

SCHOOL OF LIBERAL STUDIES  
PANDIT DEENDAYAL PETROLEUM UNIVERSITY  
B.A. / B.B.A. (Hons.)

<b>SEMESTER II</b>				
<b>Sr. No.</b>	<b>Title of the Course</b>	<b>Course Credits</b>	<b>Course Code</b>	<b>Hours per week</b>
1	Micro Economics 1 (Core)	3	A201	4
2	Introduction to Psychology (Core)	3	A202	4
3	Theories of Mass Communication (Core)	3	A203	4
4	Introduction to World Civilization (Core)	3	A206	4
5	French - 1 (Core)	3	A205	5
6	Chinese - 1 (Core)	3	A210	5
7	Japanese - 1 (Core)	3	A211	5
8	Urban Development and City Governance (Core)	3	A213	4
9	Environmental Sustainability through Food System (Elective)	3	A216	4
10	Overview of Indian Art (Elective)	3	A217	4
11	Musical Styles (Elective)	3	A209	5
12	Fundamentals of Programming and Data Structure (Elective)	3	A215	5

## **1. Micro Economics I**

Course Credits: 03

### **Course Objective:**

This course is designed to make students appreciate the basic minimum learning about Economics subject so that they can start relating it with the reality and in their day to day decision making. Students will learn how markets establish price, production, wage and employment levels, and the likely consequences of government attempts to alter market outcomes. To better understand and evaluate economic issues and events presented by government and policymakers.

### **Course Content:**

1. Meaning of Economics
2. The Economic Problem:
  - a. Scarcity and Choice
  - b. Allocation
  - c. Problem of Economics
  - d. Role of Assumptions
  - e. Meaning of Micro and Macro Economics
3. Derivation of Demand and Supply Curve:
  - a. Equilibrium
  - b. Externality
  - c. Elasticity
  - d. Factors affecting Demand and Supply
  - e. Market Equilibrium
  - f. Government Interventions in Market
4. Concept of Cost and Revenue:
  - a. Derivation of cost curves
  - b. Short and Long run
  - c. Economies and Diseconomies of Scale
  - d. Objectives of the Firm
  - e. Revenue Curves of the Firm
5. Market Structure:
  - a. Perfect and Imperfect Market Structure
  - b. Characteristics and Price
  - c. Output Determinations
  - d. Profit and Losses

**Basic Reading List**

- Samuelson P.A. and W.D. Nordhaus (1998), Economics, Tata McGraw Hill, New Delhi.
- Mankiw Gregory, Principles of Economics, Cengage Learning, south west.
- McConnell Campbell R, Economics.
- K. P. M. Sundaram : Principles of Economics. S Chand Publication.

**Evaluation Method:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%

## 2. Introduction to Psychology

Course Credits: 03

### Course Objectives:

- To become aware of the major psychological approaches to the study of behavior and mental processes.
- To become familiar with major research findings and theories of the field.
- To become conversant in the unique language of psychology.
- To learn the scientific methodology of psychology and its limitations.
- To gain greater self-understanding and understanding of others.
- To recognize ways to apply psychological research findings to everyday life.

### Course Deliverables:

This course would help students get an overview of the history, current status, and promise of scientific and applied psychology. Students would get acquainted with the principles of psychology, its methodologies, contributors, and terminology. It serves as a foundation for upper level courses in psychology; however, it also serves students for whom this knowledge is a general contribution to a liberal arts education.

### Course Contents:

#### Unit 1: Introduction

- Meaning and Nature of Psychology
- Historical Background
- Psychology as a Scientific Study of Behaviour
- Scope of Psychology

#### Unit 2: Methods of Psychology

- Experimental Method
- Observational Method
- Case Study
- Survey Method
- Field Study and Field Experiment

#### Unit 3: Motivation

- Meaning and Nature
- Types of Motives: Primary and Secondary
- Conflicts in Motives:

- Approach-Approach
- Avoidance-Avoidance
- Approach-Avoidance

#### **Unit 4: Emotion**

- Nature of Emotions
- The Physiology of Emotion
- Theories of Emotion:
  - James-Lange
  - Cannon-Bard
  - Schachter-Singer

#### **Unit 5: Personality**

- Meaning and Nature
- Determinants of Personality
- Personality Traits
- Development of Personality:
  - Freudian's Psycho-Sexual Theory
  - Erikson's Psycho-Social Theory

#### **Recommended Reading:**

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. *Introduction to Psychology*. Harcourt Brace Jovanovich, 1990.
2. Baron, R. A. *Psychology*. Pearson (South Asia Edition), 2001.
3. Bernstein, D. A. *Essentials of Psychology*. Wadsworth Cengage Learning (International Student Edition), 2011.
4. Ciccarelli, S. K., & Meyer, E. G. *Psychology*. Pearson (South Asia Edition), 2008.
5. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. *Introduction to Psychology*. Tata McGraw-Hill, 1993.
6. Zimbardo, P. G., & Weber, A. L. *Psychology*. Harper Collins College Publisher, 1997.

#### **Course Requirements and Evaluation Weightage:**

<b>Sr. No.</b>	<b>Evaluation Areas</b>	<b>Weightage (%)</b>
1	End Semester	50
2	Mid Semester	25
3	Presentations/ Assignments/ Summary Papers/ Class Participations	25

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- Midterm and final examinations are individual assessment components. Exams will be based on theory, concepts and applications.
- Project component will include both group and individual evaluation. All members are expected to be present on the presentation days. The evaluation will be based on the clarity of the concepts, practical application, flow of work, presentation, and question responsiveness.
- Class participation will be based on participation during class discussions, class seminars in-class simulation exercises. It will be an individual evaluation component.
- Summary papers are due at the end of each topic. Questions for summary papers will be provided by the instructor.
- All assignments, projects, and papers are due **at the beginning of class** on the day of submission.

### **3. Theories of Mass Communication**

Course Credits: 03

#### **Course Contents:**

##### **Key concepts**

- Mass Communication: History and Theories
- Media: Print, Radio, Television, Advertisements, Films, Internet
- Orientalism
- Male Gaze
- Semiotics
- Gentrification and Culture
- Stereotype and Culture
- Public Sphere
- Development Communication

#### **Broad Outline of the Course Contents:**

##### **History of Mass Communication and**

##### **Theories of Mass Communication and Relevance in Contemporary Time**

- Mass Communication as a discipline of study
- Contributors: From Aristotle to Robert Craig and Wilbur Schramm
- History of War and Technology and the path that was paved for Mass Communication
- Theories in Mass Communication and its relevance
  - Hypodermic Needle theory
  - Agenda Setting theory
  - Magic Bullet Theory
  - Spiral of Silence
  - Uses and Gratification Theory
  - The Rasa Theory
  - Sadharnikarna Theory
  - Id, Ego, Superego

##### **Print Media:**

- Four Theories of the Press
- Manufacturing Consent and Theories around it
- Journalism after 9/11
- Inverted Pyramid
- The 5 W's and 1 H Concepts in Print

**Radio:**

- History of Radio and its association with War
- War of the World's
- Theater of the Mind and how to script for Radio today

**Television:**

- History of Television in India
- Rise of the Soap Opera
- News and the drama around it
- Stereotypes in Television- case study of various serials, talk shows and reality shows
- Concepts of Voyeurism

**Films:**

- Film Theories
- Film and Gender
- Understanding of Male gaze and Use of Camera Angles to Promote Male Gaze
- Contributors to Film Theories:
  - Alfred Hitchcock/Majid Majeedi/Satyajit Ray/Anurag Kashyap/  
Guru Dutt/Leni Riefenstahl/Akiro Kurosawa
- Screening of Movies by above mentioned contributors
- Propaganda Movies

**Internet and the Social Media:**

- Space created by Social Media and its Role in bringing Change
- Case study of the Egypt Revolution
- Blogging and Advertising
- Freedom of Expression on Internet

**Theatre as a Medium of Mass Communication:**

- History of Theatre
- Influence of Theatre on Mass Communication
- Gentrification and Presentation of Theatre to suit Urban Audience

**Orientalism:**

- What is Orientalism and how it affects Mass Communication
- Case studies in Advertisements, Movies and Print Media



**Semiotics:**

- Meanings of a Sign Structured and Represented
- Saussure and his contribution to Semiotics
- Role of Semiotics in Mass Communication

**Public Sphere:**

- What is Public Sphere and how it has changed with time
- Flow of Information in Public Sphere
- Contributions of Jurgen Habermas to understand Public Sphere

**Developmental Communication:**

- Importance of Developmental Communication
- Elements of Developmental Communication
- How various mediums of Communication deal with Developmental Approach

**Evaluation Method:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%

#### 4. **Introduction to World Civilization**

Course Credits: 03

##### **Objectives:**

This course attempts to introduce the students to the relevance of studying history. It aims to provide an idea of the richness of the culture, philosophy, thought, art, literature, architecture and events of the different civilizations of the world from prehistoric times to about the 1500s.

It is hoped that this introduction will promote an understanding of the present, through the study of the past and open a window to the future. It develops the students' imagination and reasoning skills.

##### **Deliverables**

The course will help students to appreciate the rich diversity that existed in history and understand its influence on the world.

##### **Course Contents:**

The course will highlight the diffusion of world civilization from prehistory to about 1500. Focus will be on the major cultural, social, economic and political events within each civilization.

1. Prehistoric Culture
  - a. Evolution of Man
  - b. Stone Age – Paleolithic Neolithic Ages
  - c. The Breakthrough to Civilization: The Bronze Age
  
2. The Rise of Civilization in the Near East
  - a. Mesopotamian Civilization
  - b. Egyptian Civilization
  - c. The Assyrian and Persian (Iranian) Empires
  
3. The Rise of Civilization in India
  - a. The Civilization of the Indus Valley
  - b. Aryan Civilization and the Vedic Age
  - c. The Development of Hinduism and Buddhism
  - d. The Rise and fall of Empires: The Maurya and Gupta Empires
  - e. Ancient India Civilization

4. The Rise and Spread of Civilization in China
  - a. The Early Dynasties: The Xia and the Shang
  - b. The Development of Traditional Chinese Civilization: The Zhou, Qin, and Han Dynasties
  - c. Chinese Thought: Confucianism, Taoism, Buddhism, Legalism, and other Chinese Ideas
  - d. Chinese Culture
  
5. Mediterranean Civilizations and the Origins of the Classical and Christian Traditions
  - a. Hellenic (Greek) Civilization
    - i. The Origins and Failure of the City-state
    - ii. Greek Culture and Thought
  - b. Hellenistic Civilization
  - c. Roman Civilization
    - i. The Rise of Rome and the Early Republic
    - ii. Roman Expansion and the Failure of the Republic
    - iii. The Rise and Triumph of Christianity
    - iv. Late Antiquity and the Fall of the Roman Empire
    - v. Early Christian Art and Architecture
  
6. The World in Transition
  - a. The Byzantine Empire Preserves the Roman Heritage
    - i. The Byzantine Empire and its Culture
  - b. The Rise and Spread of Islam
    - i. The Origins and Character of Islam
    - ii. Islamic Civilization
    - iii. The Spread of Islam into India
  - c. The Early Middle Ages in England
    - i. Feudalism
    - ii. Early Medieval Culture
  - d. The High Middle Ages in Europe
    - i. Economic and Social Revival and the Medieval Urban Revolution
    - ii. The Holy Roman Empire
    - iii. The Medieval Monarchies: England and France
    - iv. The Crusades and the First Overseas Expansion of Europe
    - v. Art and Architecture during the High Middle Ages

7. The Beginning of the Modern Age in Europe
  - a. The Renaissance in Italy and Northern Europe
  - b. The Reformation and the Counter-Reformation
  - c. The First Scientific Revolution
  - d. The Industrial Revolution and its Impact on the World

**Note:**

Reflections upon contribution of select persons representing 18<sup>th</sup> C., 19<sup>th</sup> C. and 20<sup>th</sup> Century. This is an addition to the course, and will deal with new concepts and interesting developments that have taken place and have had an impact on today's world.

**Reference Books:**

1. The Wonder that was India,AL Basham ,Rupa Books, New Delhi.
2. History and Culture of Indian People, Bharatiya Vidhya Bhawan.
3. Man through the Ages, John Bowel.
4. The Heritage of World Civilisations. Albert M Craig.
5. History of the World, H.A Davis. Oxford University Press.
6. Human Venture The Great Enterprise- A World History to 1500. Anthony Esler.
7. Columbia History of the World, A. John Garty and Peter Gay.
8. History of the World for Young Readers, Paul J Gelinias.
9. People and our World,- A Study of World History, Kownslar and Terry, Allan .
10. Ancient India, R C Majumdar.
11. History of the Western World, 2 Volumes. S. Modell.
12. The Hutchinsons History of the World. J.M.Roberts.
13. History of India, Romila Thapar.
14. World History, W.N. Weech.
15. The Story of Civilisation, Will & Durrant.

**Evaluation Method:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%

## 5. Foreign Languages

Course Credit: 03

### A. French I

#### **Oral/Written Skills**

1. Ability to present oneself and others.
2. Comprehend and speak simple dialogues.
3. Give information about others and one own self.
4. Describe a person or situation.
5. Telephonic conversation.
6. Invite someone for party or movie.
7. Formal/informal conversation
8. Give instructions or orders or suggestions.
9. Ability to make a visiting card.
10. Ability to write, describe or provide information about a place or activities or people.
11. Ability to write a biography of a celebrity.
12. Ability to make an advertisement of newspaper.
13. Ability to write a letter.
14. Ability to write short messages and emails.
15. Ability to write short paragraphs.
16. Ability to write directions for a given address

#### **Topics**

1. Phonetics and accent
2. Basic language skills and grammar
3. Dictations
4. Grammatical concepts introduced with an activity.
5. Grammar topics:
  - a. articles (indefinite, definite, for quantity, with preposition)
  - b. verbs
  - c. Adjectives (descriptive, possessive, interrogative)
  - d. Negative sentence formation
  - e. Prepositions
  - f. Types of Question and their answers
  - g. Tenses (present, past, future)
  - h. Pronouns
  - i. Comparisons, imperative, different structures of sentences

6. Dialogue formation in groups in different given situations
7. Listening exercises
8. Comprehension (oral and written)
9. Vocabulary (numbers, months, days, nationalities, professions, activities, sports, family, time, hobbies, start and end a letter, animals, describing words, festivals, parts of body, climate, seasons, clothes and accessories, colours, French food etc.
10. Collect information about France through internet.
11. Culture of France
12. Letter, postcard, message, announcements, metrological predictions etc.

**Evaluation:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%
  - Internal Quiz
  - Viva Examination

B. Chinese I

**Course Content:**

1. Numerals
2. Days of the week
3. Months of the year
4. Basic greetings
5. Self introduction
6. Life and Culture
7. Chinese writing ( Hanzi – Chinese characters)
8. Pronunciation (accent, intonation)
9. Introduction to Chinese Grammar
10. Sentence patterns
11. Talk about Family
12. Shopping & purchasing things at shop
13. Asking time (practicing through classroom conversation/dialogue)

**Skills Work:**

1. speaking
2. Listening
3. Learning proper Pronunciation

**Evaluation:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%
  - Internal Quiz
  - Viva Examination

C. Japanese I

**Objectives of the Course:**

Can understand basic level of Japanese and become an international minded person by touching Japanese culture, philosophy and Japanese way of thinking.

**Deliverables:**

1. Basic Japanese words
2. Basic Grammars which are commonly used in Japan
3. Master conjugations of basic verbs/adjectives
4. Acquire a skill of reading and writing 2 different types of Japanese phonetic characters
5. Acquire better understanding about Japan and its culture, philosophy and business practices.

**Course Contents:**

- Writing and reading in Japanese phonetic letters.
- Listening to Japanese conversations.
- Communication with others using Japanese phrases (group work).

**List of Texts (if any):**

*Japanese worksheets (faculty prepares)*

**Evaluation:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%
  - Internal Quiz
  - Viva Examination



## **6. Urban Development and City Governance (Core Course)**

Course Credits: 03

### **Course Rationale:**

This course discusses with the concept of local governance and the institutions of local governments in the context of India and in comparative perspective. Country witnessed a major shift in the federal structure with the enactment of the Constitutional Amendments passed in 1993 and 1994. The course tries to grapple with the issues and the challenges the country is facing with such enactments.

### **Learner's Objective:**

- Students become conversant with the fundamental principles of decentralization and institutions of local self governance.
- Students are aware of the various provisions of the institutions, structures and processes of the Urban Local Bodies.
- The debates in power sharing between the State and Local bodies are important learning for the students.

### **Course Content:**

1. Meaning, Nature, Scope and History of the Local Governments.
2. City Governance in India
3. 74<sup>th</sup> Constitutional Amendment: Stabilization and Evolution of Urban Governance in India
4. Concept of Smart Cities: Features, Objectives and Challenges.
5. Challenges before Urban local self governments.
6. Urban Infrastructure

### **Evaluation Parameters:**

1. Classroom Performance – 25%
2. Mid Semester Exam – 25%
3. End Semester Exam – 50%

### **Recommended Readings:**

1. Maheshwari, S. R., Local Governments in India
2. Khanna, B. S., Panchayati Raj In India, 1996
3. Mukhopadhyaya, Alok, Municipal Government and Urban Development, IIPA, New Delhi, 1996
4. Second Administrative Reforms Commission Report, Local Governance: An Inspiring Journey into Future, Sixth Report, Government of India, New Delhi

## 7. Environmental Sustainability through Food System

Course Credits: 03

### Course Description:

Food is something none of us can live without. Moreover, it shapes who we are and our relationships and with other people and places. Where is our food grown and how? Where do we and where should we shop for it? These questions are fundamentally geographic. Exploring how food is grown and consumed leads to a deeper understanding of societies and environments and their complex relationships.

### Course Objective:

This course examines food production, distribution, and consumption issues across geographic scales, spanning the microcosm of the individual body to the national and global scales. We explore the political, social, cultural and economic dimensions of food and eating in particular spaces, places, environments, contexts and regions.

### Course Deliverables:

- Students understand more about where your food comes from and a range of political, economic, social and cultural dimensions of food production, distribution, and consumption from the local to global scales
- Students understand more about how food carries intrinsic meanings beyond nutrition
- Students recognize some of the central research themes in agro-food studies
- Students have further developed your analytic, interpretive and critical thinking skills
- Students have further developed your writing and comprehension skills

The course is divided into thematic sections that examine food production, distribution, and consumption parts across the scales of the body, the household, the community, the nation, and the global.

## Course Content:

### I. Food and History

- The development of agriculture and the domestication of plants and animals as factors shaping human cultures
- The significance of diet in the evolution of the human species
- Man the cooking mammal
- Role of Geography in agriculture development

### II. Food, Society and Culture

- The processes that have shaped the transformation from subsistence production to modern commodity centered agriculture.
- The role of food production and consumption patterns throughout the world.
- Significance of food production in the structure of modern society
- Role of food culture in society and its evolution

### III. Food and Identity

- The role of food as a source of identity
- The perceived and real differences in food consumption based on social class.
- Identification and exploration of choices of diet as sources of personal identity and ethics
- Compare and contrast the relationship between gender identity and the production and consumption of food in traditional and contemporary societies.

### IV. The Global Food System and Ecology

- Trace the impact of human food production on ecosystems through history.
- Current ecological crises, particularly global climate change, and their relationship to food.
- Concepts of Food Miles, Food Deserts, Food Voices
- Components of a sustainable food system

### V. Hunger and Obesity

- Causes of hunger
- Popular explanations for obesity in rich societies like the United States, as found in the mass media.
- The relationship between hunger and obesity in contemporary society

### VI. Food and Health

- Discuss popular understandings of the relationships between nutrition, diet, and health based on issues in the mass media.
- Industrialization of food system
- Explore current scientific understanding of the relationships between nutrition, diet, and health.

## VII. Food Related Social Movements

- The historical development of organic and sustainable agriculture movements
- Discuss the development of alternative food systems, marketing systems, farmers markets, community gardens, and community supported agriculture, women's movements

### **Reading List**

- Omnivore's Dilemma – Michael Pollan
- Fast Food Nation - Eric Schlosser
- Food in Society – Peter Atkins and Ian Bowler
- Safe Food – The politics of food safety – Marion Nestle
- Food and Culture – A reader
- In Defence of Food – Michael Pollan
- Salt, Sugar, Fat – Michael Moss
- Hungry City – Carolyn Steele
- Stuffed and Starved – Raj Patel
- Bringing the Food Economy Home

## **8. Overview of Indian Art**

Course Credits: 03

Through the study of the life of the Great Artists of the world, it is expected, that the students will receive an exposure to the different styles of Art.

The studies of the work and philosophy of the artists will be carried out through audio/visual presentations, class discussions and debates.

Practical demonstrations by the faculty, and explorations by the students, along with experimental work, will serve to develop an aesthetic value through their own interpretations, which in turn will enable them to develop a unique perspective to their world view.

### **Course Objective:**

The aim of the course is to provide an exposure to the students of the aesthetics of different styles and periods of Art and includes the study of some famous architectural buildings worldwide.

### **The Styles covered:**

1. The Renaissance Artists,
2. The Impressionists,
3. Neo Impressionists, and
4. Post Impressionists.
5. The Surrealist.
6. Contemporary and Modern Art

### **Architectural buildings**

7. The Taj Mahal
8. The Sagrada Familias

## **Pedagogy**

The curriculum is taught through lectures and presentations on the History of art,

- Through the study of the Life and times of the selected artists.
- Through practical hands on application and exploration.
- Architectural buildings are explored through virtual tours which highlight the union or perceived difference between Art & Craft.

## **Suggested Reading:**

- The Civilisations of the Renaissance in Italy. J. Burckhardt. The Italian Painters of The renaissance. B Berenson.
- The Gothic Image. E Male` Discourses on Art. J. Reynolds. Essential Impressionists.. Antonia Cunningham.
- Surrealists. Dali. Eric Shanes
- The Reasoning Vision. Jehangir Sabavalas Painterly Universe.
- Barefoot Across the Nation. Sumathi Ramaswami
- Amrita Sherghill. A Life. Yashodhara Dalmia
- Contemporary Art in India. A Perspective. Pran Nath Mago
- Colour and culture. Practice And Meaning from Antiquity to Abstraction. J Gage
- The Classical Language of Architecture. John Summerson

## 9. Musical Styles

Course Credits: 03

### Course Objective:

This course aims to impart understanding of fundamental elements of music, its thought and language, its structure and construction, its grammar and aesthetics, its form and content; striking right note between theory and practical.

### Learning Outcome:

At the end of the program the student should be able to

- Understand and appreciate music in general and classical music in particular at enhanced level of understanding.
- Make use of planned musical diet, in order to maintain mental, spiritual, intellectual, physical, and emotional health.
- Know some of the common and popular Ragas and Talas at primary level.

### COURSE CONTENT:

#### 1) *Introduction to the subject:*

- What is music? What is importance of becoming enlighten listener? How do we grow with sound and music around us? How music plays important role and therapeutic tool in stress management, personality development and overall health. What are special features of Indian classical music? How does practicing music convert the voice into self healing instrument?

#### 2) *Fundamental elements of Music:*

##### (a) Swar :

- What is sound? Its physical characteristics and adding aesthetical value.
- Conceptual understanding of sound, Naad, Swar, Saptak.
- Poorvang and Uttarang in Saptak.
- Concept of Thaat- 10 Thaatas
- Principle of consonance and dissonance.

- (b) Laya:
- Conceptual understanding of term laya.
  - Laya, Taal and Thehka as creative and guiding factors in Music.
  - Some of the regularly used Taalas.
- (c) Bandish:
- What is Bandish?
  - Its importance as a plot for improvisation in classical music.
  - Different types of Bandishes.
- (d) Concept of Raga and Principles of Raga improvisation:
- What is raga and its objective?
  - Brief History of raga evolution.
  - Various elements of improvisation and ornamentation of raga like Aalap, Taan, Gamak, Meend, Khatka, Murkee etc.
  - Process of exploring, expanding or improvising raga.
  - Some Bandishas in popular common ragas.

3) *Gharanas in Indian Classical Music:*

- Importance of various Gharanas as schools of musical thoughts.
- Historical base.
- Special features of various Gharanas and their styles of presentations.

4) *Different Forms of Music:*

- Meaning of the term 'form'.
- Short introduction to Dhrupad, Dhamar, Khayal, Tarana, Sargam, Lakshan geet, trivat, Chaturang etc.

5) *Instruments in Indian Music:*

- The types of Instruments.
- Playing styles of the instruments and presentation.

6) *Aesthetics:*

- Raga Sangeet and Rasa theory
- Indian views of aesthetics.

7) *Elements of Voice culture:*

- What is voice culture?
- Various exercises to cultivate musical voice.

8) *Life sketches and Musical contribution of important personalities*



**Books Recommended:**

- 1) Enlightening the listener- by Dr Prabha Attre
- 2) Naad, understanding Raga music – by Sandeep bagchhe
- 3) Hindustani Music, a tradition in transition – by Deepak Raja
- 4) Perspective on Music ideas and theories – By Ashok Damodar Ranade

Relevant study material will be provided from time to time.

**Evaluation Method:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%

## **10. Fundamental of Programming and Data Structure**

Course Credits: 03

### **Course Objective:**

This course provides students with an entry-level foundation in computer programming. The student will be able to use computer for implementation in the in day-to-day life. The basic aim is to teach the student to program in C at a level where they are able to eventually write programs to help solve their fundamental engineering, science and technology related problems.

### **Course Deliverables:**

At the end of the programme, the participants should be able to:

1. Develop the programming ability in students.
2. Improve their proficiency in applying the computing fundamentals to their field of study.

### **Course Contents:**

1. Introduction to C Language
2. Structure of a C Program
3. Standard Input and Output
4. Various Operators in C
5. Selection Statements
6. Loops
7. Functions
8. Preprocessor
9. Arrays
10. Pointers
11. Strings
12. Structures
13. Dynamic Memory Management and Data Structures
14. File Handling

### **Evaluation Method:**

- Mid Semester Examination: 25%
- End Semester Examination: 50%
- Internal Evaluation: 25%