Open Elective Course: Phenomenology Part II**

#### **Learning Outcomes**

- To study the structure of experience and consciousness.
- To study various types of experiences ranging from perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness, embodied action, social activity, linguistic activity, etc.
- To cover a comprehensive overview of the works of classical phenomenologists Sartre, Merleau-Ponty, Gadamer.
- To study the hermeneutic philosophy following Heideggerian phenomenology.

### **Open Elective Course: Philosophical Counselling**

#### **Learning outcomes**

- To develop understanding of the basic concepts and principles of philosophical counselling.
- To compare philosophical counselling with psychological counselling.
- To study the phenomenological and existential philosophical perspectives in the philosophical counselling.
- To explore the role of Eastern resources like Gita, Jain, Zen, Tao, Vipassana meditation in philosophical counselling.

### **Open Elective Course: Philosophy of Life and Mind**

- To explore how did mind originate and evolve from inanimate, inorganic substances.
- To explore sciences of quantum mechanics, systems theory, evolutionary theory, psychology, genetics, etc to explain life and mind.
- To explore physical, biological, psychological, social scientific, and phenomenological resources to reach at a consilience for an "integrated worldview".
- To explore how complex organizations like human mind and life are structured and how do they function.

## **PHYSICAL EDUCATION**

## **B.A (Prog) DSC- 1<sup>st</sup> Semester**

### **INTRODUCTION TO PHYSICAL EDUCATION**

Learning Outcomes:

- The student will be able to understand the concept and importance of Physical Education.
- They will understand the historical perspective and development of Physical Education in India as well as in other countries.
- Able to understand the relationship of Physical Education with humanities and science disciplines.
- Will be able to know the various policies, schemes, awards for the promotion of Physical Education.
- Will be able to know about the Olympic Movement and the performance of India in the Olympic Games.
- Will know about the eminent sports personalities and award winners of Olympic Games.
- Will be able to perform Surya Namaskar, Calisthenics exercises and aerobics.
- Will be able to know the origin, rules and techniques of any game of their own choice.

## **B.A (Prog.) DSC- 2<sup>nd</sup> Semester**

### **WELLNESS, FITNESS AND NUTRITION**

Learning Outcomes:

- The student will understand the concept and benefits of various types of physical activities.
- Will understand the concept and the components of Wellness and Physical Fitness.
- Will understand the broader concept of wellbeing.
- Will understand the development, maintenance, measurement and evaluation and physiological factors affecting Physical Fitness.
- Will understand the concept of Nutrition and energy balance equation
- Will understand the concept of Obesity, obesity related health problems and the assessment of obesity.
- Will be able to know eating disorders and deficiency disorders.
- Will be able to measure Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility.
- Will be able to measure Height, Weight, Waist and Hip Circumference. They can calculate BMI and Waist- Hip ratio.

## **B.A (Prog.) DSC- 3<sup>rd</sup> Semester**

### **HEALTH EDUCATION AND EXERCISE PHYSIOLOGY**



Learning Outcomes:

- They will know about the concept, importance of health education and the various dimensions of Health.
- Become aware of the role of different types of Hygiene in life.
- Will know about the role of different agencies in promoting health.
- Will understand the importance of Anatomy and Physiology in Physical Education.
- Will understand the various body systems and the training effect of exercises on these systems.
- Will understand the concept of Warming Up, Cooling Down, Conditioning and the various markers of training effect.
- Will be able to draw and label the anatomical and Physiological Systems.
- Will be able to perform warming up, cooling down and conditioning exercises.
- Will be able to measure Heart Rate, Vital Capacity and Oxygen Debt.

### **B.A (Prog.) DSC- 4<sup>th</sup> Semester**

#### **POSTURE AND ATHLETIC CARE**

Learning Outcomes:

- Will understand the significance of good posture and learn the correct posture techniques of sitting, standing, walking and lying down.
- Will understand the causes and various types of postural deformities with their corrective exercises.
- Will understand the concept and significance of Athletic Care and Sports Medicine.
- They will comprehend about various common sports injuries, their prevention, safety measures and their management.
- They will come to know about the concept, types and the role of cryogenic aids in different sports.
- They will have a clear concept of rehabilitation and various therapeutic modalities.
- They will be able to perform corrective exercises for the various postural deformities.
- They can perform muscle strengthening exercises.

### **B.A (Prog.) SEC- 4<sup>th</sup> Semester**

#### **LIFE SKILLS AND WORKSITE HEALTH PROMOTION**

Learning Outcomes:

- They will be acquainted with the concept, importance, benefits of life skills and worksite health programme.

- They will become familiar with the concept and developmental techniques of cognitive, social and emotional skills.
- The students will be aware of the planning, strategies, promotion, evaluation of worksite health programmes.
- The students will get to know how to overcome the challenges in implementation of the programme.

### **B.A (Prog.) DSE- 5<sup>th</sup> Semester**

#### **SPORTS PSYCHOLOGY**

##### Learning Outcomes:

- The student will get to know the fundamentals of Growth and Development at various stages.
- They will come to know about the concept, importance and various interventions of Sports Psychology.
- They will be acquainted with the different theories and the Laws of Learning.
- They will get to know about the Transfer of Training and Learning Curve.
- They will be able to know the meaning, type, characteristics and development of personality and also its relationship with sports performance.
- Students will understand the concept, types of motivation and its role in sports.
- They will understand the various psychological factors affecting sports performance.
- They will get to know the importance of positive thinking, positive attitude, goal setting, mental imagery and concentration.
- They can perform the technique of Progressive Muscle Relaxation for Stress Management.
- They can analyze the personality of a sportsperson and can correlate it with their performance.

### **B.A (Prog.) SEC- V<sup>th</sup> Semester-**

#### **FITNESS & EXERCISE MANAGEMENT**

##### Learning Outcomes

- Students will understand the concept and significance of Physical Fitness and develops an attitude to incorporate it in their lifestyle.
- The students can distinguish between health related and skill related components of physical fitness.
- The students will come to know the assessment method of health-related physical fitness components.

- They will be aware of the principles of training and know the mechanism of developing physical fitness.
- They will be able to device age-appropriate fitness program for the children, youth, adults, women and senior citizens.
- They will be aware of the different exercises that are beneficial to combat chronic diseases like Heart, asthma, diabetes, obesity and pulmonary disease.
- They will be able to evaluate the individual's health by gathering information about both her current bodily fitness as well as her risk of developing various medical condition.
- They will understand the significance of setting fitness goals and how they can achieve their targets through behaviour modification.
- They will be able to know how to prevent injuries and also about first aid being used during injury.
- They can evaluate the fitness program and can write a report on it.

### **B.A (Prog.) DSE- 6<sup>th</sup> Semester**

#### **MEDIA AND CAREERS IN PHYSICAL EDUCATION**

##### Learning Outcomes

- Students will understand the role of Media and Public Relation in Physical Education and they will also get to know the importance of Audio-Visual Aids in Physical Education.
- They will be aware of the existing professional courses in Physical Education and Sports in India.
- They will be aware of the various career options in fitness, Health, Physical Education, Sports Management and Sports Journalism.
- They will understand the steps in organizing the Intramural/Extramural competitions and also organizing other Physical Education and Sports Events.
- They will be able to organise an event or tournament.
- They can prepare news report of a sports event.

### **B.A (P) SEC- 6<sup>th</sup> Semester**

#### **YOGA SKILLS**

##### Learning Outcome

- They will get to know the various types of Yoga.
- They will come to know about the Ashtanga Yoga- their benefits and psychological impact on body and mind.
- The student will understand the concept of normality in modern Psychology and the management of Psycho-Somatic ailment through Yoga.

- The students will become aware of the importance of Yoga for a healthy lifestyle, educational value and the relevance of Yoga in the 21st century.
- They will come to know about the teaching methodology and teaching practice, techniques and modules for preparing teaching Lesson plan in Yoga.

## ***POLITICAL SCIENCE***

### **B.A. (HONS) POLITICAL SCIENCE**

#### **SEMESTER I**

##### **Core Paper I – Understanding Political Theory**

After completing the course, the students will be able to

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and of applying theory into practice.

##### **Core Paper II-Constitutional Government and Democracy in India**

After completing the course, the students will be able to

- be familiarized with the debates around the origin, and evolution of the Indian constitution.
- become aware of the manner in which government functions through its various organs.
- understand the division of power between various organs of the government at different levels.

##### **Generic Elective – Nationalism in India**

After completing the course, the students will be able to

- Understand and engage with the different ways in which colonialism and nationalism have been understood
- Understand of the nature of colonial rule and the way in which it consolidated itself in India
- Demonstrate awareness of the impact of colonialism on Indian economy and society
- Show knowledge of the gradual emergence of anti-colonial nationalist movement in India
- Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases
- Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement.

##### **Generic Elective – Gandhi and the Contemporary World**

After completing the course, the students will be able to

- This course will help students to understand Gandhian philosophy in a critical and analytical manner.
- It will also help in describing the impact of Gandhian thought on Indian and global politics.
- It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

## **SEMESTER II**

### **Core Paper III- Political Theory -Concepts and Debates**

After completing the course, the students will be able to

- Understand the dimensions of shared living (sociare) through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

### **Core Paper IV- Political Process in India**

After completing the course, the students will be able to

- gain insights into the interconnections between social and economic relations and the political process in India.
- understand the challenges arising due to caste, class, gender and religious diversities and also analyse the changing nature of the Indian state in the light of these diversities.
- make sense of the specificities of the political processes in India in the light of changes of the state practices, electoral system, representational forms and electoral behaviour.

### **Generic Elective- Governance- Issues and Challenges**

After completing the course, the students will be able to

- The students are acquainted with the changing nature of governance in the era of globalization.
- The students are introduced to the most contemporary ideas of sustainable development and green governance.
- The students become familiar with a rigorous introduction to the best practices in India on good governance.

### **Generic Elective- Understanding Ambedkar**

After completing the course, the students will be able to

- Understand the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations.
- By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democracy and constitution the students will be able to understand a thinker in the context and contemporaneity.
- At the end of the course, students shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker.
- Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts. Finally, the students shall be equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his contribution in the sphere of social justice and drafting the Indian constitution.
- The course thus provides an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

### **SEMESTER III**

#### **Core Paper V- Introduction to Comparative Government and Politics**

After completing the course, the students will be able to

- The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries.
- The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as capitalism as a case of reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria.
- The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalisation.

#### **Core Paper VI - Perspectives on Public Administration**

After completing the course, the students will be able to

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The students will be better equipped to analyse processes of leadership and conflict management that have become increasingly significant in contemporary administration.

- The student learns about major contemporary approaches in public administration.
- The student is specially made sensitive to the feminist perspective in Public administration.

### **Core Paper VII - Perspectives on International Relations and World History**

After completing the course, the students will be able to

- The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.
- Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.
- The paper will go beyond eurocentrism in international relations and reflect on the global South perspectives.
- It will evolve analytical skills to further explore both theoretical and actual key milestones in international relations.

### **Generic Elective – United Nation and Global Conflicts**

After completing the course, the students will be able to

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.
- The paper will evolve analytical skills of the students on United Nations role in creating an equitable social economic world order.
- The course will assess United Nations contributions and shortcomings in maintaining international peace and security.
- The paper will enhance knowledge on the imperatives of reforming the organization in contemporary global system.

### **Skill Enhancement Course – Your Laws, Your Rights**

After completing the course, the students will be able to

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold this value.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons

- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents
- Show understanding of the structure and principles of the Indian legal system

### **Skill Enhancement Course – Peace and Conflict Resolution**

After completing the course, the students will be able to

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

## **SEMESTER IV**

### **Core Paper VIII - Political Processes and Institutions in Comparative Perspective**

After completing the course, the students will be able to

- The paper will equip students with an in-depth understanding of different political systems and regime types.
- Students would be able to contrast unitary and federal, democratic and authoritarian systems. It will help students to develop analytical skills to reflect institutional structures and their functioning such as party systems, electoral systems.
- It will provide insight into the process of evolution of nation state in the context of West and post-colonial societies.
- Students will develop insights into the process of democratization in post-colonial, post authoritarian and post-communist societies.

### **Core Paper IX - Public Policy and Administration in India**

After completing the course, the students will be able to

- The student is introduced to theoretical perspectives on public policy, a major subdiscipline of public administration.



- This is a paper devoted specially to the Indian context, so the student will become familiar with details of public policy adopted in India.
- Students will recognize the significance of local governance – both rural and urban.
- The students will become familiar with a range of budgetary procedures and practices, as part of the budget cycle in India.
- The student is exposed to mechanisms of grievance redressal and a range of specific social welfare policies.

### **Core Paper X - Global Politics**

After completing the course, the students will be able to

- The students will learn about the contemporary debates on the discourse of globalization.
- The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.
- The paper will enhance students' understanding of contemporary global issues like proliferation of nuclear weapons, ecology, international terrorism and human security.
- The paper will develop analytical skills of the students to reflect on the phenomenon of global governance.

### **Generic Elective – Women, Power and Politics**

After completing the course, the students will be able to

- Understand the concept of patriarchy, feminism, family, community and state
- Understand the history of women's movement and why these movements emerged, and hence would be able to connect theory and practice.

### **Generic Elective –Politics of Globalisation**

After completing the course, the students will be able to

- The students will learn about the nature, significance and contemporary debates around globalization.
- The study of various approaches and concepts of globalization and the role of international economic organizations will augment students' knowledge on international political economy.
- The course will provide an insight into the alternative understanding of globalization and various critical aspects related to it.
- The paper will equip students with a comprehensive knowledge of the impact of globalization on developing countries in the context of contemporary international issues like civil society, social movements and human migration.

### **Skill Enhancement Course – Public Opinion and Survey Research**

After completing the course, the students will be able to

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample data, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

### **Skill Enhancement Course – Legislative Practices and Procedures**

After completing the course, the students will be able to

- Understand the structure and functions of law-making bodies in India at different levels
- Demonstrate knowledge of the legislative procedures in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives
- Develop beginners' skills to become a part of a support team engaged in different levels of the law-making functions

## **SEMESTER V**

### **Core Paper XI - Classical Political Philosophy**

After completing the course, the students will be able to

- Understand how to read and decode the classics and use them to solve contemporary socio-political problems.
- Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

### **Core Paper XII - Indian Political Thought – I**

After completing the course, the students will be able to

- Demonstrate knowledge and understanding of basic concepts of ancient and medieval Indian political thought that are prevalent traditions of thought in India
- Develop a comparative understanding of Indian and western political thought.

- Identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historiographical debates.

### **Discipline Specific Elective –Colonialism and Nationalism in India**

After completing the course, the students will be able to

- Understand and engage with the different ways in which colonialism and nationalism have been understood
- Understand of the nature of colonial rule and the way in which it consolidated itself in India
- Demonstrate awareness of the impact of colonialism on Indian economy and society
- Show knowledge of the gradual emergence of anti-colonial nationalist movement in India
- Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases
- Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement.

### **Discipline Specific Elective –India’s Foreign Policy in a Globalising World**

After completing the course, the students will be able to

- Students will learn about India’s diplomatic maneuvers in an essentially interest and power seeking global hierarchical relationship.
- Students will also learn about the challenges India faces in securing its interests as a postcolonial state.
- The study of India’s ability to engage with powerful nations of the world like USA, Russia and China will help students understand India’s perspective on international relations.
- The course will enhance students’ understanding of India’s strategies in South Asia.
- Students will also learn about India’s negotiation strategy in dealing with global trade, environment and security regime.

### **Discipline Specific Elective – Feminism- Theory and Practice**

After completing the course, the students will be able to

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

### **Discipline Specific Elective – Development Process and Social Movements in Contemporary India**

After completing the course, the students will be able to

- Show knowledge of development policies and planning in India since independence.
- Understand the development strategies and their impact on industrial and agricultural sphere.
- Understand the emergence of social movements in response to the development policies adopted by successive governments.
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

## **SEMESTER VI**

### **Core Paper XIII - Modern Political Philosophy**

After completing the course, the students will be able to

- Understand the idea of modernity and establish a connection between societal changes posed through modernity and its prescribed political suggestions.
- Identify various tendencies in political philosophical discourse and manage to answer various fundamental questions through problem-solving aptitude.

### **Core Paper XIV - Indian Political Thought – II**

After completing the course, the students will be able to

- Develop critical understanding about modern Indian thought. The thematic exploration of ideas is meant to locate the topical debates on important subjects on a historical trajectory and reflect over the diverse possibilities exhibited in the writings of the respective thinkers.
- Think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition.
- Develop toleration and respect for diverse opinion and at the same time, to admire and appreciate the plurality within the modern Indian intellectual tradition.

### **Discipline Specific Elective – Dilemmas in Politics**

After completing the course, the students will be able to

- Explore, analyze and evaluate some of the central issues, values and debates in the contemporary world
- Understand why these dilemmas are part of the human condition; and
- How societies negotiate them politically.

### **Discipline Specific Elective –Human Rights in a Comparative Perspective**

After completing the course, the students will be able to

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

### **Discipline Specific Elective – Citizenship in a Globalising World**

After completing the course, the students will be able to

- Develop a broad historical, normative and empirical understanding of the idea of citizenship.
- Understand different trajectories of the development/evolution of the concept of citizenship.
- Understand/assess some of the major ethical challenges that citizenship faces in the wake of globalization and the rapidly proliferating idea about the need of accommodating diversity in multicultural political settings.

### **Discipline Specific Elective – Public Policy in India**

After completing the course, the students will be able to

- Understand the range of ideologies that influence the policy-making process.
- Learns how to relate public policies to politics.
- Learn how to relate public policies to the political economy.
- Have a grasp of the role of social movements and interest groups in the making of public policy.

## **Courses for B.A. (Programme) Political Science**

### **Semester I -**

#### **Paper I - Introduction to Political Theory**

After completing this course students will be able to:

- Understand the nature and relevance of Political Theory
- Understand different concepts like liberty, equality, justice and rights.
- Reflect upon some of the important debates in Political Theory

### **Semester II -**

#### **Paper II - Indian Government and Politics**

On successful completion of the course, students would be able to:

- Demonstrate an understanding of the different viewpoints on Indian politics and the nature of Indian state
- Show knowledge of the text of the Indian Constitution and an awareness of constitutional and legal rights
- Understand the structure of society in India and how social inequalities have an impact on political institutions and processes
- Show awareness of the party system in India and the development policies adopted by various governments so far
- Understand how social movements are formed and how they impact the political Processes

### **Semester III -**

#### **Paper III - Comparative Government and Politics**

- The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries. The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as capitalism as a case of reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria. The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalisation.

#### **AECC – Legislative Support**

On successful completion of the course, students will be able to:

- Demonstrate knowledge of the structure and the functions of legislating bodies in India
- Demonstrate knowledge of the law-making procedure in India
- Acquire skills related to a close reading of legislative documents
- Understand the relationship between the people and their elected representatives

- Develop basic skills to become a part of a support team engaged at different levels of the law-making functions

#### **Semester IV -**

##### **Paper IV - Introduction to International Relations**

- Students will learn about major theoretical approaches and the history of International Relations.
- The course will enhance students' understanding on the major political developments in international relations since 1945.
- The paper will develop in-depth knowledge on the emerging centers of power like European Union, China, Russia and Japan.
- Students will also learn about basic determinants of India's foreign policy and understand it in the context of India as an emerging power.

##### **AECC – Public Opinion and Survey Research**

On the successful completion of the course, students will be able to:

- Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
- Learn about the methods used for conducting surveys and interpreting survey data
- Acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc.
- Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

#### **Semester V -**

##### **Discipline Specific Elective - Administration and Public Policy: Concepts and Theories**

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The student receives an insight into several dimensions of development administration.
- The student is exposed to perspectives on public policy processes, a major sub-discipline of public administration.

##### **AECC – Democratic awareness through legal literacy**

- The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

### **GENERIC ELECTIVE – Reading Gandhi**

- The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

### **Semester VI**

#### **Discipline Specific Elective – Democracy and Governance**

On successful completion of the course, the students will be able to:

- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.
- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

#### **AECC – Conflict and Peace Building**

- The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.
- The students will also learn the importance of resource sharing in the conflict zones.
- The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels.
- Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.

### **GENERIC ELECTIVE –Human Rights, Gender and Environment**



- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

## **PSYCHOLOGY**

### **BA (HONS.) PSYCHOLOGY**

#### **SEMESTER I**

##### **Core Course I: *Introduction to Psychology***

Learning outcomes:

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- Appreciation of the scope and the field of psychology
- Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, and thinking.

##### **Core Course II: *Statistical Methods for Psychological Research I***

**Learning outcomes:**

- To familiarize students with the use of statistical methods in psychological research.
- To foster an understanding of the techniques of descriptive statistics for quantitative research.
- To teach the application of the same in the field of Psychology.

##### **General Elective I: *General Psychology***

Learning outcomes

- Developing knowledge of the basic concepts in psychology.
- Understanding the psychology of individual differences.
- Developing skills for applying psychological knowledge to real life situations.

## **SEMESTER II**

### **Core Course III: Biopsychology**

#### **Learning outcomes**

- Understanding the biological bases of human behaviour, its nature and scope.
- Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
- Realizing the importance of hormones in behaviour, cognition and emotions.

### **Core Course IV: Psychology of Individual Differences**

#### Learning outcomes:

- To develop an understanding of the concept of individual differences.
- To acquaint the learner with the complexities of personality theories.
- Understanding the various approaches to Intelligence and appreciation of the diverse frameworks.
- To know the processes and principles of motivation and emotion and appreciating the diverse frameworks.

### **General Elective II: Psychology for Health and Well being**

#### Learning outcomes

Understanding the spectrum of health and illness.

- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behaviour.
- Cultivating inner strengths and virtues, like hope and optimism.

## **SEMESTER III**

## **Core Course V: Development of Psychological Thought**

### **Learning outcomes:**

- Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline.
- Identifying and appreciating the diversity of contributions to the contemporary fields of psychology.
- Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology.
- Describe the key figures in the history of psychology and their major contributions and perspectives.
- Provide an introduction to the development of the discipline both from the Indian as well as Western perspective.

## **Core Course VI: Psychological Research**

### **Learning outcomes:**

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- Demonstrate ability to plan simple researches and state its requirements.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.
- Understanding the importance of maintaining ethical and moral integrity of the researcher.
- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

## **Core Course VII: Social Psychology**

### **Learning outcomes:**

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
- Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.
- Develop an understanding of the individual in relation to the social world.

## **SEC I- Emotional Intelligence**

Learning outcomes:

- To understand the theoretical concept of emotional intelligence and its various models.
- To foster the ability to identify and manage one's own emotions, as well as the emotions of others.
- Help students deal with negative emotional states and promote more positive emotions in its place.
- To understand the application of emotional intelligence in myriad settings, such as the workplace, relationships, etc.

## **GE- Intergroup relations**

**Learning outcomes**

- Understanding the role groups play in our life and the significance of healthy inter-group relations.
- Understanding the nature of relationship between groups in terms of cooperation, competition and conflict.
- Realizing the relevance and consequence of social categorization.
- Understanding how group memberships shapes one's social identity and colours our perception of others.
- Knowing ways to resolve and manage inter-group conflicts.

## **SEMESTER IV**

### **Core Course VIII: Understanding Psychological Disorders**

**Learning outcomes:**

- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
- Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity.

### **Core Course IX: Statistical Methods for Psychological Research II**

**Learning outcomes:**

- Developing an understanding of the nature of qualitative and quantitative inquiry.
- To educate students with the techniques of inferential statistics and hypothesis testing.

- Developing a basic knowledge of how to analyse data quantitatively.

### **Core Course X: Applied Social Psychology**

#### **Learning outcomes:**

- Understanding the key issues and theoretical concepts related to social inequalities, especially in the Indian context
- Developing insights into one's own behaviours as a man (or as a woman) through self-reflexivity.
- Learning to apply theoretical knowledge of social psychology in designing intervention systems.
- Developing insights into issues related to groups, environment and the legal system.

### **SEC II- Stress Management**

#### Learning outcomes

- To understand the nature of stress and learn the skill to identify symptoms demonstrating stress.
- To get an insight into the various environmental, social, psychological and physiological concomitants of stress and develop skills to reduce the impact of these factors and promote conditions that will reduce stress.
- To learn how stress impacts health and learn coping skills and resilience.
- To develop skills to manage stress by learning yoga, meditation, relaxation techniques and cognitive skills to deal with stress.

### **GE- Psychology at Work**

To understand the meaning and theoretical foundations of I/O Psychology.

- To understand the evolution of the field of I/O psychology and to appreciate challenges faced by the field today.
- To develop an understanding of how the various theories and methods of I/O Psychology apply to real work settings.
- To develop an appreciation of the process of communication in organizations and to manage communication effectively.

### **SEMESTER V**

### **Core Course XI- Understanding and Dealing with Psychological Disorders**

#### **Learning outcomes:**

- To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.

- Develop an understanding of Childhood disorders
- To introduce personality disorders and substance related disorders.

## **Core Course XII: Developmental Psychology**

### **Learning outcomes:**

- Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- Developing an ability to identify the milestones in diverse domains of human development across life-stages.
- Understanding the contributions of socio-cultural context toward shaping human development.
- Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

## **DSE I- Human Resource Management**

### Learning outcomes

- Developing the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training.
- Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
- Developing multi-cultural understanding of HRM and sensitivity towards diversity.

## **DSE II- *Health Psychology***

### Learning outcomes

- Understanding health psychology and the relation between mind and body.
- Identifying the characteristics of healthy behaviours and promoting them.
- Understanding a variety of health enhancing behaviours and the importance of exercise, nutrition, safety and management of pain and stress.
- Developing an understanding of pursuing research in health psychology domains and developing interventions.

## **SEMESTER VI**

## **Core Course XIII: Organizational Behaviour**

**Learning outcomes:**

- To develop an awareness of the concepts related to organizational behaviour.
- Help the students develop a connection between concepts and practices of organizations
- Understanding the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc.
- Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding leadership processes from different theoretical perspectives.

**Core Course XIV: Counselling Psychology**

## Learning outcomes:

- To develop an understanding of basic concepts, processes, and techniques of Counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

**DSE III- Community Psychology**

## Learning outcomes

- Understanding the role of Psychology in community development.
- Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- To understand the link between individuals and communities and deal with social issues more effectively.
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

**DSE IV- Positive Psychology**

## Learning outcomes

- Appreciating and understanding the meaning and conceptual approaches to positive psychology.

- Being able to understand the how positive emotional states contribute to resilience, happiness, and wellbeing.
- Learning the various pathways through which cognitive states and processes influence self-efficacy, optimism and wellbeing.
- Being able to identify the applications of positive psychology.

## **SOCIOLOGY**

### **B.A. (HONORS) SOCIOLOGY**

#### **SEMESTER 1**

#### **Core Course I -Introduction to Sociology – I**

##### **Learning outcomes**

Upon completion of this course the student shall be able to:

- Develop a sociological way of thinking. They learn how to apply sociological concepts to the everyday life.
- Able to connect their biography to the social context in which they are growing up. They realize that the individual choices are impacted by the social structure of which we are a part.
- Develop reflective thinking skills of both self and society. They develop a sense of how common sense is actually limited to those who share the same spatial- geographical, social and cultural location.
- Demonstrate the ability to apply the theoretical concepts learned to all kinds of societies whether simple or complex.
- Comprehend the interdisciplinary nature of the social sciences like social anthropology, history and psychology. They learn how these relate to each other while maintain their disciplinary boundaries.
- Apply sociological concepts to understand various aspects of society while doing fieldwork and projects in forthcoming semester.
- Develop ability to read complex texts and to express thoughts and ideas effectively in writing.

#### **Core Course II-Sociology of India I**

##### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:



- Develop the skill to view images and ideas of India through a sociological lens and further investigate sociological concepts and institutions in the Indian context.
- Enhance their skills to interrogate images, ideas, concepts and institutions of India.
- Develop critical and analytical thinking about contemporary social problems in India.
- Develop an inter-disciplinary approach that facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.

### **GE 01-Indian Society: Images and Realities**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- A familiarity with ideas of India in their social and historical context.
- An acquaintance with key institutions and processes of Indian society.
- An ability to understand social institutions with sociological imagination with a critical and comparative spirit.
- A preliminary understanding of sociological discourse on Indian society.
- A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

### **SEMESTER 2**

#### **Core Course III- Introduction to Sociology II**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Analytically connect to the relationship between theory and perspectives.
- Introduced to sociological theories which they learn in greater detail during the latter semesters.
- Build a foundational base for sociological theories that are a part of papers in the subsequent semesters.
- Develop critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

#### **Core Course IV-Sociology of India II**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories.
- Connect the practical and conceptual in terms of both substance and relevance.
- Focus on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.
- Adopt of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
- Compete in global academia as the course, in terms of both high quality syllabus-content and innovative teaching-learning techniques, matches global standards.

## **GE 02-Family and Intimacy**

### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- An ability to examine the institution of family and reality of intimate experiences from a sociological perspective.
- Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
- Ability and disposition to constitute quotidian space of family and intimacy as an arena of democracy, gender justice and empowerment.
- Awareness of symbiotic relationship between conceptual, ethnographic and critical literatures in social sciences and demonstrate how they work in close tandem.
- To alert next generation policy makers to take the questions of the intimate sphere of the family with appropriate seriousness and make them integral to public reason and conversation.

## **SEMESTER 3**

### **Core Course V: Political Sociology**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Comprehend the embeddedness of political and the social in each other.
- Construct familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective

- Understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
- Comprehend the relationship between state and society in shaping politics in India both historically and analytically.
- Generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

### **Core Course –VI-Sociology of Religion**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Acquaint themselves with representative texts that symbolize the development of knowledge in the field of sociology of religion.
- Identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
- Develop the ability to link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
- By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

### **Core Course VII- Sociology of Gender**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Comprehend the concepts such as sex and gender by problematising common-sensical notions of gender.
- Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
- Understand issues relating to gender both at a national and global level.
- Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

### **GE 03-Rethinking Development**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Understand different ideas of, and approaches to, development.
- Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
- Critically analyse the key features of developmental processes in postcolonial India.
- Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

## **SEC 01-Reading, Writing and Reasoning for Sociology**

### **Course Learning Outcomes**

Upon completion of this course the student shall be able to develop skills in reading writing and reasoning:

#### **1. Reading:**

- Equipped to move from reading rudimentarily to advanced reading of texts extensively
- Read academic texts and identify the central argument(s) and grasp the content of the texts
- Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
- Identify general conclusions from specific details in texts

#### **2. Writing:**

- Identify standard elements of writing and different genres of writing from personal essay to academic writing.
- Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
  - Multi-draft approach: pre-writing, outlining, drafting, revising, and editing
  - Formal academic style
  - Information from several sources and synthesizing into their own writing
  - Internationally accepted methods of citation and referencing
- Be able to treat reading and writing as complementary and synergistic
- Be able to conceptualize and plan a research paper

### **3. Reasoning:**

- (a) Approach writing as a form of reasoning, with specific organization of ideas, style and perspective
- (b) Develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
- (c) Develop scientific reasoning by reading texts for consistency and logic
- (d) Relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues.

## **SEMESTER 4**

### **Core Course VIII- Economic Sociology**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
- Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
- Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
- Develops abilities to generate research questions and arguments about the intersections of economy and society.

### **Core Course IX-Sociology of Kinship**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
- Develop an analytical perspective on concepts relevant for understanding kinship
- Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
- Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

## **Core Course X-Social Stratification**

### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
- Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
- Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
- Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

## **GE 04-Gender and Violence**

### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.
- Engage with different theoretical perspectives and their critiques in the comprehending-individual, social, cultural, political, or economic experiences of violence.
- Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.
- Re-think and re-formulate ideas on various structures of struggles and strategies to counter gendered violence.

## **Generic Elective 07**

### **Sociology of Media**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Appreciate the mediatized character of social existence and its history.
- Get acquaintance with history, concepts and various theoretical strands in sociology of media.

- Understand social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects

## **SEC 02-Techniques of ethnographic filmmaking**

### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Prepared to face challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking.
- Enabled them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.
- Broaden their spectrum of engagement through sociology. Through ethnographic filmmaking, students move beyond the textual reading and writing mode.
- Introduce to the skills and sensitivity needed to engage with the social world. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.
- Engage in teamwork: Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning.
- Gear up for the specific electives and courses they take up in the later semesters, particular the research methods course.
- Enrich their engagement with the theoretical framework in final year of BA (H) Sociology.

## **SEMESTER 5**

### **Core Course XI-Sociological Thinkers –I**

#### **Course Learning Outcome**

- Understanding the grand foundational themes of sociology.
- Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
- Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

### **Core Course XII-Sociological Research Methods-I**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
- Students develop the ability to evaluate the methodological validity of the claims made by theory.
- The course enables students to evaluate a piece of research and move towards designing a simple research project.
- Identify the difference between quantitative and qualitative methods.
- Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
- Students learn that research methods are universal and not bound by cultural location.

### **DSE 01-Urban Sociology**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
- To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
- To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
- To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

### **DSE 03-Environmental Sociology**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Become aware of the environmental issues in contemporary times that have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character.



- Able to develop linkages between environment and society that need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.
- Comprehend the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

### **DSE 04-Sociology of Work**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Understand work in its social aspects such as gendered work and unpaid work, as different from its better known economic dimension.
- Understand work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
- Comprehend the complexities, disparities and inequalities in the area of work.
- Learn about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

### **SEMESTER 6**

#### **Core Course XIII-Sociological Thinkers –II**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Understand the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
- Appreciate the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
- Understand the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

#### **Core Course XIV-RESEARCH METHODS II**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of

elementary statistics is also provided to the students to acquaint them with quantification of data.

- The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
- Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
- By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

### **DSE 05-Sociology of Health and Medicine**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness
- Critique biomedicine and have an understanding of medicine as a plurality
- Analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
- Gain insights on issues of public health in India and arrive at independent analysis

### **DSE 06-Indian Sociological Traditions**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
- Acquaint the students to the continuities and contradictions in Indian society
- To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
- To help students understand the history of ideas related to the analysis of Indian society.

### **DSE 07-Visual Culture**

#### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Develop the techniques to understand and appreciate visuals; working with visuals as potential representations of matters of sociological interest.
- Understand ‘visuality’/’visualization’ as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or ‘counter-visualities’.
- Discover the strength of ‘visuals’ in an age dominated by techniques of mass production and dissemination of images.

## **B.A.PROGRAM (SOCIOLOGY)**

### **SEMESTER 1**

#### **Core Course 01: Introduction to Sociology**

##### **Course Learning Outcomes**

After studying the paper you should be able to-

- Outline the background to the emergence of Sociology as a discipline.
- Understand the basic concept of Sociology and relate them to social life.
- Inculcate a sociological way of thinking.

### **SEMESTER 2**

#### **Core Course 02: Sociology of India**

##### **Course Learning Outcomes:**

The paper focuses on the functioning of various institutions of society. After studying this paper, students should be able to:--

- Analyse different bases of plurality in India
- Define the structure of caste, class, tribe, kinship and village
- Describe the shifts in issues addressed by the women’s movement and the nature of dalit movement
- Discuss the growth of communalism in India

#### **SEC- 02: Gender Sensitization**

##### **Course Learning Outcomes:**

The course deals with the various aspects of gender. After studying this paper, you should be able to:--

- Explain the concepts of gender, sex, sexuality, patriarchy and transgender
- Learn about the legal status and rights of women
- Understand and analyse the interrelations of gender, caste, class, politics and disability

### **SEMESTER 3**

#### **Core Course 03: Sociological Theories**

##### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Develop a basic grounding in sociological thought.
- Relate the theories to the development of the discipline of sociology.
- Initiate higher order thinking skills among students. Thus, the student shall develop reflective thinking.
- Have a meaningful platform for life-long learning to the desiring student.

#### **SEC 01: Techniques of Social Research**

##### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- By applying the research techniques, students critically look at the difference between a ‘book view’ and ‘field view’.
- Equipped with basic and necessary skills of doing research and it increases their employability in any social research organization.
- This course facilitates an understanding of key concepts involved in social research such as choosing a research question, formulating research designs, sampling framework, developing a hypothesis, using the various methods of data collection. It also encourages the students to use these concepts practically in the field set up which enables them to test the permutations and combinations of various approaches and techniques.

### **SEMESTER 4**

#### **Core Course 04: Methods of Sociological Enquiry**

##### **Course Learning Outcomes**

On completion it is expected that a student is able to have a basic understanding of:

- The philosophical underpinnings of sociological research.
- The complementary relationship between theory and research.

- Features and suitability of both qualitative and quantitative research.
- Ability to undertake short self-directed, and also team based research projects.
- With a basic understanding of the challenges in fieldwork, as taught in the classroom, the student at the end of the course is expected to have added his/her experiences that the student encountered in his/her own unique small research project.

#### **SEC04: Theory and Practice of Development**

##### **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Comprehend the arguments of development theory in the decades of 80s onwards
- Appreciate the wide variety of approaches to development.
- Equipped with some of the methodology in development practices adopted since then.
- Design projects based on any one approach to development.

#### **SEMESTER 5**

#### **SEC 03: Society through the Visual**

Course Learning Outcomes:

- Understanding the strength of ‘visuals’ and effectively and responsibly incorporate visuals in conducting sociological research methods.
- Developing the techniques and engaging with methods to understand and appreciate visuals in multiple formats like-photographs, videos, ethnographic films, multimedia and social media.
- Understanding the role of visuals as a technique of asserting power and dominance in society and in deconstructing the nuances of societal institutions and structures.

#### **DSE 02: Marriage, Family and Kinship**

Upon completion of this course the student shall be able to:

- Critically examine contemporary concerns in the fields of marriage, family and kinship.
- Understand theoretical issues and ethnographies with particular emphasis on diversity of practices.
- Draw a linkage between theoretical explanation and practices of rules that regulate marriage
- Differentiate between concepts like family and household, marriage and sexuality

#### **GE 01: Polity and Society in India**

## **Course Learning Outcomes**

Upon completion of this course the student shall be able to:

- Comprehend the various political processes and developments taking place in contemporary India.
- Identify key concepts in political sociology and comment upon contemporary political issues.
- Critically analyse the dynamics unfolding in politics in India. An understanding of political processes from multiple perspectives would facilitate in the achievement of the stated objective.
- Understand the political processes from multiple perspective and facilitate in the formation of an informed and unbiased opinion.
- Identify and appreciate their role of government, institution and personality in the political process.
- Development of an empathetic temperament of social movement and issued raised.

## **SEMESTER 6**

### **DSE 03 -Social Stratification**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Understand about the pervasive nature of social inequality and their contextual variations
- Develop a critical understanding about social structure and social change through the lens of social stratification
- Make sense of the persistence of inequality brings in anxieties and tension in social life.
- Comprehend nature of social mobility and its impact on class position, class relationship and social structure of society

### **GE 02: Economy and Society**

#### **Course Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Familiarizes key concepts and theories about the interrelationship between economy and society.
- Describes socio-cultural basis of economic systems, institutions and actors in a comparative perspective.

- Understand the current transformations of economy by identifying its key socio-cultural processes and institutions.
- Formulate research questions and arguments about the socially embedded character of economy.

## **SANSKRIT**

### **BA (HONS.) SANSKRIT**

#### **Learning Outcomes**

#### **Core Course: Classical Sanskrit Literature (Poetry)**

- This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.
- This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

#### **Core Course-Critical Survey of Sanskrit Literature**

- This course aims to get students acquainted with the journey of the Ārsha literature from the Vedas to the Purāṇas. It also intends to give an outline of three traditional śāstras i.e. vyākaraṇa, darśana and kāvya śāstra. .
- This course will help the students develop a fair idea of the works of great Sanskrit seers. They will be able to improve their knowledge about philosophy, socio-religious life, polity as depicted in the prescribed areas of study.

#### **Classical Sanskrit Literature (Prose)**

- This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.
- The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of Indian society as reflected in the prescribed texts. They will acquire skills in advanced Sanskrit communication.

#### **Self-Management in the Gītā**

- The objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.
- This course will help students to learn to read the Gītā as a multipolar text which is open to several alternative interpretations. This course will equip them with the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course will instill leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.

### **Classical Sanskrit Literature (Drama)**

- This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.
- After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition. This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts. The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.
- Sanskrit Drama: Origin and Development, Nature of Nātaka

### **Poetics and Literary Criticism**

- This course on Poetics and Literary Criticism aims at providing the students with the knowledge of fundamental principles of literary criticism in the Indian tradition on the basis of Kāvya prakāśa and Sahityadarpana.
- This course will make students aware of with the skills to assess the merits or demerits of works on poetry, prose and drama. They will be able recognize the various genres of poetry, appreciate the objectives of poetry and also analyze the structure of a work in terms of the essential ingredients of poetry as propounded. Students will be inspired and encouraged to compose.

### **Indian Social Institutions and Polity**

- The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Saṁhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works from Dharma śāstra and Nītiśāstra.



- After the completion of this course students will be able to connect the theoretical model propounded by the prescribed texts in the forms of saptanga theory, shadguna theories and mandala theories with contemporary governance issues. The learners will be able to see Dharma as dynamic institution. This will free them from the traces of fundamentalism and they should become more open minded and liberal. Learning and developing a critical approach about the institution of caste and women's issues will make the participants sensitive to discriminating practices.

### **Indian Polity: Origin and Development:**

- Initial stage of Indian Polity (from Vedic period to Buddhist period).
- Election of King by the people: 'Viśas' in Vedic period (Ṛgveda, 10.173;10.174; Atharvaveda,3.4.2; 6.87.1-2).
- Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha' in Vedic period (Atharvaveda,7.12.1;12.1.6 ; Ṛgveda,10.85.26);

### **Indian Epigraphy, Paleography and Chronology**

- This course intends to provide students the knowledge of inscriptions in India through the ages. They get to study the development of various scripts including Brahmi and Kharoshthi used in ancient India. The course will further help students to co-relate various historical facts, chronology, literary elements and other information contents available in the inscriptions.
- This course will equip students with the necessary tools for the study of Indian inscriptions. They will learn ancient scripts and use their knowledge in studying more inscriptions later. Students will be able to read, collate and interpret inscriptions to reconstruct history. Thus, it will be useful for students who are interested in pursuing advance study in archaeology.

### **Modern Sanskrit Literature**

- The purpose of this course is to expose students to the rich & profoundly active tradition of modern creative writing in Sanskrit, enriched by new genres of writing.
- This course will enable the students to appreciate the Mahākāvya and Charitakāvya, Gadyakāvya , Rūpaka, GītiKāvya and Other genres and General Survey of Modern Sanskrit Literature. It will create an awareness of the modern historicity of the modern Sanskrit literature.

### **Sanskrit World Literature**

- This course aims to expose students to the spread & influence of Sanskrit literature and culture through the ages in various parts of the world.
- Scholars who pursue this course will learn about the cultural contacts between India on the one hand and Europe, West Asia and South East Asia on the other during different phases of history. They will also see how colonialism distorted India's achievements in knowledge production. They will become aware of Indo European linguistic and cultural affinities, spread of Indian fables, the Upanishads, the Gita and Kalidasa's works in the west. They will be able to appreciate the close relation between Upanishadic thought and Sufism. They will study how Sanskrit literature has impacted India's cultural ties with South East Asian countries.

### **Core Course-Vedic Literature**

- This course on Vedic literature aims to introduce three Vedic Saṁhitās and Vedic Grammar to Bachelor Degree students. Students will also be able to read and know about the contents of one famous Upaniṣad, namely, Muṇḍaka Upaniṣad, which propounds basic Vedānta-view. It will also facilitate the students to know about philosophical, moral, and scientific principles including the source of Indian Intellectual traditions of Vedic period.
- By reading these texts, students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers are based on philosophical, moral, and scientific principles. By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals, and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts as well.
- After completing this course students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form. Students will understand the strength of Unity, power of mind, and will realize the importance of earth in their life.
- From the study of Upaniṣad they will know about philosophical and Psychological insights of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

### **Core Course- Sanskrit Grammar: Laghusiddhāntkaumudī**

- Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantakaumudī , the premier text of Sanskrit grammar by Varadaraj.
- After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental samdhi and compounding patterns. They will also understand some most important primary and secondary suffixes

of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

### **Core Course- Indian Ontology and Epistemology**

- This Course aims to get the students acquainted with the cardinal principles of the Nyaya-Vaisesika Philosophy and to enable students to handle Philosophical texts like Tarkasangrah in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy like Realism, Idealism, Monism, Dualism etc.
- Students will become familiar with primary and one of the most important and influential school of Indian Philosophy i.e. Nyaya-Vaisesika through its basic text the Tarkasangraha. They will also be introduced to essential problems in philosophy - Causation, Ontology and Epistemology. This will enable them to engage with other texts in Indian philosophy with some ease.

### **Core Course- Sanskrit Composition and Communication**

- This paper aims at developing writing and speaking skills in Sanskrit. Students will also learn the art of translation from Sanskrit into Hindi and vice versa.
- This course will help the learners develop a critical, linguistic and scientific approach towards Sanskrit language. The practice of essay writing will make the students form ideas and express them in Sanskrit. This practice will also familiarise them with various shastric theories.

### **DSE-2 Art of Balanced Living**

- The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life.
- Graduates who read this course should be able to see that in order to bring balance in life, a proper understanding of one's life situation is necessary. For this understanding, shravana manana and nididhyasana are important tools.
- Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment students can learn how to improve concentration. They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking.
- This section should help students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require interpersonal skills. One needs to know that one's behaviour can create conflicts. Learners should know how to improve their behaviour through jnana, dhyana, karma and bhakti yoga.
- Student should learn how active engagement with action is most conducive to healthy and successful living. By reading this segment, learners should develop a more balanced approach to life.

- Graduates who read this course will acquire the necessary tools for a balanced life. They will know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment students can learn how to improve concentration. They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking.
- This section will help students to understand the importance of Ashtang yoga and Kriyayoga for the purification of mind. Teamwork and social cohesion require interpersonal skills. Here students will know how to improve their behaviour through jnana, dhyana, karma and bhakti yoga. Students will also understand how active engagement with action is most conducive to healthy and successful living.

### **DSE-3 Theatre and Dramaturgy in Sanskrit**

- With its audio-visual characteristics, drama is considered to be the best amongst all forms of arts.. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (saṁvādasūkta) of the Ṛgveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to help students in identifying the richness of drama and to become aware of the classical aspects of Indian theatre.
- After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and construction and stage setting for various kinds of dramas in ancient India. Students will also become familiar with the main principle of theatre performance and appreciation.

### **DSE-7 Fundamentals of Āyurveda**

- Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda
- Graduates who read this course should be able to know the ancient tradition of the Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle. After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śūśruta Saṁhitā, Aṣṭāṅga Hdaya etc. and they will also get the basic knowledge of eight departments of Āyurveda.
- Second section of this paper is related to ancient physiology. In this section students will get acquainted with the basic concept of Trigūṇa, Pacamahābhūtas , Tridoṣas, Saptadhātus, Trayodosāgni, Trimalas, SvasthaVṛtta etc. which will help students to develop Āyurvedic understanding of lifestyle and concepts of preventive medicine. Āyurveda prescribes different food habits in different seasons. After reading this section students will be able to

understand seasonal regimen & social conduct and its effect on health. It will develop their understanding of Health and Disease as explained in Āyurveda, and the way of diagnosing the illness. Taittirīyopaniṣad - Bhguvalli will be taught in the third section of this paper. Our Ṛṣis were not only concerned about the physical health of individuals but also about the holistic health i.e. including mental, social and spiritual well-being. By reading this portion of Upaniṣad student would develop a more balanced approach towards life.

## **GE-2 Indian Culture and Social Issues**

- This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.
- The first unit of this section aims at the basic understanding of culture and civilization at large dimensions, on the basis of which they will be able to evaluate Indian culture in modern terminologies. The second unit deals with evolution of Indian culture through different ages from ancient times to the modern age with the symbiosis of alien elements e.g. Islamic and other foreign traditions.
- The third unit aims at highlighting the undercurrent of Sanskrit-led culture in vernacular as well as urban shades of cultural life. By studying this course a student will be able to perceive India's various cultural identities as enriched by Sanskrit language and literature. In this section the student would be acquainted with the fundamental principles of indigenous law and statutes from original Sanskrit sources e.g. Mahabharata, Manusmriti, Yajñvalkyā Smṛiti etc.
- The student will also be able to understand the status and rights of women in ancient Indian society. They will be aware of the elasticity and adaptability of Hindu code of conduct as its essential quality, with the change and demand of time. This section would inculcate among the students the capability of debating and ways of arousing valid questions within and to the tradition and find out the efficient answer to cope up with the modern problems.

## **GE-4 Basic Principles of Indian Medicine System (Ayurveda)**

- Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda
- Graduates who read this course should be able to know the ancient tradition of the Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle. After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭāṅga Hdaya etc. and they will also get the basic knowledge of eight departments of Āyurveda. Second section of this paper is related to ancient physiology. In

this section students will get acquainted with the basic concept of Trigūṇa, Pacamahābhūtas, Tridoṣas, Saptadhātus, Trayodosāgni, Trimalas, SvasthaVṛtta etc. which will help students to develop Āyurvedic understanding of lifestyle and concepts of preventive medicine. Āyurveda prescribes different food habits in different seasons. After reading this section students will be able to understand seasonal regimen & social conduct and its effect on health. It will develop their understanding of Health and Disease as explained in Āyurveda, and the way of diagnosing the illness.

- Third section of this paper is related to the Dietetics, Nutrition and Treatments in Āyurveda. Students will get to know the Āyurvedic point of view on nutrition and metabolism, Classification of Āhāra (compatible foods) according to Āyurveda and Viruddhāhāra (incompatible diet) & role of diet. After reading this section students will get the basic knowledge of Āyurvedic treatments, their method and classification of treatments, like Pacakarma, Therapeutic vomiting (Vamana), Purgation Therapy (Virechana), Enema (Basti), Nasal Administration – Nāśya, Blood Letting (Raktamokṣaṇa) etc. Last section of the paper is related to medicinal plants. Students will get equipped with the knowledge of some extremely important plants which are available in their surroundings like Tulsī, Haridrā, Ghtakumārī, Brāhmī, Āmalā, Aśwagandhā, Neema Plant etc. and will be able to use them in necessity

#### **GE-5 Indian Aesthetics**

- Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.
- This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

#### **GE-11 Nationalism and Indian Literature**

- The aim of this course is to make the students acquainted with the broad streams of Indian Nationalistic trends as propounded in the ancient, classical and modern Sanskrit literature.

- The course tries to highlight the struggle of Indian people against colonialism in nineteenth century by focusing the nationalistic ideologies of prominent national leaders with special reference to Mahatma Gandhi on the basis of modern Sanskrit works.
- The course also focuses the nationalistic thought of modern Sanskrit, Hindi and Urdu poetry. This course will provide opportunity to understand basic features of Indian political thoughts propounded by our ancestors and modern thinkers, and hence students will be able to analyze them in present global perspective. National pride is always related with the glory of national ideas.
- After completing this course, students will realize about the importance of Nation in their upbringing. They will have admiration for their Nation and will like to know more and more about the National heritage. Socio-Religious Nationalist thoughts of our seers, freedom fighters, and modern thinkers will give them wider vision to understand Nationalism. The study of important and famous poems of Sanskrit, Hindi, and Urdu poets will create new interest and social harmony in students.

### **AEEC-1 Acting and Script Writing**

- The acting is connected with the practical aspects of the play works. It portrays a close relationship of the scriptwriter with the society he lives in. This paper aims at teaching the theoretical aspects of this art. The practice of composition and performance of drama can further enhance one's natural talent. This paper deals with the rules of performance of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students.
- After studying this course the students will be able to know about the performance aspect of the arts in Indian context. They will learn the skills of developing a story or an incident into writing the script of the play. The Students will also be inspired and encouraged to prepare the scripts as well as perform it on the stage.

### **AEEC-2 Reading skills in Brāhmī Scripts**

- Course of Epigraphy & script is an inter-disciplinary course within Sanskrit. The Brahmi script used in Indian inscriptions was developed into all modern Indian scripts like Tamil, Malayalam, Oriya, Bangali, Gurmukhi, among others. Study of inscriptions written mostly in Sanskrit languages, helps in preparation of ancient history. It will provide introduction to the earlier forms of the Brahmi script, found in the Ashokan epigraphs, widely used all over India. Writing style, writing material and method of writing which led to variations and transformation in the Brahmi script will be studied to help students to interpret the causes that paved way to changes in it in different times and places. Students will become acquainted with earlier examples of variations in the Brahmi script which developed into modern Indian scripts. More-over most of the South-East Asian countries also have a clear impact of the developed form of the Brahmi script, especially of the Grantha form of it.

- This course is helpful for students to investigate how actually Brahmi script developed and transformed into a wide variety at a time when mode and means of transport and communication were extremely slow. After acquiring knowledge of its variation, it will certainly be helpful in ascertaining to understand period of an inscription whose date is uncertain. This course is highly helpful for the students willing to adopt archaeology as their occupation with a background of Sanskrit.

### **Machine Translation: Tools and Techniques**

- This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system
- The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below: Learn the origin and Development of Machine Translation Basic Introduction of Machine Translation Human vs Machine Translation Concepts to ideal various methodologies used on Machine Translation System. Using guidelines of the Machine Translation system: Google and Bing Evaluation and Challenges in Machine Translation

### **Sanskrit as MIL A1, AECC-1, Advance**

#### **Sanskrit Literature**

- This course aims at making the students acquainted with the general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing
- The students will learn the advanced form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings. The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day-to-day life situations. They will be familiar with the rich history of Sanskrit Literature. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

### **Sanskrit as MIL B1, AECC-2, Intermediate) Upaniṣad and Bhagawad Gītā**

- The general objective of this course is to give the students a basic idea of Philosophy of the Upaniṣads and the Bhagawad Gītā, which are recognised as representative texts of Indian thought.
- The students will be able to peep into understand the spiritual depth of the intellectual wisdom of Indian seers. The Ishopanishad teaches the art of harmonising materialism and spiritualism. The subject matter of the Bhagawad Gita II comprising the concepts of



Niṣkām karmyoga, Self and Sthita Prajña (the ideal human being) will enable learners to attain a proper balance between intellectual and emotional faculties. After the completion of this paper the students will be aware of the solutions of many modern day conflicts available in the upanishadic literature and Bhagavad Geeta. They will get to know the spiritual aspects of Indian traditions separated from the religious tradition.

## MA SANSKRIT

### Courses for Semester: I, MA (Sanskrit)

#### Core Courses:

#### Core Course I-VaidikaVāṅmaya: Ṛksamhitā&Nirukta

वैदिकवाङ्मयः ऋक्-संहिता एवं निरुक्त

#### Learning Outcomes:

After completion of this course the students:

- will form a basic understanding of some fundamental concepts of Vedas, particularly of the Ṛgveda.
- will know about the nature, action and representation of some Vedic deities.
- will be able to explain meaning of the Vedic verses according to some famous commentaries of ancient and modern commentators.
- will be able to appreciate the role of Nirukta for understanding the essence of Vedic verses through application of *Nirukti* or etymology.
- will try to recite Vedic mantras in their true form with the knowledge of Vedic *Svara* and grammar.
- will be able to understand Vedas as our valuable ancient heritage.
- will be successful in applying this knowledge for exploring other Vedic texts.

#### Core Course II - Poetics: Sāhityadarpan

साहित्यशास्त्रः साहित्यदर्पण

#### Learning Outcomes:

After completion of this course the students:

- Will form a basic understanding of various poetic notions such as aims of poetry, definition of poetry, Word, Sense, Rasa, types and subtypes of Dhvani and Guṇībhūtavyaṅgyakāvya

and various genres of poetry as defined and refined up to the 13th-14th centuries AD specially in the premises of Rasa and Dhvani schools of Sanskrit Poetics.

- Will be able to understand and critically explain the prescribed text and terms propounded within.
- Will be supposed to be equipped with the sufficient tools for poetic appreciation of the literature of ancient as well modern languages based on the parameters accepted to said prominent Poetic Schools.

### **Core Course III-Sāhitya: Mṛcchakaṭīka&Naiśadha**

साहित्यः मृच्छकटिक एवं नैषध

Learning Outcomes:

After completion of this course the students:

- will be able to appreciate the aesthetical, social, political, cultural, etc. values expressed in prescribed compositions.
- Will understand the structural patterns of Sanskrit dramatic compositions.
- Will be able to know the finer and minor nuances of *Prakarana* form of drama.
- Will be able to peep into the social history of ancient India.
- Will be familiar with the individual styles of the two of the greatest of Sanskrit

Writers.

### **Core Course IV- Outline of Culture & Civilization in Sanskrit Literature**

संस्कृतवाङ्मयमेंप्रतिपादितसभ्यता एवं संस्कृतिकीरूपरेखा

Learning Outcomes:

After the completion of this course the students will:

- know the various aspects of Indian culture and civilization of the Vedic period.
- able to acquire the knowledge of the culture and civilization as reflected in the Ramayana, Mahabharata and Puranic literature.
- gain the knowledge of the social institutions specially Varna, Ashrama, Purushartha and Samskara system Status of Women and Ancient Indian education system. In ancient India.
- learn about the origin, development and doctrines of the four major *dharmas*: Shaiva, Vaishnava, Jainism and Buddhism.

## SEMESTER: II

### Core Course I-Darśana: Nyāya&Vedānta

दर्शनः न्याय एवं वेदान्त

Learning Outcomes:

After the completion of this course the students will:

- be able to critically analyse and examine the fundamental concepts of Nyāya and Advaita Vedānta Philosophies.
- be able to understand and explain the prescribed text and the conceptual terms therein.
- be able to critically analyse the prescribed theories.
- get to know the scientific approach of Nyaya-Vaisheshika&Advaita Vedanta philosophers in the analysis of the phenomenal world and its process of evolution.
- understand the contribution of Nyaya-Vaisheshika&Advaita Vedanta philosophers in the epistemological studies, application of which is very important in the day to day life situations; helping them in the proper judgment of the Truth

### Core Course II-Vyākaraṇa: Laghusiddhānta-Kaumudī

व्याकरणः लघुसिद्धान्तकौमुदी

Learning Outcomes:

After the completion of this course the students will:

- know the structure of Aṣṭādhyāyī along with the operational techniques of Pāṇini. This will enable them to understand the Sūtras of Pāṇinī without any derivational problem or syntactic gap.
- know the process of deriving the nominal forms under Pāṇini's system. The learning of the derivational processes of the selected representative nominal words from all genders will give the students a thorough idea of Sanskrit declensions.
- equipped with the knowledge of the techniques of conjugation of Sanskrit roots, belonging to various Gaṇas.
- gain the knowledge of conjugating the prefixed roots of Sanskrit denoting various senses, e.g.-desiderative, causative, and intensive etc.
- know the application of Pāṇini's Metarules which will enable them to understand the techniques of Indian Grammatical system in general.

### Core Course III-Sāhitya: Meghadūta&Uttararāmacarita

साहित्यः मेघदूत एवं उत्तररामचरित

Learning Outcomes:

After the completion of this course the students:

- Will form an idea of the superb aesthetic expressions that make Sanskrit composition occurs the position of pride in world Literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of an art called poetry.
- Will be able to see the depiction of nature in various human forms and emotions in two of the master pieces of literary art.
- Will be exposed to the art of employment of Alankaras and Chandas in a poetic creation.

### **SEMESTER: III**

#### **Core Course I- Linguistic Analysis of Sanskrit, Translation, Essay and Laghusiddhānta-Kaumudī**

संस्कृत का भाषा वैज्ञानिक विश्लेषण, अनुवाद, निबन्ध एवं लघुसिद्धान्तकौमुदी

Learning Outcomes:

After the completion of the course the students will:

- be able to observe and analyse Sanskrit language with reference to the developments taken place with the advent of modern linguistic.
- understand the basic concepts of historical linguistics and will know the rules of language change and their application in Sanskrit.
- understand the important causes and directions of phonetic change and semantic change with reference to Sanskrit.
- learn the techniques of translation into Sanskrit.

#### **Core Course II-Sāhitya: Vāsavadattā&Kādambarī**

साहित्यः वासवदत्ता एवं कादम्बरी

Learning Outcomes:

After the completion of this course the students:

- Will find themselves well acquainted with the highest forms of prose writings with its poetic beauty along with social relevance.

- Will form an idea of the superb aesthetic expressions that make Sanskrit composition occurs the position of pride in world literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of art called poetry.
- Will be exposed to the art of employment of Alankaras in a prose form of poetry.

## ELECTIVE COURSES

### III SEMESTERS

#### Semester: III

#### Elective Group: A303- Ṛgveda, Bṛhaddevatā&Pāṇinīyaśikṣā

ऋग्वेद, बृहद्देवता एवं पाणिनीयशिक्षा

Learning Outcomes:

After completion of this course the students:

- will form a clear understanding of some essential concepts of Vedas, particularly of the Ṛgveda.
- will know about the nature, actions and symbolism of few important Vedic deities.
- will be able to know and explain the meaning of prescribed verses according to some famous ancient and modern commentaries.
- will be able to appreciate the role of Bṛhaddevatā and Pāṇinīyaśikṣā for understanding Vedic verses, and related issues.
- will try to recite Mantras in their true form with the knowledge of Vedic *Svara*.
- will be successful in applying this knowledge for exploring other Vedic texts.

#### Elective Group: A

#### EC-A304: - Nirukta&Bhāradwāja-Śrautasūtra

निरुक्त एवं भारद्वाजश्रौतसूत्र

Learning Outcomes:

After completion of this course, the students:

- will understand the ancient Indian science of etymology as depicted in Nirukta.
- will be able to realize ancient ideas of linguistics and original form of Divinities.

- will be able to form a basic idea of vast ritualistic life of Vedic people.
- will know the symbolic meanings of the religious activities described in the Vedic literature.
- will know different *Yajñas* according to the Śrauta literature.

**Semester: III**

**Elective Group: B**

**EC-B303: Yogasūtra&Gauḍapādakārikā**

योगसूत्र एवं गौडपादकारिका

Learning Outcome

After the completion of this course the students:

- Will form some understanding of the dualistic and Non-dualistic trends of Indian thought tradition.
- Will have acquired an in-depth knowledge of the fundamental theories and concepts of Yoga and *Advaita* Vedanta systems.
- Will form an idea of the well-developed science of conciseness in ancient India.
- Will appreciate the contributions of *Gaudapada* pre-shalicareacharya in the development of a dualistic tradition in thought.
- Will gain an insight into the metaphysical and epistemological positions of accepted *Sankhya-Yoga* and *Advaita* Vedanta.

**EC-B304: Nyāyasiddhāntamuktāvalī**

न्यायसिद्धान्तमुक्तावली

Learning Outcome

After the completion of this course the students:

- Will form an idea of Realism in Indian context.
- Will have an extensive knowledge of *Nyaya-Vaisheshika* categories.
- Will also gain some fundamental ideas of other philosophical positions with regard to the categories accepted by the *Nyaya-Vaisheshikas*.
  - Will be able to appreciate and differential the various divergent philosophical within the *Nyaya-Vaisheshika* tradition.

**Semester: III**

**Elective Group: C**

**EC- C303: Nāṭyaśāstra&Dhvanyāloka**

नाट्यशास्त्र एवं ध्वन्यालोक

**Learning Outcomes:**

- After completion of this course the students
- will form a basic understanding of some fundamental terminologies of the Natya and Kavya as presented by Baharat and Anandavardhana.
- will have acquired an in-depth knowledge of the theories of Rasa and Dhvani.
- will be able to understand and explain the prescribed text and the terms therein.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings in drama and poetry.
- will be able to appreciate and enjoy the expressions of poetry.

**EC-C304: Kāvyaṣāstra**

काव्यशास्त्र

**Learning Outcomes:**

Upon Successful completion of this course students:

- will form a deep understanding of the fundamental terminologies of kavya as presented by Mammata.
- will acquire an in-depth knowledge of the theories of meaning, the importance of suggestive meanings and rasa in poetry.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings.
- will gain the ability to explaining and critically analyzing the prescribed texts.
- will be able to appreciate and enjoy the expressions of poetry.

**Semester: III**

**Elective Group: D**

**EC-D303: Siddhāntakaumudī (tiñanta)**

सिद्धान्तकौमुदी(तिडन्त)

**Learning Outcome**

After the completion of this course the students will:

- be able to interpret the Sūtras of the relevant portions of the text,
- be able to understand important application of interpretive rules and concepts such as -the concept of Vipratishedheparamkārya, general & exception rules (utsargāpavādayavasthā), Metarules (Paribhāṣā) in the derivational process. be able to identify and use the advance forms of the words ending within suffixes in actual language situations.
- be able to explain the derivational process of the Sanskrit verbal paradigms.

### **D304: Aṣṭādhyāyī (Kāśikāvṛtti) & Siddhāntakaumudī (samāsa)**

अष्टाध्यायी(काशिकावृत्ति) एवं सिद्धान्तकौमुदी(समास)

#### **Learning Outcome**

After the completion of this course the students will:

- be able to understand some very important metarule and structural aspects of Aṣṭādhyāyī.
- be able to identify the structures of Sanskrit Language in general and the usages of the Case-endings in particular.
- be able to interpret the Sūtras of the relevant portion of the text.
- be able to understand the derivational process of the compounded words of Sanskrit.
- be able to understand Paninian Nomenclatures (saṃjñā) and their application in the interpretation of the Sūtras and in the derivational process of the Sanskrit compounds.

#### **Semester: III**

#### **Elective Group: E**

### **EC-E303: Pāraskaragrhyasūtra & Arthasāstra**

पारस्करगृह्यसूत्र एवं अर्थशास्त्र

#### **Learning Outcomes**

By the end of this course the students:

- will be able to learn about the KalpaVedanga in detail, through different samskaras depicted in Paraskaragrhyasutras and other grhyasutras.
- will be able to appreciate many aspects of administrative system and taxation policy depicted in the Arthashastra.
- Will also be able to compare ancient Indian social, cultural, administrative with the present system



- Will also be able to compare ancient Indian administrative with the present system

### **EC-E304: Manusmṛti**

मनुस्मृति

#### **Learning Outcomes**

By the end of this course the students:

- will be able to learn the ancient legal system,
- will be able to acquire the knowledge of political and religious institutions.
- will be able to compare ancient Indian legal, political, religious and constitutional systems with modern Indian systems.

### **Semester: III**

#### **Elective Group: F- Epigraphy**

### **EC-F303: Edicts of Ashoka Period**

अशोककालीन अभिलेख

#### **Learning Outcome**

After the completion of this course the students will:

- be aware of the social, religious, administrative and political conditions of the time of the reign of Asoka.
- be thoroughly able to decipher, understand and interpret all the facts available regarding Asok and his empire.
- be well grounded for perusing the advance learning in the field of archaeology.
- acquire the knowledge of the features of the AsokanBrahmi script.
- be thoroughly skilled for explanation and transliteration of the edicts.

### **EC-F304: Inscriptions of Gupta Period**

गुप्तकालीन अभिलेख

#### **Learning Outcome**

After the completion of this course the students will:

- be aware of the social, religious, administrative and political conditions of the time of the reign of Guptas.

- be thoroughly able to decipher, understand and interpret all the facts available regarding Guptas and their empire.
- be well grounded for perusing the advance learning in the field of archaeology.
- acquire the knowledge of the features of the Gupta-Brahmi script.
- be thoroughly skilled for explanation and transliteration of the inscriptions.

**Semester: III**

**Elective Group: G**

**EC-G 303: Modern Sanskrit Poetics**

आधुनिक संस्कृतकाव्यशास्त्र

**Learning Outcomes:**

After completion of this course the students:

- Will have an understanding of the new approach in the realm of Sanskrit Poetics;
- Will acquire knowledge of the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and forms (Kavya-bheda), blemishes (Kavya-dosha), poetics -Excellences (Kavya-guna) etc. through the reading of the texts of Kavyalankarakarika of Revaprasada Dwivedi
- Will become aware of new concept of Alamkara as soul of Poetry.
- will be able to compare modern and ancient thoughts of poetics.
- will gain the ability to explaining and critically analyzing the prescribed texts.

**EC-G304: Modern Sanskrit Prose & Poetry**

आधुनिक संस्कृतगद्य एवं पद्य

**Learning Outcome**

After completion of this course the students:

- Will acquire the knowledge of leading samples of modern Sanskrit prose and poetry.
- Will become aware of Indian value-system and cultural heritage which is useful to social harmony;
- Will become aware of the ideas of Indian personalities like Swami Vivekananda, Rani Padmini and Meerabai to develop a sense of nationalism.
- will gain the ability to explaining and critically analyzing the prescribed texts.

**Semester: III**

## **Elective Group: H- Itihāsa&Pūrāṇa**

### **EC-H303: Rāmāyaṇa&Mahābhārata**

रामायण एवं महाभारत

#### **Learning Outcome**

After the completion of this the course students will:

- be able to learn about the behavioral values, ethics and belief patterns through the individual characters of the epics.
- be able to explain the aesthetic and poetic beauty and style of presentation of the texts of Rāmāyaṇa and Mahābhārata.
- get the knowledge of the historic value of Rāmāyaṇa and Mahābhārata
- learn about the social, economic, geographical, political, philosophical and educational aspects of Rāmāyaṇa and Mahābhārata.

### **EC-H304: Purana: Bhāgavata, Viṣṇu&Viṣṇudharmottara**

पुराणः भागवत, विष्णु एवं विष्णुधर्मोत्तर

#### **Learning Outcomes**

After the completion of this course the students will:

- able to appreciate rhetoric beauty of the Rāsapañcādhāyī of Bhāgavatamahāpurāṇa.
- able to understand and explain the devotional and spiritual values of Bhāgavatamahāpurāṇa
- able to know about the Puranic cosmology and Indian theory of world's creation in the light of Viṣṇumahāpurāṇa and compare with the modern theories.
- be able to explain the idea and emotion (Bhāva) and sentiment(rasa) in the light of dramaturgy and dance forms.

## **Semester: III**

### **Elective Group: I**

### **EC- I 303: Suryasiddhanta&Vedanga-Jyotisa**

सूर्यसिद्धान्त एवं वेदांग ज्योतिष

#### **Learning Outcomes:**

After studying this course students:

- will be able to know the ancient Indian astronomical calculation.
- will be able to know development of calendar system.
- will be able to know the ancient Indian time units.
- Will be able to get the knowledge of Srishti-Prakriya.

### **EC- I 304: Laghupāraśari&Jātakālaṅkāra**

लघुपाराशरी एवं जातकालंकार

#### **Learning Outcomes:**

After studying this course students:

- will be able to know the basic concept of Jataka-Skandha and prediction according to Parashar theory.
- Will be able to understand and critically explain the prescribed text and terms.
- will be able to know the basic concept of Jataka-Skandha and prediction according to Jatakalankar which is based on Shukasutra.

### **SEMESTER: IV**

#### **Core Course I-Darśana: Sāṅkhya&Mīmāṃsā**

दर्शनः सांख्य एवं मीमांसा

#### **Learning Outcomes:**

After the completion of this course the students will be:

- able to explain the stanzas and passages of Sankhyakarika and Arthasangraha and the fundamental concepts of Sankhya and Mimansa philosophies in the lines of these two premier texts.
- familiar with many important Sankhya and Mimansa terminologies.
- able to elucidate the metaphysics and epistemology propounded by the Sankhya and Mimansa philosophers.
- familiar with different types of vedic sentences and their purport.
- able to observe and explain the linguistic aspects of the mimansakas.

### **ELECTIVE COURSES**

#### **SEMESTERS IV**

#### **EC-A 401: Yajurveda, Atharvaveda&Pratiśākhya**

यजुर्वेद, अथर्ववेद एवं प्रातिशाख्य

Learning Outcomes:

After completion of this course the students:

- will broadly know about the contents, methods and language of the Yajurveda and the Atharvaveda.
- will understand the ideas and feelings of Vedic seers for nature, nation, earth and time through the explanation of prescribed mantras.
- will be able to realize the comprehensive approach of Vedic thoughts and culture which nourished the roots of our culture and civilization.
- will understand the real meaning of Vedic verses after gaining knowledge of its language through the study of Prātiśākhya text.
- will learn various aspects of phonological and morphological rules depicted in VājasaneyiPrātiśākhya of the Yajurveda.

### **EC-A 402: Vedic Exegesis, History & Thought**

वैदिक-व्याख्या, इतिहास एवं चिन्तन

Learning Outcomes:

After completion of this course, the students:

- will have a clarity about the Vedic wisdom and Vedic concepts.
- will know about certain aspects involved in the interpretation of Vedic verses.
- will be able to explain various theories of interpretations according to some important ancient, and modern Indian commentators.
- will be able to understand the role of few selected western scholars in the field of Vedic literature and interpretation.
- will have a comprehensive vision about the basic nature of wide-ranging Vedic texts and history of Vedic literature.

**Semester: IV**

**Elective Group: B**

**EC-B401: Brahmasūtra**

ब्रह्मसूत्र

**Learning Outcome**

After the completion of this course the students:

- Will be able to make sense of idealism as a philosophical position.
- Will be able to evaluate Shankar and Ramanujan's interpretations of the *Brahamsutra*.
- Will have extensive and in-depth knowledge of *Adaivatic* metaphysical, ethical and analytical appreciation.
- Will develop Shankar and Ramanuja's employment of *Shruti*, *Smriti* and *Anubhavain* deriving his *Advaitic* theories.

### **EC-B402: Survey of Indian Philosophy**

भारतीयदर्शनका सर्वेक्षण

#### **Learning Outcome**

After the completion of this course the students:

- Will acquire some through knowledge of its various philosophical theories proposed by different systems of philosophies.
- Will be able to compare and contrast the ideas advanced in positions taken by the systems have acquired an in-depth knowledge of the fundamental theories and concepts of Yoga and *Adavaita* Vedanta systems.
- Will form an idea of the origin and development of different philosophical systems.
- Will have a critical and further knowledge of contributions of individual Acharyas to their respective systems.
- Will be introduced to minor differences within the system.

**Semester: IV**

**Elective Group: C**

### **EC-C401: Kāvya prakāśa**

काव्यप्रकाश

#### **Learning Outcomes:**

Upon Successful completion of this course students:

- will form a deep knowledge of poetic blemishes, poetics -Excellences, and Figures of speech as propounded by Mammaṭa.
- will be success in applying this knowledge for critical analysis in the light of the above elements of poetry.
- will gain the ability to explaining and critically analysing of the prescribed texts.

- Will be able to know that even though Mammata was a pioneer in the known followers of the Dhvanischool, he never subsided other factors of poetry in the wider concept of Dhvani.
- will be able to appreciate and enjoy the expressions of poetry.

### **EC-C402: Daśarūpaka& Survey of Sanskrit Poetics**

दशरूपक एवं संस्कृत-काव्यशास्त्रका सर्वेक्षण

#### **Learning Outcomes:**

Upon Successful completion of this course students:

- will gain the ability to explaining and critically analysing of the prescribed texts in the light of commentator Dhanika.
- will be able to know the depth knowledge about of various terminology i.e. plot, actor and rasa, etc. for criticism a dramatic composition.
- will have a broad perspective of the field of famous rhetoricians of Alamkāraśāstra and their theories.
- will be successful in applying this knowledge for critical analysis.

#### **Semester: IV**

#### **Elective Group: D**

### **EC-D401: Mahābhāṣya and Vākyapadīya**

महाभाष्य एवं वाक्यपदीय

#### **Learning Outcome**

After the completion of this course the students will:

- be able to observe and appreciate the contributions of the ancient Indian Thinkers of the philosophy of language and linguistic.
- be able to understand the important, relevant and the purposes of the study of the Grammar.
- be able to understand the issues of philosophy of Grammar in general.
- be able to understand the nature of the word, meaning and their relation.
- be able to understand the Sphoṭa theory of the Grammarians.
- be able to understand the different levels of language.

### **EC-D402: Siddhāntakaumudī (kṛdanta) and History of Sanskrit Grammar**

सिद्धान्तकौमुदी(कृदन्त) एवं संस्कृतव्याकरणशास्त्रकाइतिहास

## Learning Outcome

After the completion of this course the students will:

- learn the structural patterns and semantic aspects of primary Sanskrit suffixes
- learn the derivational processes of Sanskrit words ending with primary suffixes.
- learn to identify the general and exceptional patterns of primary suffixes and their interchangeability.
- have the knowledge of the history and the structures of different schools of Sanskrit grammar.
- have a thorough idea of the Astadhyayi tradition and Kaumidi tradition of the teaching of Paninian grammar.
- have the knowledge of the contributions of individual Acharyas in the making of Paninian grammar.
- be familiar with the history of the philosophy of language with paninian grammar as focal point.

## EC SDC- D401: Descriptive Grammar and Structure of Sanskrit

वर्णात्मकव्याकरण एवं संस्कृतभाषाकीसंरचना

### Learning Outcomes:

After the completion of this course the students will:

- be able to analyse Sanskrit phonology with reference to its historical development.
- be able to critically observe the structural pattern of Sanskrit declension and conjugation, with special reference to the Epic and Buddhist Hybrid Sanskrit.
- be able to examine primary and secondary Sanskrit suffixes in their developmental phases
- be able to analyse to the Sanskrit cases and their import historically syntactically.be able to identify the different aspects, types and linguistic importance of accent throughout the ages.

## EC - SDC D 402: Linguistic Speculations in Sanskrit

संस्कृत में भाषा विषयक चिन्तन

### Learning Outcome:

After the completion of this course the students will:

- acquire a historical overview of the prominent Acharyas of the philosophy of language belonging to the different schools of thought.



- acquainted with the some very important theories developed in Ancient India, regarding word, meaning, sentence and syntactic relationship etc.
- be able to critically evaluate the thought process of different philosophical schools casting effect on language philosophy.
- simultaneously get acquainted with heterodox and orthodox systems of Indian philosophy and their main a priori opinions.

**Semester: IV**

**Elective Group: E**

**EC-E401: Yājñavalkyaśmṛiti**

याज्ञवल्क्यस्मृति

**Learning Outcome**

By the end of this course the students:

- will be able to learn about various provisions of the law on inheritance.
- will be able to understand how Hindu law has responded to changing ground situations.
- Will also be able to compare ancient Indian laws of inheritance present system

**EC-E402: Āpastambadharmasūtra& History of Dharmasāstra**

आपस्तम्बधर्मसूत्र एवं धर्मशास्त्रका इतिहास

**Learning Outcome:**

By the end of this course the students:

- will be able to form a thorough idea of the Apastambian viewpoints regarding the ways and aims of the life of four Ashramas.
- Will gain a thorough understanding of the position of women, the legal system, various types of Shraut rituals and other issues as reflected in different Dramashastric texts.
- Will be familiarized with the individual contribution of Acharyas in the making of the rich Dharmashastra tradition

**Semester: IV**

**Elective Group: F- Epigraphy**

**EC-F401: Inscriptions of Post-Gupta Period**

गुप्तोत्तरकालीन अभिलेख

### **Learning Outcome**

After the completion of this course the students will:

- be aware of the social, religious, administrative and political conditions of the time of the reign of Post Guptas.
- be thoroughly able to decipher, understand and interpret all the facts available regarding Post Guptas and their empire.
- be well grounded for perusing the advance learning in the field of archaeology.
- acquire the knowledge of the features of the Post Gupta-Brahmi script.
- be thoroughly skilled for explanation and transliteration of the inscriptions.

### **EC-F402: Indian Paleography**

भारतीय पुरालिपि-शास्त्र

### **Learning Outcome**

After the completion of this course the students will:

- be well aware of the ancient vivid writing traditions.
- be able to know the different styles of script and their inter- relations.
- learn about the Indian dating systems and four eras, i.e. the Vikrama, Saka, Gupta and Harsha.
- understand the significance of inscriptions throwing light on the social, economic, political, religious, administrative conditions of the time.

**Semester: IV**

**Elective Group: G**

### **EC-G401: Modern Sanskrit Drama**

आधुनिक संस्कृतरूपक

### **Course Learning Outcome**

After the Completion of this course students:

- Will be able to know new trends and new forms of Dramas.
- Will become aware of changing social scenario of modern Sanskrit authors which is displayed in their writings.

- Will be able to grasp the concept and historical development of Indian nationalism.
- will gain the ability to explaining and critically analyzing the prescribed texts.

### **EC-G402: Sanskrit Novel and Survey of Modern Sanskrit**

#### **Literature**

संस्कृत उपन्यास तथा आधुनिक संस्कृतसाहित्यका सर्वेक्षण

#### **Learning Outcome**

After the completion of the course students will:

- become aware of the expanse and the depth of modern Sanskrit literature;
- become aware of how the idea of unity in diversity can promote social harmony;
- gain the ability to explaining and critically analysing the prescribed texts.

#### **Semester: IV**

### **Elective Group: H- Itihāsa&Pūrāṇa**

#### **EC-H401: Agnipūrāṇa**

अग्निपुराण

#### **Learning Outcomes**

After the completion of this the course the students will:

- be able to acquire the knowledge of geography as reflected in the texts.
- be able to gain the knowledge ancient judicial system and be able to compare and contrast it with the smriti texts and modern judiciary.
- be able to gain the knowledge of puranic medical science for human being and plants.
- know about the Vedic phonetics.
- be able to understand and explain the prescribed texts.
- be able to apply their knowledge in day to day practical life.

### **EC-H402: Survey of Puranic Literature**

पौराणिक साहित्य का सर्वेक्षण

#### **Learning Outcome**

After the completion of this course the students will:

- Be informed of the basic structure, contents and importance of Puranas.
- know the differences between the Puranas and Upapuranas.
- have thorough understanding contents & historical importance of the puranic literature.
- gain the knowledge of Geographical and Cultural aspects of Puranas and Upapuranas.
- be familiarized with the forms of Puranas as a source of various arts, religion, literature, culture, sciences etc.

## **Semester: IV**

### **Elective Group: I**

#### **EC- I 401: BhartiyaKunḍalīVijñyāna**

भारतीयकुण्डलीविज्ञान

#### **Learning Outcomes**

After studying this course students:

- Will be able to know the concept behind Panchanga.
- Will be able to get Knowledge about how to make a horoscope.
- Will be able to know the concept of dasha-sadhana.
- Will be able to know basic concept of Varshphal/Tajikshastra.

#### **EC- I 402 Survey of Indian Astrology**

भारतीयज्योतिषशास्त्रका सर्वेक्षण

#### **Learning Outcome**

After studying this course students:

- will be able to know the development of various branches of Indian astrology and its importance in day to day life.
- Will be able to know the contribution of Indian astrology to the modern science.
- Will be able to contribute the society, nation and humanity through Indian astrology.
- Will be familiarize with the individual contribution of Acharyas in the making of the rich tradition of Jyotish-shastra

## **Semester II**

### **Open Elective Course**

#### **OEC-204: Outline of Culture & Civilization in Sanskrit Literature**

संस्कृतवाङ्मयमेप्रतिपादितसभ्यता एवं संस्कृतिकीरूपरेखा

### Learning Outcome

After the completion of this course the students will:

- know the various aspects of Indian culture and civilization of the Vedic period.
- able to acquire the knowledge of the culture and civilization as reflected in the Ramayana, Mahabharata and Puranic literature.
- gain the knowledge of the social institutions specially Varna, Ashrama, Purushartha and Samskara system Status of Women and Ancient Indian education system. In ancient India..
- learn about the origin, development and doctrines of the four major *dharmas*: Shaiva, Vaishnava, Jainism and Buddhism.

### Semester: IV

### OEC-404: Linguistic Speculations in Sanskrit

संस्कृत में भाषा विषयक चिन्तन

### Learning Outcomes:

After the completion of this course the students will:

- acquire a historical overview of the prominent Acharyas of the philosophy of language belonging to the different schools of thoughts.
- acquainted with the some very important theories developed in Ancient India, regarding word, meaning, sentence and syntactic relationship etc.
- be able to critically evaluate the thought process of different philosophical schools casting effect on language philosophy.
- simultaneously get acquainted with heterodox and orthodox systems of Indian philosophy and their main a priori opinions.