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| M.A., BHARATANATYAM |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.A., BHARATANATYAM** |
| **Programme Code** |  |
| **Duration** | **PG- Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VIII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| **METHODS OF EVALUATION** | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** |
| **Total** | | | **100 Marks** |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * Thelowestlevelofquestionsrequirestudentstorecallinformationfromthecoursecontent * Knowledgequestionsusuallyrequirestudentstoidentifyinformationinthetextbook. | |
| **Understanding (K2)** | | * Understandingoffactsandideasbycomprehendingorganizing,comparing,translating,interpolatingandinterpretingintheirownwords. * Thequestionsgobeyondsimplerecallandrequirestudentstocombinedatatogether | |
| **Application (K3)** | | * Studentshavetosolveproblemsbyusing/applyingaconceptlearnedintheclassroom. * Studentsmust usetheir knowledgetodetermineaexactresponse. | |
| **Analyze (K4)** | | * Analyzingthequestionisonethatasksthestudentstobreakdownsomethingintoitscomponentparts. * Analyzingrequiresstudentstoidentifyreasonscausesormotivesandreachconclusionsorgeneralizations. | |
| **Evaluate (K5)** | | * Evaluationrequiresanindividualtomakejudgmentonsomething. * Questionstobeaskedtojudgethevalueofanidea,acharacter,aworkofart,orasolutiontoaproblem. * Studentsareengagedindecision-makingandproblem–solving. * Evaluationquestionsdonothavesinglerightanswers. | |
| **Create (K6)** | | * Thequestionsofthiscategorychallengestudentstogetengagedincreativeandoriginalthinking. * Developingoriginalideasandproblemsolvingskills | |

**List of Courses:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | **Title of the Course** | **Core/Elective/**  **Soft Skill** | **Credits** | **Hours** |
| **First Semester** | Foundation Course in Performance – 1 (Practical) | Core | 5 | 7 |
| **First Semester** | Bharathanatyam Repertoire 1 (Practical) | Core | 5 | 7 |
| **First Semester** | Historical and Theoretical Concepts of Fine Arts – 1 (Theory) | Core | 4 | 6 |
| **First Semester** | Basic Tala Aspects (Practical) | Elective | 3 | 5 |
| **First Semester** | Dances of India (Theory) | Elective | 3 | 5 |
| **Second Semester** | Bharatanatyam Repertoire - 2 (Practical) | Core | 5 | 6 |
| **Second Semester** | Bharatanatyam Repertoire - 3 (Practical) | Core | 5 | 6 |
| **Second Semester** | Historical and Theoretical Concepts of Fine Arts – 2 (Theory) | Core | 4 | 6 |
| **Second Semester** | Percussion Instruments (Theory) | Elective | 3 | 4 |
| **Second Semester** | Advanced Tala Aspects (Practical) | Elective | 3 | 4 |
|  | NME |  | 2 | 4 |
| **Third Semester** | Bharatanatyam Repertoire – 4 (Practical) | Core | 5 | 6 |
| **Third Semester** | Bharatanatyam Repertoire – 5 (Practical) | Core | 5 | 6 |
| **Third Semester** | Advanced Theory – 1 (Theory) | Core | 5 | 6 |
| **Third Semester** | Choreography (Practical) | Core | 4 | 6 |
| **Third Semester** | Ritualistic Tradition in Natya 1 (Practical) | Elective | 3 | 3 |
| **Third Semester** | South Indian Art Music - An appreciation (Theory) | Elective | 2 | 3 |
| **Third Semester** | Internship | Soft Skills | 2 | - |
| **Fourth Semester** | Research Methodology (Theory) | Core | 5 | 6 |
| **Fourth Semester** | Project Work and Viva Voce | Core | 7 | 10 |
| **Fourth Semester** | Advanced Theory – 2 (Theory) | Core | 5 | 6 |
| **Fourth Semester** | Ritualistic Tradition in Natya 2 (Practical) | Elective | 3 | 4 |
|  | Skill Enhancement course / Professional Competency skill |  | 2 | 4 |
|  | Extension Activity |  | 1 |  |
|  | Total Credits |  | 91 |  |

**Foundation Course in Performance – 1 (Practical)**

**Year I**

**Semester I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC001** | **Foundation Course in Performance – 1 (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Practical knowledge of adavu-s and hasta-s |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

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| Course Objectives | 1. To identify and establish the foundation lessons of Bharatanatyam. | K1, K2, K4, K5, K6 |
| 1. Describe and explain the importance of basics of Bharatanatyam | K1, K2, K5, K6 |
| 1. To employ the foundations of Bharatanatyam at a higher level. | K2, K3, K4, K5, K6 |
| 1. To be able to summarise the basics in a nutshell and be able to pass on to students in the future. | K1, K2, K4, K5, |
| 1. To develop the ability to draft notations for the compositions which are demonstrated and presented. | K3, K4, K5, K6 |
|  | **Units** | |
| I | Adavus - History of adavus | |
| II | Perfecting adavus | |
| III | Writing notation for adavus | |
| IV | Abhinayadarpanaslokas: Asamyutha hasta, Samyutha hasta, Sirobheda, Grivabheda, Dristibheda, Padabhedas, Mandalas, Stanakas, Utplavanas&Bramaris | |
| V | Songs from ancient Tamil literature, Talattu and ShodasaUpacaram | |
| Course Outcomes | 1. Obtain and employ thorough knowledge in the basics of Bharatanatyam. 2. Recall, revise, understand and demonstrate adavus with perfection. 3. Summarising the history of adavus and writing notation. 4. Select, interpret, understand and critically assess slokas from abhinayadarpaṇa. 5. Recognize, appreciate and understand the importance of theoretical and practical aspects of Bharatanatyam. Understanding and perfecting songs from ancient Tamil literature. | |
| Reading List (Print and Online) | 1. VasudevaSastri K, Editor, “Gitagovinda with Abhinaya, edited by K VasudevaSastri,” MusicResearchLibrary, accessed September 1, 2021, http://www.musicresearchlibrary.net/omeka/items/show/2735. | |
| Recommended Texts | 1. KapilaVatsyayan, “Classical Indian Dance in Literature and Arts, by KapilaVatsyayan, 1977 | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

|  |  |  |  |  |  |  |  |  |  |  |
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|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player / Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learner |
| **CO 1** | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 3** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO 5** | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 3 |

**3-Strong 2-Medium 1-Low**

**Bharatanatyam Repertoire – 1 (Practical)**

**Year I**

**Semester I**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC002** | **Bharatanatyam Repertoire – 1** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Practical knowledge of adavu-s, hasta-s and different dance items |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

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| Course Objectives | 1. To understand and comprehend the execution of different dance items. | K1, K2, K3, K4 |
| 1. To employ the knowledge of different adavus in demonstrating any composition. | K1, K2, K5, K6 |
| 1. To apply the knowledge of these compositions in future teaching or learning. | K3, K4, K5, K6, |
| 1. Critically assess and employ any given composition and adapt in generalised learning and teaching. | K3, K4, K5, K6 |
| 1. Be able to theorise the practical knowledge gained through this course. | K1, K2, K3, K4 |

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|  | **Units** |
| I | Pushpanjali - 1 |
| II | Alarippu – Khandam/Sankirnam, One from the 175 talas - 2 |
| III | Kavuthuvam - 1 |
| IV | Jatisvaram – Aditalam&Rupakam/MisraCapu - 2 |
| V | Sabdam – Tanjore Quartet - 1 |
| Course Outcomes | 1. Understand and differentiate items in a dance recital. 2. Understand the intricacies in the rhythmic aspects of each dance item. 3. Identify, critically assess the differences between each dance item. 4. Demonstrate dance items with perfection. 5. Evaluate and draw parallels between the practical and theoretical knowledge gained. |
| Reading List (Print and Online) | 1. VasudevaSastri K, Editor, “Gitagovinda with Abhinaya, edited by K VasudevaSastri,” MusicResearchLibrary, accessed September 1, 2021, http://www.musicresearchlibrary.net/omeka/items/show/2735. |
| Recommended Texts | 1. KapilaVatsyayan, “Classical Indian Dance in Literature and Arts, by KapilaVatsyayan, 1977 |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player / Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learner |
| **CO 1** | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO 3** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| **CO 5** | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 3 |

**3-Strong 2-Medium 1-Low**

**Historical and Theoretical Concepts of Fine Arts – I (Theory)**

**Year I**

**Semester I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC114** | **Historical and Theoretical Concepts of Fine Arts – I (Theory)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | UG Level theoretical knowledge in History of Fine Arts |  | Y | **-** | **-** | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List the ancient treatises which enumerate the various stages of history in Indian music and dance. | K1, K2, K4, K5, K6 |
| 1. Ability to briefly summarise the stages of evolution of indian music and dance according to the description in ancient treatises | K2, K3, K6 |
| 1. Interpret the dance tradition and terms according to the corresponding ones as found in the history and able to employ in practical demonstration. | K1, K4, K5, K6, |
| 1. Differentiate various forms, theory etc as found in history and recent times. Critically assess the transformation if any and be able to evaluate the changes studied | K2, K4, K5, K6, |
| 1. Conceptualize the theory thus studied and try to conceive the practical prevalent today with that described in texts. | K3, K4, K5 |
| **Units** | | |
| I | Ancient Tamiz music in- Silappadikaram and its commentaries and Pancamarabu.  Detailed study of Palai and pan system of ancient tamiz music and the views of modern scholars. | |
| II | Types of AlattiTala terms – Pani, Kottu, Asai, Tukku, Alavu  Study of 108 talas and tala concepts mentioned in the following works - Pancamarapu,Talasamuttiram, Caccaputavenba, Chandams of Tiruppugazh. | |
| III | Musical instruments in Ancient Tamil music.Terms associated with Instrumental technique.  References to Music and Dance – Tolkappiyam, Ettuttogai, Pattupattu, Kalladam, Pingalanigandu,  Divakaram, Panniru-Tirumurai and NalayiraDivyaprabandham | |
| IV | Study of the musical aspects of – Tevaram - Pan, Kattalai, Edugai-Monai-Iyaibu, Forms  Outline knowledge of the details of music in the following works: Bharatachattiram, Bharatasenapatiyam and Mahabharata Chudamani | |
| V | History of Pushpanjali, Alarippu, Kavuttuvam, Jatisvaram and Sabdam, Technical Terms in Dance (i) – Nrtta, Nritya, Abhinaya, Tandavam, Lasyam, Natya, Natyadharni, Lokadharmi, bhava, Anubhava, sthayibhava,vibhava, Sancharibhava, vyabhicharibhava, Four varieties of abhinaya, rasa, anga, Upanga, pratyanga, Ashta nayikas, four types of nayakas | |
| Course Outcomes | 1. Explain, outline, understand the history of ancient tamil music and dance treatises. 2. Compare the history across various time periods and understand the development of various elements in music and dance. 3. Understand musical instruments, techniques and other music terms as found in the texts and critically evaluating and comparing it with the existing music. 4. Identify the instruments which were used in the ancient period. 5. Understand and demonstrate ancient tamil music and dance music. 6. Compare and contrast the details and information available in the ancient treatises and evaluate it with the now existing music. 7. Critically evaluate the terminology and concepts as found in ancient music and recognise the contemporary terminology for related concepts. | |
| Reading List (Print and Online) | Pancamarabu, Arivanar, Ed and Pub by DeivasigamaniGavundar, 1975. | |
| Recommended Texts | TamizisaikkalaikKalanjiyam, Vol I to IV, Dr.Vi Pa KaSundaramBharatidasan University, Second Edition 2006 | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Playe r/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life  long learn ers |
| **CO1** | 3 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 3 |
| **CO2** | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Foundation Course in Dance Music - 1 (Practical)**

**Year I**

**Semester I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC004** | **Foundation Course in Dance Music - 1 (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Practical knowledge of basic lessons, raga-s and tala-s |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Identify 5 Major ragas like Mayamalavagaula, Sankharabaranam, Kalyani, Todi and Harikambhoji | K1, K2, K3, K6 |
| 1. Comprehend the structure of talas like adi, rupaka and capu and understand the talas using tala exercises and basic musical exercises like swaravali, alankaras, gitas and varnam. | K1, K2, K3, K6 |
| 1. Interpret the talas using the tala exercises and employ nattuvangam for the learnt talas and exercises. | K2, K3, K4, K5 |
| 1. Compare the major ragas and learn to differentiate among them. | K2, K3, K4, K6 |
| 1. Conceive the idea of major ragas and talas, conceptualise and implement the theoretical part of these into the practical dance form. | K1, K2, K3, K5 |
| **Units** | | |
| I | Basics of singing Svaravali, Alankaram and Gitam - 4 | |
| II | Varnam - 1 | |
| III | Structure of 5 Major ragas like Mayamalavagaula, Sankharabaranam, Kalyani, Todi and Harikambhoji | |
| IV | Tala exercises in Adi, Rupaka, and Chapu  Ability to sing items learnt | |
| V | Nattuvangam for items learnt | |
| Course Outcomes | 1. To develop the ability to learn, sing and demonstrate the basic exercises of music. 2. To identify the major ragas in music. 3. To learn, recognise, interpret and demonstrate a few basic musical forms. 4. To identify, differentiate, compare and understand different talas using tala exercises. 5. Display the skills of playing nattuvangam for the learnt exercises. | |
| Reading List (Print and Online) | 1. South Indian Music Book I to VI, Prof P Sambamurthy The Indian Music Publishing House. | |
| Recommended Texts | 1. A Dictionary of South Indian Music and Musicians, Prof P Sambamurthy, The Indian Music Publishing House | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO 3** | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| **CO 4** | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |

**3-Strong 2-Medium 1-Low**

**Basic Tala aspects (Practical)**

**Year I**

**Semester I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE001** | **Basic Tala aspects (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Practical knowledge of basic tala-s |  | Y | **-** | Y | **-** | 3 | 3 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List the various talas used in Indian dance including the saptatalas. | K1,K2,K3, K6 |
| 1. Ability to briefly summarise the concept of saptatalas. | K1, K2, K3, K6 |
| 1. Interpret the basics of teermanam patterns and employ them in creating new korvais. | K2, K3, K4, K5 |
| 1. Compare and contrast various yatis used in dance. | K2, K3, K4, K6, |
| 1. Conceptualize the theory thus studied and try to conceive the practical concepts prevalent today. | K1, K2, K3, K5 |
| **Units** | | |
| I | Basic exercises in catusram (three speeds) and tisram (two speeds) | |
| II | Understanding the saptatala-s | |
| III | Learning Yati-s | |
| IV | Basics of teermanam patterns | |
| V | Creating simple korvais | |
| Course Outcomes | 1. Recall, outline and understand the various talas. 2. Learn, understand, compare and contrast the various yatis used in dance. 3. Understand and demonstrate the saptatala-s. 4. Obtain knowledge of demonstrating the basic tala exercises in catusram (three speeds) and tisram (two speeds). 5. Select and learn basics of teermanam patterns. 6. Critically evaluate the concept and techniques of teermanams and employ them to create new korvais. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 1 | 3 |
| **CO 2** | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO 3** | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO 4** | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 |

**3-Strong 2-Medium 1-Low**

**Dances of India**

**Year I**

**Semester I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE002** | **Dances of India** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic knowledge of different dance and art forms in India |  | Y | **-** | - | **-** | 3 | 3 | 25 | 75 | 100 |

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| --- | --- | --- |
| Course Objectives | 1. List and identify different dance forms prevalent in India. | K1, K2, K4 |
| 1. Draw an outline of the historical aspects of each dance form. Briefly summarise their origin, characteristics, movements, etc. | K1, K2, K3, K5 |
| 1. Interpret the characteristics of each dance and their association to its origin and trace its evolution. | K2, K3, K4, K6 |
| 1. Compare and contrast each dance form and critically assess the similarities and differences among them. | K3, K4, K5, K6 |
| 1. Theorise the concepts in each dance form and conceptualise them into the corresponding practical dance performances. | K2, K4, K5, K6 |

|  |  |
| --- | --- |
| **Units** | |
| I | Bharatanatyam and Kuchipudi |
| II | Odissi |
| III | Kathak |
| IV | Manipuri |
| V | Kathakali and Mohiniattam |
| Course Outcomes | 1. Enumerate and identify the various dance forms in India. 2. Understand the features of different dance forms and their techniques. 3. Compare and contrast different dance forms with respect to their origin, movements, characteristics and music associated. 4. Recognise the evident characteristics of each dance form and display the differences among them. 5. Critically assess if one dance form has an influence over the other and how prevalent it is in its region. |
| Reading List (Print and Online) | 1. Sathyanarayana R, “Studies in Indian Dance, by R Sathyanarayana,” MusicResearchLibrary, accessed September 1, 2021, http://www.musicresearchlibrary.net/omeka/items/show/2842. |
| Recommended Texts |  |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| **CO 2** | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 |
| **CO 3** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO 4** | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| **CO 5** | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 3 |

**S-Strong M-Medium L-Low**

**Languages (Sanskrit and Telugu) (Soft skills)**

**Year I**

**Semester I**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **Soft skills** | **Languages (Sanskrit and Telugu) (Soft skills)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Language skill and knowledge of computers |  | Y | **-** | Y | - | 2 | 2 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Develop the ability to identify script from ancient treatises. | K1, K2, K3, K4, K5, K6 |
| 1. Interpret the script in ancient musical treatises. | K3, K4, K5, K6 |
| 1. Briefly summarise the meaning of the composition learnt or demonstrated | K1, K2, K3, K4, K5, K6 |
| 1. Interpreting and Analyzing notations from musical manuscripts. | K2, K3, K4, K5 |
| 1. Employ the knowledge thus gained in prospective research. | K2, K3, K4, K5, K6 |
| **Units** | | |
| I | Sanskrit script | |
| II | Telugu Script | |
| III | Transliteration script for Sanskrit and Telugu | |
| IV | Translation and transliteration of Sanskrit compositions | |
| V | Translation and transliteration of Telugu compositions | |
| Course Outcomes | 1. Identify the script of Sanskrit and Telugu language. 2. Ability to read words using all letters in the languages. 3. Enumerate words from compositions for which meanings are taught. 4. Summarise the meaning of the compositions with the basic knowledge of words and their meanings. | |
| Reading List (Print and Online) | - | |
| Recommended Texts | 1. Learn Telugu in 30 days, Villa Krishna gopal, 2. Samskrita-Sulekhavali, Samskritabharati | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO2** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**SEMESTER II**

**Bharatanatyam Repertoire - 2 (Practical)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC005** | **Bharatanatyam Repertoire – 2** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In Depth knowledge of adavu-s, hasta-s and different dance items |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Identify the forms padavarna and svarajati and define their structure. | K1, K2, K3, K6 |
| 1. Briefly summarise the characteristics of both the forms | K1, K2, K3, K5 |
| 1. Interpret the meaning of the lyrics and the intent behind the composition and employ the appropriate abhinayas and movements. | K3, K4, K5, K6 |
| 1. Compare and contrast the 2 forms based on the structure, dance movements and importance in the dance performance. | K3, K4, K6 |
| 1. Conceive the idea of the composition and conceptualise into practically performing the composition. | K2, K4, K6 |
| **Units** | | |
| I | PadaVarnam - 1 | |
| II | Swarajati - 1 | |
| III | Text interpretation and analysis | |
| Course Outcomes | 1. Interpret the theme of the 2 dance music forms - padavarnam and svarajati and identify the style of dancing for each of these different forms. 2. Understand and differentiate between these musical forms. 3. Demonstrate these 2 forms using the appropriate movements and abhinayas. 4. Identify the emotion behind the composition and display the right emotion while performing the composition. 5. Critically assess the lyrics of both the compositions and recognise the appropriate abhinayas. | |
| Reading List (Print and Online) | - | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 2 | 1 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| **CO 2** | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 3 |
| **CO 3** | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |

**3-Strong 2-Medium 1-Low**

**Bharatanatyam Repertoire - 3 (Practical)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC016** | **Bharatanatyam Repertoire – 2** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In Depth knowledge of adavu-s, hasta-s and different dance items |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Enumerate the different types of compositions used in dance performances. | K1, K2, K6 |
| 1. Briefly summarise the structure and rhythm of the compositions so that appropriate movements can be associated with them. | K2, K3, K4, K5 |
| 1. Interpret the meaning of the lyrics and the intent behind the composition and employ the appropriate abhinayas and movements. | K2, K3, K4, K5 |
| 1. Compare and contrast different types of compositions and critically assess their role in the dance performance. | K2, K3, K4, K5 |
| 1. Conceive the idea of these compositions and theorise them for further study. | K1, K2, K3, K6 |
| **Units** | | |
| I | Viruttam – Tamil - 2 | |
| II | Sloka - Sanskrit - 2 | |
| III | Kirtanam -2 | |
| IV | Tevaram | |
| V | Divyaprabandham | |
| Course Outcomes | 1. Identify and recognise different musical forms used in dance performances. 2. Understand the structure of different compositions like sloka, kirtanam, tevaram, prabandham, etc. 3. Understand and summarise the meaning of the lyrics of different compositions. 4. Critically assess the structure, melody, lyrics and the rhythm of the compositions. 5. Understand the underlying theme of the composition so that it can be associated with the right movements while performing it. | |
| Reading List (Print and Online) | - | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 3 |
| **CO 2** | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| **CO 3** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 1 | 3 |
| **CO 4** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |

**3-Strong 2-Medium 1-Low**

**Historical and Theoretical Concepts of Fine Arts – II (Theory)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC115** | **Historical and Theoretical Concepts of Fine Arts – II (Theory)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Theoretical knowledge at UG Level in the history of Fine arts |  | Y | **-** | - | - | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List the ancient treatises which enumerate the various stages of history in Indian music | K1, K3, K4, K5 |
| 1. Ability to briefly summarise the stages of evolution of indian music according to the description in ancient treatises | K2, K3, K5, K6 |
| 1. Interpret the recent compositions according to the corresponding compositions as found in the history and able to employ in practical demonstration. | K3, K4, K5 |
| 1. Differentiate various forms, theory etc as found in history and recent times. Critically assess the transformation if any and be able to evaluate the changes studied. | K4, K5, K6 |
| 1. Conceptualize the theory thus studied and try to conceive the practical prevalent today with that described in texts. | K2, K3, K4, K5, K6 |
| **Units** | | |
| I | Historical development of the Twelve svarasthana-s and the sixteen names of the present day. Raga -- Mela-Janyaraga system of Raga classification and its development up to modern times. | |
| II | Tala -- Development of the Thirty-five tala system; Chaputala-s; Desaditala-s, Historical study of the Tala- dasa-prana-s | |
| III | Musical Forms -- Historical development  Music in Sama Veda  Kalpita variety – Gitam, Svarajati, Varnam, Krti  Manodharma variety – Alapana, Tanam, Neraval, Kalpanasvaram | |
| IV | Chola Period and Nayak Period – Patronage for Fine Arts  Lakshanagranta-s –(i) Natyasastra and its Commentaries (ii) SangitaRatnakara (iii)Manasollasa, (iv) NrittaRatnavali,( iv) Bharatarnavam | |
| V | Maratha Period - (i) Paintings, (ii) Dances, (iii) Dance repertoire  Post-Maratha Period- (i) Tradition of Nattuvanars and their Pani-s, Dance Dramas, KuravanchiNatagas.  Composers – TanjoreQuartette and their Descendants | |
| Course Outcomes | 1. Explain, outline, and understand the history of ancient Tamil treatises. 2. Compare the history across various time periods. 3. Understand prosody and other grammatical rules as found in the texts and critically evaluating and comparing it with the existing music. 4. Identify the instruments which were used in the ancient period. 5. Compare and contrast the details and information available in the ancient treatises and evaluate it with the now existing music. 6. Critically evaluate the terminology and concepts as found in ancient music and recognise the contemporary terminology for related concepts. | |
| Reading List (Print and Online) | - | |
| Recommended Texts | 1. History of Music, Prof P Sambamurthy, The Indian Music Publishing House. 2. Tanjore as a Seat of Music, Dr. S. Seetha University of Madras, 1981 | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 poinjt scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 3 |
| **CO2** | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Foundation Course in Dance Music - 2 (Practical)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC008** | **Foundation Course in Dance Music - 2 (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Practical knowledge of basic lessons, raga-s and tala-s |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Enumerate the compositions learnt. | K1, K2, K6 |
| 1. Briefly summarise all the talas used and be able to display those talas using different tala exercises. | K1, K2, K3, K6 |
| 1. Interpret the rhythm behind the compositions and enhance the strength in demonstrating them by using nattuvangam. | K3, K4, K5, K6 |
| 1. Critically assess the compositions and be able to sing them. | K2, K3, K5, K6 |
| 1. Conceive the idea of the tala exercises and conceptualise them into singing the compositions and playing nattuvangam for them. | K1, K2, K3, K4, K6 |

|  |  |
| --- | --- |
| **Units** | |
| I | Ability to sing items learnt |
| II | Tala exercises |
| III | Nattuvangam for items learnt |
| Course Outcomes | 1. Review the compositions learnt. 2. Interpret the lyrics of the compositions. 3. Revise the compositions and be able to demonstrate the items learnt. 4. Critically assess the compositions and be able to demonstrate nattuvangam for all the items. 5. Compare and contrast different talas and employ different tala exercises to enhance the laya strength. |
| Reading List (Print and Online) |  |
| Recommended Texts |  |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 3 |
| **CO 4** | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | S | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Percussion Instruments (Theory)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE004** | **Percussion Instruments (Theory)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic knowledge of musical instruments |  | Y | **-** | - | **-** | 3 | 3 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List and identify different musical instruments. | K1, K2, K6 |
| 1. Describe the parts of the musical instruments and making of the instruments. | K1, K2, K3, K6 |
| 1. Interpret the playing techniques of the instruments. | K3, K4, K5, K6 |
| 1. Compare and contrast various musical instruments using their materials, playing techniques and uses. | K2, K3, K4, K5, K6 |
| 1. Conceive the theoretical concepts and historical aspects of the musical instruments. | K1, K2, K3, K4, K6 |
| **Units** | | |
| I | Percussive Indian instruments used in different arts:  Mrdangam, Chenda | |
| II | Tavil, Pancamukhavadyam | |
| III | Kanjira, Ghatam | |
| IV | SuddhaMaddalam, khol | |
| V | Tabla, Pakhawaj | |
| Course Outcomes | 1. Study various musical instruments, understand their making. 2. Obtain the knowledge of the playing techniques of the musical instruments 3. Recognise and recall different musical instruments using their history and their references being cited in various sources. 4. Compare and contrast various percussion instruments with the help of their history, references available, making and playing techniques. | |
| Reading List (Print and Online) |  | |
| Recommended Texts | 1. South Indian Music Book I to VI, Prof P Sambamurthy,, The Indian Music Publishing House, | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| **CO 2** | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO 3** | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 3 |
| **CO 4** | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

**S-Strong M-Medium L-Low**

**Advanced Tala aspects (Practical)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE005** | **Advanced Tala aspects (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic Tala aspects |  | Y | **-** | Y | **-** | 3 | 3 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List the various jatis and identify their structure and construction. | K1, K2, K6 |
| 1. Briefly summarise the various talas used and render them with the traditional tattu-manai. | K1, K2, K3, K6 |
| 1. Interpret the various kalapramanam exercises and practice them with the metal talam. | K3, K4, K5, K6 |
| 1. Compare and contrast the various korvais and jatis and render them with the metal tala. | K2, K3, K4, K5, K6 |
| 1. Conceive the idea of layam and conceptualise them into the practical performance. | K1, K2, K3, K4, K6 |
| **Units** | | |
| I | Rendering talam with the traditional tattu-manai | |
| II | Jati-s: their structure and construction | |
| III | Reciting complex korvais and jatis | |
| IV | Exercises for kalapramanam with the metal talam | |
| V | Rendering talam with metal tala | |
| Course Outcomes | 1. Employ traditional tattu-manai to demonstrate various talas or tala exercises. 2. Understand the construction and structure of various jatis. 3. Display knowledge by reciting various korvais and jatis. 4. Review various exercises for improving the kalapramanam with the help of a metal talam. 5. Demonstrate different talas with a metal tala. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 1 | 3 |
| **CO 2** | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO 3** | 2 | 3 | 2 | S | 3 | 3 | 3 | 2 | 3 | 3 |
| **CO 4** | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 |

**3-Strong 2-Medium 1-Low**

**Languages (Kannada and Malayalam)**

**Year I**

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **Soft Skills** | **Languages (Kannada and Malayalam)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic Language skills in Kannada and Malayalam |  | Y | **-** | - | - | 2 | 2 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Develop the ability to identify script from ancient treatises. | K1, K2, K3, K4, K5, K6 |
| 1. Interpret the script in ancient musical treatises. | K3, K4, K5, K6 |
| 1. Briefly summarise the meaning of the composition learnt or demonstrated. | K1, K2, K3, K4, K5, K6 |
| 1. Interpreting and Analyzing notations from musical manuscripts. | K2, K3, K4, K5 |
| 1. Employ the knowledge thus gained in prospective research. | K2, K3, K4, K5, K6 |
| **Units** | | |
| I | Kannada script | |
| II | Malayalam script | |
| III | Transliteration script for Kannada and Malayalam | |
| IV | Translation and transliteration of Kannada compositions | |
| V | Translation and transliteration of Malayalam compositions | |
| Course Outcomes | 1. Identify the script of South Indian regional languages. 2. Ability to read words and sentences using all letters in these languages. 3. Enumerate words from compositions in these languages for which meanings are taught. 4. Summarise the meaning of the compositions which the basic knowledge of words and their meanings. | |
| Reading List (Print and Online) | Learn Kannada in 30 days, Ranga Rao, Balaji Publications, 2014  Learn Malayalam in 30 days, Villa Krishna Gopal, Balaji Publications, 2014  Learn Tamil in 30 days, Ranga Rao, Balaji Publications, 2014 | |
| Recommended Texts | - | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

**Mapping with programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO2** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**SEMESTER III**

**Bharatanatyam Repertoire - 4 (Practical)**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC009** | **Bharatanatyam Repertoire – 4** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In Depth knowledge of adavu-s, hasta-s and different dance items |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Enumerate the compositions in a dance recital. | K1, K2, K3 |
| 1. Briefly summarise the types of compositions used in a dance performance and draw an outline of their place in the dance performance. | K2, K3, K5 |
| 1. Interpret the meaning of the lyrics and the emotions behind the compositions. | K1, K2, K3, K5 |
| 1. Critically assess the lyrics of the compositions and the rasa, abhinayas, movements, jatis, etc. that can be associated with each composition. | K3, K5, K6 |
| 1. Theorise the concept of each composition in a dance performance and conceive their idea to study them further and implement those into the practical part. | K1, K2, K3, K4, K6 |
| **Units** | | |
| I | Mallari -1 | |
| II | Thodayamangalam-1 | |
| III | Astapadi-1 | |
| IV | Tiruppugazh | |
| V | KavadiChindu | |
| Course Outcomes | 1. Identify different musical forms used in a dance performance. 2. Interpret the meaning for the meaning of the lyrics in the todayamangalam, ashtapadi, tiruppugazh and kavadicindu. 3. Understand the rhythmical structure behind mallari and the other dance compositions. 4. Critically assess the different compositions and compare and contrast their structure, meanings, place in the dance recital, etc. 5. Demonstrate the movements, abhinayas, etc. for the different items in the dance performance. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 2 | 1 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| **CO 2** | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 3 |
| **CO 3** | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |

**3-Strong 2-Medium 1-Low**

**Bharatanatyam Repertoire - 5 (Practical)**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC017** | **Bharatanatyam Repertoire – 5** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In Depth knowledge of adavu-s, hasta-s and different dance items |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Identification of padams, javalis and thillanas as an important aspect of dance music and also in concert music. | K1, K2, K3 |
| 1. Further enumerate other vital forms in dance music and generalize the theme and structure of compositions in dance music. | K2, K3, K5 |
| 1. Interpret the lyrics and theme of padams, javalis and thillanas in dance music and associate appropriate dance movements and abhinayas to it. | K1, K2, K3, K5 |
| 1. Critically assess the padams of ancient composers like Kshetragna with those of contemporary composers and try to generalize or differentiate between the forms across several timelines. | K3, K5, K6 |
| 1. Conceive the intention of the compositions and conceptualize them into the performance of these compositions. | K1, K2, K3, K4, K6 |
| **Units** | | |
| I | Padams – Tamil | |
| II | Padams - Telugu - 2 | |
| III | Javali - 1 | |
| IV | Tillana - 1 | |
| V | Tillana - 2 | |
| Course Outcomes | 1. Understand the style of padams of telugu and tamilpadams. 2. Compare and contrast the padams on the basis of language, theme etc. 3. Differentiate between the two forms of padam and javali on the basis of language, theme, composers, etc. 4. Obtain knowledge of the forms of padam, javali and thillana-s as a part of dance music. 5. Demonstrate padams, javalis and tillana as an important piece of dance music. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 2 | 1 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| **CO 2** | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 3 |
| **CO 3** | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |

**3-Strong 2-Medium 1-Low**

**Advanced Theory - 1 (Theory)**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC018** | **Advanced Theory - 1 (Theory)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | UG level theoretical knowledge in Dance and Fine Arts |  | Y | **-** | - | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List the ancient treatises which enumerate the various stages of history in Indian dance forms. | K1, K3, K4, K5 |
| 1. Ability to briefly summarise the stages of evolution of Indian dance according to the description in ancient treatises. | K2, K4, K5, K6 |
| 1. Interpret the dance tradition and terms according to the corresponding ones as found in the history and able to employ in practical demonstration. | K1, K3, K6 |
| 1. Differentiate various compositional forms by studying different composers as found in history and recent times. Critically assess the transformation if any and be able to evaluate the changes studied. | K4, K5 |
| 1. Conceptualize the theory thus studied and try to conceive the practical prevalent today with that is described in the texts. | K4, K5 |
| **Units** | | |
| I | Post-Maratha Period- (i) Tradition of Nattuvanars and their Pani-s, | |
| II | Composers - (a) UttukkaduVenkatasubbaiyer, (b) Padam Composers (c) Javali Composers and (d) Kirtana Composers | |
| III | Panchamarabu | |
| IV | BharataSenapatyam, BharataSattiram, MahaBharathaChudamani | |
| Course Outcomes | 1. Explain, outline, understand the history of ancient tamil dance treatises. 2. Compare the history across various time periods and understand the development of various elements in music and dance. 3. Understand musical instruments, techniques and other dance terms as found in the texts and critically evaluate and compare it with the existing dance. 4. Understand and demonstrate ancient tamil music and dance music. 5. Compare and contrast the information available in the ancient treatises and evaluate it with the now existing dance form. 6. Critically evaluate the terminology and concepts as found in ancient dance and recognise the contemporary terminology for related concepts. 7. Identify different composers and summarise their critically assess their compositions and composing styles. 8. Summarise the nattuvanar tradition and their styles and report. | |
| Reading List (Print and Online) | 1. History of Music, Prof P Sambamurthy, The Indian Music Publishing House. 2. Tanjore as a Seat of Music, Dr. S. Seetha University of Madras, 1981 | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 3 |
| **CO 2** | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| **CO 3** | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO 4** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Choreography (Practical)**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC012** | **Choreography (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In Depth knowledge of different dance items, styles, abhinaya and karana-s |  | Y | **-** | Y | **-** | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List different types of karanas. | K1, K2, K3 |
| 1. Briefly summarise the different karanas and their structure. | K2, K3, K5 |
| 1. Interpret the themes taught and analyse each of them to understand the role of each theme better. | K1, K2, K3, K5 |
| 1. Compare and contrast different themes and review the differences between the traditional and modern themes. | K3, K5, K6 |
| 1. Conceive the choreography exercises in a manner to conceptualise them to create new choreographies for different situations: life history or puranic story. | K1, K2, K3, K4, K6 |
| **Units** | | |
| I | Concept and understanding Karana-s | |
| II | Solo Vs Group Choreography | |
| III | Traditional Vs Modern Themes | |
| IV | Choreography exercises - for given situation : life history or puranic story | |
| Course Outcomes | 1. Understand different karanas, their execution, purpose and approach. 2. Recognise different karanas and respond to the different solkattus associated with them. 3. Demonstrate the different karanas. 4. Interpret the differences between solo and group choreography and understand the techniques for each of them. 5. Compare and contrast different themes, critically assess the differences between modern and traditional themes and identify scope for new solkattus and korvais. 6. Obtain good knowledge of the choreography exercises taught and employ them in creating new ones. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO 2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| **CO 3** | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Ritualistic tradition in Natya 1 (Practical))**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE006** | **Ritualistic tradition in Natya 1 (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic Understanding of traditions in Natya |  | Y | **-** | Y | **-** | 3 | 3 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Enumerate different compositions of Navasandhikauthuvam and learn one of them. | K1, K2, K3, K6 |
| 1. Describe the different aspects of the compositions and summarise the meaning of the lyrics of different compositions taken up for study. | K1, K2, K5, K6 |
| 1. Draw an outline of how the structure and melody of the compositions have evolved over the years with the help of the historical sources. | K1, K2, K3, K4, K5 |
| 1. Compare and contrast different compositions and critically assess the structure of the compositions, meaning of the lyrics, intent of the composition and its place in the dance performance. | K3, K4, K5, K6 |
| 1. Differentiate the different ritualistic traditions of Bharatanatyam. | K2, K3, K4, K6 |
| **Units** | | |
| I | Understanding the ritualistic traditions, specific study of NavasandhiKavuttuvam and learning one | |
| Course Outcomes | 1. Understand the various ritualistic traditions associated with the dance form. 2. Interpret the meaning of the lyrics of the navasandhikauthuvam compositions. 3. Differentiate between the different ritualistic traditions of bharatanatyam. 4. Critically assess the themes conveyed through the songs of navasandhikauthuvam. 5. Compare and contrast the lyrics of the various compositions and review the similarities and differences with respect to the usage of words, patterns, themes or the emotions conveyed through the compositions, characters used in the compositions or deities they are associated with, etc. 6. Learn and Demonstrate one composition from the Navasandhikauthuvam. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 3 | 3 |
| **CO 2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| **CO 3** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**South Indian Art Music – An Appreciation**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE007** | **South Indian Art Music – An Appreciation** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | UG Level Theoretical knowledge in South Indian arts |  | Y | **-** | - | - | 3 | 3 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. To be able to identify basic rāga-s, compositions and composers of karnatik music. | K1, K4, K5 |
| 1. To be able to demonstrate basic forms and rāga-s and compositions in different tāla-s. | K2, K3, K4, K5 |
| 1. To be able to gather basic knowledge about Carnatic music and develop it further by employing the acquired knowledge with continued learning. | K1, K2, K3, K4, K5, K6 |
| 1. To be able to conceive the concepts of Carnatic music like Rāga and tāla and also critically assess the elements of Carnatic music. | K3, K4, K5, K6 |
| 1. Understand, compare and contrast musical forms as an aspect of South Indian Music. | K2, K4, K5 |
| **Units** | | |
| I | Introduction to Selected Raga-s. | |
| II | Musical forms: Gitam, Svarajati, Varnam, Krti, Alapana-tanam-pallavi | |
| III | Basic knowledge of commonly used tala-s. | |
| IV | Outline knowledge of the musical instruments and their playing styles.  a. Vina b. Violin c. Nagasvaram d. Flute e. Mrdangam f. Tavil | |
| V | Knowledge of the styles of some prominent composers and musicians. | |
| Course Outcomes | Identify basic ragas of Karnataka music.  Understand the musical forms in Karnataka music.  Understand and demonstrate commonly used tāla-s in Karnataka music.  Identify and describe the instruments in Karnatik music.  Understand the styles of composers and their compositions.  Compare and contrast of various forms according to composers. | |
| Reading List (Print and Online) | - | |
| Recommended Texts | 1. Ganamruta Varna Bodhini, A S PancapakesaAyyar, GanamrutaPrasuram, 1958 | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |

**S-Strong - 3 M-Medium – 2 L-Low - 1**

**Source Readings-Selected Verses and Passages from Tamiz and Samskrta Texts**

**Year II**

**Semester III**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **UOMS145** | **Source Readings-Selected Verses and Passages from Tamiz and Samskrta Texts** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic language skills |  | Y | **-** | - | - | 2 | 2 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Identify the landmark treatises in South Indian music and a basic reading of these. | K1, K2 |
| 1. An ability to summarise the contents of each treatise of south indian music. | K2, K3, K4, K5 |
| 1. Interpret two parallel traditions (tamil and Sanskrit) in south indian music and critically assess their similarities and differences. | K3, K4, K5 |
| 1. Conceive the practical aspect from what is available in ancient treatises and thus review and revisit the history with more possibilities. | K6 |
| 1. Compare, contrast and critically assess the texts from Sanskrit and Tamiz traditions. | K3, K4, K5, K6 |
| **Units** | | |
| I | The relevant passages from the following Tamiz texts relating to derivation of Palai-s. | |
| II | 1. Cilappadikaram -- Aycciyarkuravai and Arangerrukadai   The concerned passages from the two commentaries.  2) Isai-marabu chapter of Pancha-marabu; verses 12 to 22 | |
| III | Svaramelakalanidhi of Ramamatya - Chapter 2, verses 24-65 - relating to Suddha and VikrtaSvara-s. | |
| IV | Caturdandiprakasika of Venkatamakhi - Chapter 4, verses 45-62 - relating to 72 Mela-prastara. | |
| Course Outcomes | 1. Employ and critically assess the validity of the theory of palais with the verses from the texts. 2. Summarise the chapters found in ancient texts 3. Identify the chapter-wise contents of ancient texts. 4. Recall the mela period by reviewing the source text pertaining to the earliest text from the mela period 5. Recalling, outlining the start of the current system with the study of the CaturdandiPrakashika. 6. Ability to explain and draft a sequence of development of the systems of raga classification in Carnatic music. | |
| Reading List (Print and Online) | - | |
| Recommended Texts | 1. CilappatikarathuIsaiNunukkam, Dr. S. Ramanathan, KalaimagalIsaikkalluri, 1956. 2. TolkappiyattilIsaikkuriuppukal , Dr Vi Pa Ka Sundaram International Institute of Tamil Studies, Chennai, May 1994. | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** SkilledProject Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO2** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |

**S-Strong - 3 M-Medium – 2 L-Low - 1**

**SEMESTER IV**

**Research Methodology**

**Year II**

**Semester IV**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC117** | **Research Methodology** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In depth subject knowledge, Basic Research aptitude and critical thinking |  | Y | **-** | Y | Y | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. To list the methods of obtaining data, analyzing them and organizing them for building of the thesis. | K1, K2, K3, K4 |
| 2. Briefly summarise the objective of the proposed research, describe the validity and define the area of proposed research. | K2, K5, K6 |
| 3. Interpret the data obtained through study or field work, used appropriate tools of interpretation and calculation. | K3, K4, K5, K6 |
| 4. Employ the right method of research methodology, organizing data, chaptalization etc. | K2, K3 |
| 5. Conceive the validity of the thesis after applying the right methodology. | K3, K4, K5, K6 |
| **Units** | | |
| I | Choosing a topic; | |
| II | Thesis Writing | |
| III | Source cards; Reference cards | |
| IV | Organisation of material and Analysis | |
| V | The structure of a dissertation  (1) Preface (2) Acknowledgement (3) Introduction  (4) Chapterisation (5) Notes, Footnotes  (6) Charts ((7) Appendix (8) Bibliography  (9) Audio-references (10) Video-references (11) Photo plates. | |
| Course Outcomes | 1. Evaluating the feasibility of a proposed topic of research. 2. Understand the method of thesis writing. 3. State and identify the methods of documentation of data and other materials meant for research 4. Understand the importance of organizing date efficiently. 5. Learn to Obtain and analyse the data pertaining to the research after critically evaluation the area of research. 6. Undertand the structure of a thesis. Develop the ability to state and describe the various stages of a thesis. | |
| Reading List (Print and Online) | - | |
| Recommended Texts | 1. Thesis and Project Work, C J Parsons, George Allen and Unwin Ltd, London, 1973 2. Research Methodology for Music, Dr. S A K Durga Centre for Ethnomusicology, Madras, 1991 | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Playe r/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Effici en | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Project Work and Viva Voce**

**Year II**

**Semester IV**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC013** | **Project Work and Viva Voce** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | In depth subject knowledge, Basic Research aptitude and critical thinking |  | Y | **-** | Y | Y | 8 | 8 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. List the methods and interested areas of research for future research. | K1, K3 |
| 1. Describe the basis of any topic of research. | K2, K3 |
| 1. Selection of the topic, methodology, tools after identifying the feasibility of the research. | K1, K2, K3, K4, K5 |
| 1. Reviewing the idea and conceptualizing the findings of the research in the presence of other researchers with the experience obtained from the course seminar. | K3, K4, K5, K6 |
| 1. Apply the technical, practical and theoretical knowledge thus obtained through the course in all future research proposals. | K3, K4, K5, K6 |

|  |  |
| --- | --- |
| **Units** | |
| I | Students will be required to select, in consultation with a faculty advisor, a subject for conducting a project work. |
| II | Frequent discussions on the chosen topic and recording observations |
| III | Proper documentation of the project work that is carried out |
| IV | A seminar will have to be presented on the subject. |
| V | A typed document not exceeding 100 pages should be submitted presenting the methodology, data and the findings. |
| Course Outcomes | 1. Interpret and apply the research methodology learnt in the interested area of research. 2. Ability to draft an original work for almost 100 pages with displaying the knowledge acquired through the theory and practical understanding obtained during the course. 3. Display of the contents in project form and also critically assess and demonstrate the findings in the form of a seminar. |
| Reading List (Print and Online) | - |
| Recommended Texts | 1. Thesis and Project Work, C J Parsons, George Allen and Unwin Ltd, London, 1973 2. Research Methodology for Music, Dr. S A K Durga Centre for Ethnomusicology, Madras, 1991 |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Playe r/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Effici en | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Advanced Theory - 2 (Theory)**

**Year II**

**Semester IV**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAC019** | **Advanced Theory - 2 (Theory)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | UG level theoretical knowledge in Dance and Fine Arts |  | Y | **-** | Y | Y | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Ability to briefly summarise the different concepts like dharmi, vritti, sakhi, sakha, rasas, five landscapes, saptatandavas, dasarupakam, etc. | K1, K2, K3 |
| 1. Interpret the dance tradition and terms according to the corresponding ones as found in the history and be able to employ them in practical demonstration. | K2, K3, K5 |
| 1. Differentiate various nayakanayakibhedas and understand the devadasi tradition of dance. | K1, K2, K3, K5 |
| 1. Critically assess the role played by dance institutions and academies and understand the public relations and management of dance companies, dance festivals, etc. | K3, K5, K6 |
| 1. Review the 19th century publications of Dance treatises. | K1, K2, K4, K5 |
| **Units** | | |
| I | Dharmi, Vritti, Nayaka-Nayikabheda, Sakhi, Sakha, Rasa theory, Five landscapes and associated emotions, SaptaTandavas and DasaRupakam | |
| II | Devadasi Tradition - Books by SaskiaKaersenboom, Transition of the tradition of sadir into the present day performance -   1. Style 2. Trend - setters 3. Orchestra 4. Costume | |
| III | Dance institutions and Dance academies | |
| IV | 19th century publications of Dance treatises in English, Tamil and Sanskrit | |
| V | Public relations and Management of Dance companies, dance festivals, etc. | |
| Course Outcomes | 1. Explain, outline, understand the history of various dance concepts like rasa theory, tandava, dasarupakam, vritti, dharmi, etc. 2. Compare the various nayaka-nayikabhedas and understand the development of various elements in dance. 3. Understand the devadasi tradition as found in the texts and critically evaluate and compare it with the existing dance techniques. 4. Critically assess the role of dance institutions and dance academies. 5. Compare and contrast the information available in the ancient treatises, 19th century publications and evaluate it with the now existing dance form. 6. Critically evaluate the public relations and management of dance companies, dance festivals, etc. | |
| Reading List (Print and Online) | 1. Elisa Ganser, “Contribution to the theory of Rasa from the fourth chapter of the Abhinavabharati, by Elisa Ganser,” MusicResearchLibrary, accessed September 1, 2021, http://www.musicresearchlibrary.net/omeka/items/show/363. | |
| Recommended Texts | 1. Devadasi Tradition - Books by SaskiaKaersenboom | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO 2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| **CO 3** | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 6** | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Ritualistic tradition in Natya 2 (Practical)**

**Year II**

**Semester IV**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **FPAE020** | **Ritualistic tradition in Natya 2 (Practical)** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic Understanding of traditions in Natya |  | Y | **-** | Y | Y | 4 | 4 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Enumerate different compositions of Mallari and learn one of them. | K1, K2, K3 |
| 1. Describe the different aspects of the Mallari compositions and summarise the different compositions taken up for study. | K2, K3, K5 |
| 1. Draw an outline of how the structure and melody of the compositions have evolved over the years with the help of the historical sources. | K1, K2, K3, K5 |
| 1. Compare and contrast different compositions and critically assess the structure of the compositions, rhythmic buildup, intent of the composition and its place in the dance performance. | K3, K5, K6 |
| 1. Differentiate the different ritualistic traditions of Bharatanatyam. | K1, K2, K4, K5 |
| **Units** | | |
| I | Understanding the ritualistic traditions | |
| II | Specific study of Mallari and learning one | |
| Course Outcomes | 1. Understand the various ritualistic traditions associated with the dance form. 2. Interpret the rhythmic structure and melody of the Mallari compositions. 3. Differentiate between the different ritualistic traditions of bharatanatyam. 4. Critically assess the Mallari compositions. 5. Compare and contrast the various Mallari compositions and review the similarities and differences with respect to the usage of jatis, patterns, themes conveyed through the compositions, characters used in the compositions or deities they are associated with, etc. 6. Learn and Demonstrate one composition from the Mallaris. | |
| Reading List (Print and Online) |  | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** Skilled Project Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  Lifelong learners |
| **CO 1** | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| **CO 2** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| **CO 3** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO 4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO 5** | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| **CO 6** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

**Source Readings-Selected Verses and Passages from Samskrta Texts**

**Year II**

**Semester IV**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** |  | | |
| **CIA** | **External** | **Total** |
| **UOMS146** | **Source Readings-Selected Verses and Passages from Samskrta Texts** |  |  |  |  |  |  |  |  |  |  |
| **Pre-requisite** | Basic language skills |  | Y | **-** | - | - | 2 | 2 | 25 | 75 | 100 |

|  |  |  |
| --- | --- | --- |
| Course Objectives | 1. Identify the landmark treatises in South Indian music and a basic reading of these. | K1, K2 |
| 1. An ability to summarise the contents of each paragraph of south indian music. | K2, K3, K4, K5 |
| 1. Interpret the verses according to the meaning and correlate to the area of study | K3, K4, K5 |
| 1. Conceive the practical aspect from what is available in ancient treatises and thus review and revisit the history with more possibilities. | K6 |
| 1. Compare, contrast and critically assess the texts from different Sanskrit treatises. | K3, K4, K5, K6 |
| **Units** | | |
| I | The relevant passages from 10 samskrta texts relevant to your area of study | |
| II | Reading and understanding the passages with meaning | |
| III | Translation and transliteration of passages | |
| IV | Relevance of the passages to your area of study. | |
| V | Documentation | |
| Course Outcomes | 1. Employ and critically assess the validity of the theory of palais with the verses from the texts. 2. Summarise the chapters found in ancient texts 3. Identify the chapter-wise contents of ancient texts. 4. Recall the mela period by reviewing the source text pertaining to the earliest text from the mela period 5. Recalling, outlining the area of study and its relation to the passages gone through. | |
| Reading List (Print and Online) | - | |
| Recommended Texts |  | |

**Method of Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internals** | **End Semester Examination** | **Total** | **Grade** |
| 25 | 75 | 100 |  |

**Methods of assessment:**

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**Mapping with Programme Outcomes:**

Map course outcomes for each course with programme outcomes (PO) in the 3 point scale of Strong, Medium, Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1**  Disciplinary Knowledge And skills | **PO 2**  Skilled communication | **PO 3** Critical Thinker and problem solver | **PO 4** Sense Of Inquiry | **PO 5**  Team Player/ Worker | **PO 6** SkilledProject Manager | **PO 7** Digitally Efficient | **PO 8** Ethical Awareness/ Reasoning | **PO 9** National and International perspective | **PO 10**  10 Life long learn ers |
| **CO1** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO2** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO4** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

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