

**INDIAN INSTITUTE OF TECHNOLOGY MANDI**  
**KAMAND, DISTT. MANDI – 175075 (HIMACHAL**  
**PRADESH)**



**MINUTES OF 62<sup>ND</sup> BOARD OF ACADEMICS MEETING**

VENUE :	GUEST HOUSE (NC)CONFERENCE ROOM + ONLINE
DATE :	30 <sup>th</sup> January, 2026 (Friday)
TIME :	10:00 AM

**Following members attended the meeting**

1	Dean Academics (Chairman)	Dr. Venkatesh Hanumant Rao Chembrolu
2	Associate Dean (Research)	Dr. Maheshreddy Gade
3	Associate Dean (Courses)	Dr. Himanshu Pathak
4	Nominee-1: School of Computing and Electrical Engineering	Dr. Samar
5	Nominee-2: School of Computing and Electrical Engineering	Prof. Hitesh Shrimali
6	Nominee-1: School of Physical Sciences	Dr. Harsh Soni
7	Nominee-1: School of Civil and Environmental Engineering	Dr. Sandip Saha
8	Nominee-2: School of Civil and Environmental Engineering	Dr. Harshad Kulkarni
9	Nominee-1: School of Mechanical and Materials Engineering	Dr. Gajendra Singh
10	Nominee-1: School of Humanities & Social Sciences	Dr. Masudul Hasan Adil
11	Nominee-1: School of Management (I-MBA)	Dr. Ashish Bollimballa
12	Nominee-2: School of Management (MBA)	Dr. Puran Singh
13	Nominee-1: CHCI	Dr. Dinesh Singh
14	Academic Affairs Secretary UG	Mr. Vishnu

**Following members could not attend the meeting**

Sl. No.		Name	
1.	Chairman Senate Library Committee	Prof. Anjan Kumar Swain	Member
2.	Nominee-1: School of Chemical Sciences	Dr. Bhaskar Mondal	Member
3.	Nominee-1: School of Biosciences and Bioengineering	Dr. Baskar Bakthavachalu	Member
4.	Nominee-1: School of Mathematical and Statistical Sciences	Prof. Manoj Thakur	Member
5.	Nominee-2: School of Mechanical and Materials Engineering	Dr. Deepak Deelip Patil	Member
6.	Nominee-1: Centre of AI and Robotics	Dr. Praful Tejerao Hambarde	Member
7.	Nominee-1:C3DAR	Dr. Vivek Gupta	Member
8.	Nominee-1: CQST	Dr. Vaibhav Gupta	Member
9.	Nominee-1: IKSHMA	Dr. Neha Thakur	Member
10.	CnP Adviser	Dr. Prateek Saxena	Member

11.	Industry Member-1	Mr. Avi Dahiya (CEO, TWYN)	Member
12.	Academic Affairs Secretary PG	Mr. Hemant Kumar	Member
13.	Research Affairs Secretary	Mr. Anshul Aggarwal	Member
14.	Deputy Registrar (Academics): Secretary	Sh. Suresh Rohilla	Member

**Special Invitee**

Sl. No.	Name	
1.	Dr. Kala Venkata Uday	Associate Professor, SCENE
2.	Dr. Srikant Sugavanam,	Assistant Professor, SCEE
3.	Dr. Arko Roy	Assistant Professor, SPS
4.	Dr. Prasanth P. Jose	Associate Professor, SPS
5.	Prof. Arnav Bhavsar	Professor, IKSMHA
6.	Dr. Surya Prakash Upadhyay	Associate Professor, SHSS
7.	Ms. Moena Watanabe	Guest Faculty, SHSS
8.	Dr. Neha Kaushik	Assistant Professor., SHSS
9.	Prof. Bindu Radhamany	Professor, SPS
10.	Prof. Bijnan Bandyopadhyay	Distinguished Professor, SCEE
11.	Prof. Shubhajit Roy Chowdhury	Professor, CHCI

## PART-A

### (Issues discussed by the Board of Academics when the Student Members were present)

#### **62.2 To consider the proposal for updation of discipline Electives course list for B.Tech in Engineering Physics Programme:**

Nominee from SPS presented the proposal for updation of discipline Electives course list for B.Tech in Engineering Physics Programme. After due deliberations, BoA approved the proposal with minor modifications and the same shall be reported to the Senate.

The modified proposal is placed at **Annexure- A**.

#### **62.3 To consider proposal for new courses from SoM:**

Nominee from SoM presented the proposal for new courses from SoM. After due deliberations, the BoA approved the following courses and the same shall be reported to the Senate:

Sr. No.	Course No.	Name of the Course	Credits
1.	MB-306	Introduction to organisational structure	3-0-0-3
2.	MB-307	Cost and Management Accounting	3-0-0-3
3.	MB-308	Introduction to Marketing	3-0-0-3
4.	MB-587	GenAI for Managers	2-0-0-2

The course description is placed at **Annexure – B**.

#### **62.4 To consider new courses from SHSS:**

Nominee from SHSS presented the proposal for new courses from SHSS. After due deliberations, the BoA approved the following courses and the same shall be reported to the Senate

Sr. No.	Course No.	Name of the Course	Credits
1.	HS-112	Japanese Language Class I	3-0-0-3
2.	HS-213	Japanese Language Class II	3-0-0-3
3.	HS-310	Japanese Language Class III	3-0-0-3
4.	HS-405	Japanese Language Class IV	3-0-0-3
5.	HS-507	Monetary and Fiscal Policy	3-0-0-3
6.	HS-509	Weimar Republic and Nazi Germany	3-0-0-3
7.	HS-511	Translation Theory	3-0-0-3
8.	HS-560	Time Series Econometrics	2-0-2-3

The course description is placed at **Annexure – C**.

#### **62.5 To consider proposal regarding notice period for students in research programmes.**

Nominee from SCEE, presented the proposal regarding notice period for students in research programmes. After due deliberations, BoA recommended that the proposal must be presented by Associate Dean (Research) in the upcoming BoA meeting with more details.

**62.6 To consider proposal for the preservation of Intellectual Property (IP):**

Nominee from SCEE, presented the proposal for the preservation of Intellectual Property (IP). After due deliberations, BoA recommended that the proposal must be presented by Associate Dean (Research) in the upcoming BoA meeting with more details.

**62.7 To consider proposal for Contingency funds and conference travel grants for B.Tech. and Masters Student(s).**

Nominee from SCEE, presented the proposal to consider contingency funds and Conference travel grants for B.Tech. and Masters (MTech/MSc/MA) students. After due deliberations, BoA suggested to present the proposal to Dean's Committee meeting as the matter is financial in nature.

**62.8 To consider the proposal for MA (Music and Musopathy) program and its eligibility criteria.**

Prof. Arnav Bhavsar, Chairperson, IKSMHA presented the proposal for a new MA (Music and Musopathy) program and its eligibility criteria. After due deliberations, BoA suggested that the proposal should be presented in subsequent BoA meeting with more details and clarification.

**62.9 To consider proposal for changes in the eligibility criteria for the existing MS (Research) and PhD Music and Musopathy program.**

Prof. Arnav Bhavsar, Chairperson, IKSMHA presented the proposal to consider changes to the eligibility criteria for the existing MS (Research) and PhD Music and Musopathy program. After due deliberations, BoA suggested that the proposal should be presented in subsequent BoA meeting with more details and clarification.

**62.10 To consider the proposal for Integrated Teacher Education Programme (ITEP) (B.Sc.-B.Ed.):**

The Proposal was dropped.

**62.11 To Consider the proposal for recognition of the IIT Madras non-campus Bachelor of Science (BS) degree for admission to postgraduate programmes.**

IIT Madras has submitted a proposal requesting consideration of its non-campus Bachelor of Science (BS) degree programme for eligibility for admission to postgraduate programmes at IIT Mandi. After due deliberations, BoA suggested that the proposal should be presented in the upcoming Senate meeting with more details.

**62.12 To consider proposal for revision of Ph.D./MTech/MA/MS(Research) Ordinance:**

Dr. Maheshreddy Gade, Associate Dean, Research presented the proposal for revision of Ph.D. Ordinance for consideration of the BoA. After due deliberation the BoA recommended the proposal with minor revision for the consideration of the Senate and its approval.

The modified proposal is placed at **Annexure D**.

**62.13 To consider proposal for Best Ph.D. Thesis Award for consideration of BoA.:**

The agenda item cannot be presented by the proposer and will be presented in upcoming BoA.

**62.14 To consider proposal for conversion of PMRF fellowship to HTRA after completion of 04 Years:**

The agenda item cannot be presented by the proposer and will be presented in upcoming BoA.

**62.15 To consider proposal for Q1 papers for IRF fellowship:**

The agenda item cannot be presented by the proposer and will be presented in upcoming.

**62.16 To consider proposal for Institute's Colloquium Attendance Policy:**

A committee was constituted by Dean (Academics) to formulate Institute's Colloquium attendance policy. The recommendations of the committee (**as placed at Annexure E**) were presented by Associate Dean (Courses). After due deliberation BoA approved the proposal the same shall be submitted to the Chairman, Senate for further approval.

**62.17 To consider the proposal for revision of courses for Minor in Management:**

Mr. Vishnu, UG, Academic Secretary presented the proposal for revision of courses for Minor in Management for consideration of the BoA. After due deliberation BoA approved the proposal with Minor Modifications and the same shall be reported to the Senate.

The modified proposal is available at **Annexure F**.

**62.18 To consider proposal for UG Research Internship at IIT Mandi:**

The proposal was dropped.

**62.19 To consider proposal for a new course Extra-Curricular Activity (ECA):**

The agenda item was not presented by the proposer and dropped.

**62.20 To consider proposal for Revision of Courses for Minor in CSE and updation of Department Electives for CSE:**

The agenda item was not presented by the proposer and dropped.

**PART-B**

**(Issues discussed by the BoA without the Student Members being present)**

**-NIL-**

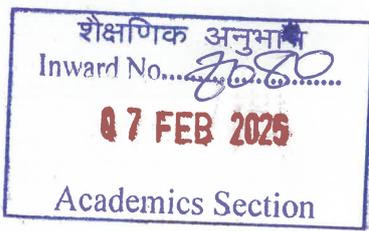
The meeting ended with a vote of thanks to and by the Chair.

*C. V. Kulkarni*  
10/02/26  
**Chairman, Board of Academics**

(Onleave)  
**Secretary, Board of Academics**

**Discipline Elective Course List B. Tech EP**

<b>Course Code</b>	<b>Course Name</b>
QT511	Quantum Optics
QS501P	Experiments in Quantum Optics
QT405	Introduction to Quantum Computation
QT406	Introduction to Quantum Communication
QT407	Introduction to Quantum Sensing
QT408	Introduction to Quantum Materials
QT509	Engineering Foundations of Quantum Technologies
QT510	Solid State Physics for Quantum Technologies
QT301	Survey of Quantum Technologies and Applications
QT304P	Basic Laboratory Course for Quantum Technologies
QT303P	Basic Programming Lab
QT302	Foundations of Quantum Technologies
CS520	Introduction to Quantum Computing
PH501	Solid State Physics
PH513	Quantum Mechanics
PH523	Condensed Matter Physics
PH550	Introduction to Quantum Optics
PH601	Mesoscopic Physics and Quantum Transport



IIT Mandi  
Proposal for a New Course

**Course number** : MB306  
**Course Name** : Introduction to Organizational Structure  
**Credit** : 3  
**Distribution** : 3-0-0-3 (L-T-P-C)  
**Intended for** : Integrated MBA  
**Prerequisite** : MB201  
**Mutual Exclusion**: NA

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**1. Preamble:**

The objective of this course is to develop a comprehensive understanding of organizations and the principles that shape their structure and design. The course introduces foundational concepts in organization theory and examines how organizational purpose, strategy, and effectiveness inform structural choices. It conceptualizes organizations as open systems and analyzes the influence of external environmental forces on organizational design. Through the use of theoretical frameworks, case studies, and class discussions, students will develop analytical capabilities to evaluate organizational structures, examine coordination and control mechanisms, and assess organizational effectiveness across diverse and dynamic contexts.

**2. Course Modules with quantitative lecture hours:**

**Module 1 Introduction to Organization and Organization Theory 3 hours**

Definition, Organization and Organization Theory

**Module 2 Strategy and Organizational Effectiveness. 4 hours**

Role of Strategic Design, Organizational Configuration, Efficient Performance and Learning Organization, Organizational Purpose and Strategic Intent, Assessing Organizational Effectiveness

**Module 3 Fundamentals of Organization Structure 14 hours**

Divisional Structure, Functional Structure, Matrix Structure, Horizontal Structure, Geographical Structure, Network Based Structure, Hybrid Structure

**Module 4 Understanding External Environment 10 hours**

8501 877 70

Organizational and Changing Environment, Framework to Response to Environmental Change, Building Relationships, Differentiation and Integration, Organic versus Mechanistic Management, Processes, Planning, Forecasting, and Responsiveness

**Module 5 Culture, Innovation and Change**

**4 hours**

Organizational culture and dimensions, Strategic Role of Change, Elements of Successful Change, Forces for Structural Change, Strategies for Implementing Change, AI and its impact on modern day organizational structures

**Laboratory/practical/tutorial Modules:**

None

**3. Text books:**

1. Daft, R. L., & Armstrong, A. (2021). *Organization Theory and Design, 4th edition*. Cengage Canada.

**4. References:**

1. Jones, G. R. (2010). *Organizational Theory, design, and change*.

**5. Similarity with the existing courses:**

(Similarity content is declared as per the number of lecture hours on similar topics)

S. No.	Course Code	Similarity Content	Approx. % of Content
1.	MB 524	8 hours	22%

**6. Justification of new course proposal if cumulative similarity content is >30%:**

The course being proposed here, Introduction to Organizational Structure has similarity with MB 524 Organizational Behaviour which is being taught to MBA in the second semester. However, both these courses differ in terms of their purpose and the audience. The purpose of the proposed course MB 306 is to provide students with a foundational in-depth understanding of the various forms of organizational structures, theories of organization which primarily addresses the macro-level aspects of organizations, including design and structural mechanisms. In contrast, the MB 524 Organizational Behaviour course provide coverage on the applications and industrial applications of the micro-level and meso-level issues related to individual and group behaviour within organizations.

**Approvals:**

**Faculty interested in teaching this course: – Dr. Ridhi Arora**

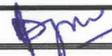
**Proposed by: Dr. Ridhi Arora**

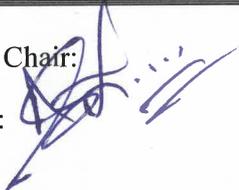
**School: School of Management**

**Signature:** 

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature
1	Dr Saumya Dixit	
2	Dr Ashish Bollimbala	
3	Dr. Dechen Angmo.	

School Chair: 

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.



SoM Office <somoffice@iitmandi.ac.in>

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## Fwd: Updated Outline of Organizational Structure for Review and Feedback

1 message

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Ridhi Arora <ridhi@iitmandi.ac.in>  
To: SoM Office <somoffice@iitmandi.ac.in>  
Cc: Ashish Bollimbala <ashish@iitmandi.ac.in>

Thu, Feb 5, 2026 at 3:41 PM

FYI

----- Forwarded message -----

From: **Abhishek Singh** <abhishek.singh@xlri.ac.in>  
Date: Fri, Jan 30, 2026 at 9:23 AM  
Subject: Re: Updated Outline of Organizational Structure for Review and Feedback  
To: Ridhi Arora <ridhi@iitmandi.ac.in>

Dear Mam

Greetings of the day !

Thank you so much for sharing the course outline with me.

I have gone through the course outline. It is very comprehensive and covers important topics related to organization structure. Further, few topics such as Organization culture and how AI is impacting modern organization structure can be included.

Thank you

Regards  
Abhishek Singh

On Thu, Jan 29, 2026 at 3:51 PM Ridhi Arora <ridhi@iitmandi.ac.in> wrote:

Dear Dr. Abhishek,

Greetings!

As discussed, looking forward to reviewer feedback for the attached proposal on a course titled - Introduction to Organizational Structure.

With best regards,  
Dr. Ridhi Arora



SoM Office <somoffice@iitmandi.ac.in>

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## **Fw: Revised course outline - Introduction to organizational structure**

1 message

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**Ashish Bollimbala** <ashish@iitmandi.ac.in>  
To: SoM Office <somoffice@iitmandi.ac.in>

Thu, Feb 5, 2026 at 3:49 PM

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**From:** SoM Placements IIT Mandi <som\_industryrelations@iitmandi.ac.in>  
**Sent:** Friday, January 30, 2026 10:40:57 AM  
**To:** Ashish Bollimbala <ashish@iitmandi.ac.in>  
**Subject:** Revised course outline - Introduction to organizational structure

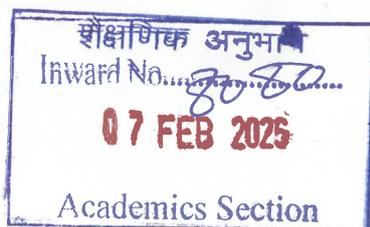
Dear Dr. Ashish,

PFA revised course outline with changes incorporated based on review.

Regards  
Ridhi A.

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 **Introduction to Organization Structure.doc**  
50K



**IIT Mandi**  
**Proposal for a New Course**

**Course number** : MB307  
**Course Name** : Cost and Management Accounting  
**Credit** : 3  
**Distribution** : 3-0-0-3 (L-T-P-C)  
**Intended for** : Integrated MBA  
**Prerequisite** : Foundations of Business Management (MB201) and Financial Accounting (MB303)  
**Mutual Exclusion**: NA

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**1. Preamble:**

The course emphasizes understanding cost and management accounting methods to make better managerial decisions and cost control. This course also enables the participants using cost information in other functions of management likes sales, production, operations, etc., using multidimensional approach of teaching. The course is designed on this theme and it enables the student to:

- Understand measurement of costs and tracing them to products and customers.
- The role of relevant costs to develop better strategies for competitive advantage.
- Using Cost-Volume-Profit analysis to anticipate and assess financial impact of alternative managerial decisions.
- Understand Variance analysis in cost control.
- Develop analytical skills related to design and implementation of management systems that are used to plan and control firm's performance.

**2. Course Modules with quantitative lecture hours:**

**Module 1** Introduction to Cost and Management Accounting (CMA), and Cost Classification **4 hours**

This modules enables introducing the importance and role of CMA, and multiple cost classifications based on variability, traceability, function, nature, etc.

**Module 2** Cost-Volume-Profit Analysis (CVP) **4 hours**

This module enables the participants to understand break even analysis and using CVP analysis for short-term decisions.

**Module 3 Cost Ascertainment using Traditional Costing 5 hours**

This section enables participants in understanding the cost of multiple products and services using traditional costing system. This includes primary as well as secondary distribution of the cost.

**Module 4 Cost Ascertainment using Activity Based Costing 6 hours**

This section enables participants in understanding the cost of multiple products and services using activity based costing system This includes time driven activity based costing also.

**Module 5 Relevant Costing for decision making 6 hours**

This section should enable the students in identifying relevant costs for various short-term as well as long term managerial decisions like make or buy, continue or discontinue, pricing decision, etc.

**Module 6 Budgeting 5 hours**

This module enables the participants in understanding importance of budgeting, requirements of budgeting, types of budgeting and preparing budgets.

**Module 7 Variance Analysis 5 hours**

This modules makes the participants understand the process of budgetary control system, importance of variance analysis, computation of multiple variances and analysis of variance for managerial actions.

**Laboratory/practical/tutorial Modules:**

None

**3.Text books:**

Horngren's Cost Accounting: A Managerial Emphasis by Srikant Datar and Madhav Rajan, Pearson Publishers

**4. References:**

1. Accounting Simplified by Rachappa Shette, Penguin Publishers

2. Management and cost accounting by Colin Drury

**5. Similarity with the existing courses:**

(Similarity content is declared as per the number of lecture hours on similar topics)

S. No.	Course Code	Similarity Content	Approx. % of Content
1.			0

**6. Justification of new course proposal if cumulative similarity content is >30%:**

NA

**Approvals:**

**Faculty interested in teaching this course: – Dr. Puran Singh**

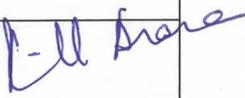
**Proposed by: Prof Anjan Kumar Swain**

**School: School of Management**

**Signature:**

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature
1	Prof Rachappa Shette (External)	
2	Dr. Ridhi Arora	
3. Dr. Amit Srivastava (External)		

School Chair:

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.



SoM Office <somoffice@iitmandi.ac.in>

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## Course Outline Review request

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Dr. Amit Shrivastava Jaipuria Indore <amit.shrivastava@jaipuria.ac.in>

Thu, Feb 5, 2026 at 4:42 AM

To: Ashish Bollimbala <ashish@iitmandi.ac.in>

Cc: SoM Office <somoffice@iitmandi.ac.in>, Chair SoM <chairsom@iitmandi.ac.in>

Dear Dr Ashish,

Thank you for sharing the detailed course outline of *Cost and Management Accounting (MB307)* for expert comments.

The course structure is very well designed and thoughtfully sequenced. All major concepts of cost and management accounting are adequately and effectively covered, and the progression of modules is appropriate for the intended Integrated MBA students. Overall, the coverage and balance across modules are strong and meet the learning objectives of the course very well.

As a minor and optional suggestion, the topic of Transfer Pricing may be considered in the future if there is a plan to increase the credit or contact hours of the course in the coming academic years, as it would then help in smoothly introducing students to Management Control Systems. However, within the current credit structure, the existing modules are comprehensive and well covered.

Thank you once again for the opportunity to review the course. I appreciate the effort taken in designing a rigorous and relevant curriculum.

Warm regards,  
Amit Srivastava

On Wed, Feb 4, 2026 at 10:40 AM Ashish Bollimbala <ashish@iitmandi.ac.in> wrote:

Dear Prof Shrivastava,

I am writing to request your kind support in reviewing a proposed course outline in the area of Cost and Management Accounting. Given your expertise in this domain, your insights and suggestions would be extremely valuable in strengthening the academic rigor and relevance of the course.

I would be grateful if you could share any recommendations or improvements you deem appropriate at the earliest. The course outline is attached herewith for your reference.

Thank you very much for your time and consideration.

Warm Regards,  
Dr. Ashish Bollimbala  
Assistant Professor  
School of Management  
Indian Institute of Technology Mandi, Kamand  
Himachal Pradesh, 175005

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Regards,

**Dr. Amit Shrivastava**

Professor, Accounting & Finance area

Jaipuria Institute of Management, Indore campus



Mobile: +91-9099938835 , +91-6232020311

Email: amit.shrivastava@jaipuria.ac.in (Office)



**IIT Mandi**  
**Proposal for a New Course**

**Course number** : MB 308  
**Course Name** : Introduction to Marketing  
**Credit** : 3  
**Distribution** : 3-0-0-3 (L-T-P-C)  
**Intended for** : Integrated MBA  
**Prerequisite** : MB201 (Foundations of Business Management)  
**Mutual Exclusion**: Marketing Management 1

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**1. Preamble:**

The objective of this course is to introduce students to the fundamental concepts, principles, and practices of marketing. The course focuses on understanding how organizations identify customer needs, create superior value, and build lasting customer relationships to achieve organizational goals. Students will explore the marketing environment, consumer and business buyer behaviour, market segmentation, targeting and positioning, and the elements of the marketing mix—product, price, place, and promotion. By the end of the course, students will be able to analyse real-world marketing situations, apply marketing concepts to decision-making. The course also emphasizes ethical, sustainable, and socially responsible marketing practices in a dynamic and global business environment.

**2. Course Modules with quantitative lecture hours:**

<b>Module 1</b>	<b>Define Marketing and Marketing Process</b>	<b>5 hours</b>
	Definition, Marketing Process, Marketing Environment	
<b>Module 2</b>	<b>Understanding the Marketplace and Consumer Value</b>	<b>8 hours</b>
	Analysing Market Environment, Managing Market Information, Consumer Markets and Buyer behaviour, Business Markets and Buyer Behaviour	
<b>Module 3</b>	<b>Designing Customer Value- Driven Strategy</b>	<b>6 hours</b>
	Market Segmentation, Market Targeting, Differentiation, and Positioning	
<b>Module 4</b>	<b>Designing Marketing Mix</b>	<b>12 hours</b>

Product and Service Decisions, Developing New Products, Pricing Strategies, Integrated Marketing Communication, Channel Design Decisions, Retailing

**Module 5 Sustainable Marketing**

**4 hours**

Introduction, Consumer Actions, Marketing Ethics

**Laboratory/practical/tutorial Modules:**

None

**3. Text books:**

1. Kotler, Armstrong, Balasubramanian, Agnihotri, Principles of Marketing, Latest Edition

**4. References:**

1. Lamb, Hair, Sharma, and McDaniel, MKTG, Latest Edition

**5. Similarity with the existing courses:**

(Similarity content is declared as per the number of lecture hours on similar topics)

S. No.	Course Code	Similarity Content	Approx. % of Content
1.	MB 517	23 hours	60%

**6. Justification of new course proposal if cumulative similarity content is >30%:**

The course being proposed here, Introduction to Marketing has similarity with Marketing Management. However, these courses differ in terms of purpose and the audience. The purpose of the course is to provide students with foundational understanding of marketing concepts whereas Marketing Management I course has an application orientation towards strategic decision making related to marketing.

**Approvals:**

**Faculty interested in teaching this course: – Dr. Dechen Angmo**

**Proposed by: Dr. Dechen Angmo**

**School: School of Management**

**Signature:**

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature
1	Dr Saumya Dixit	
2	Dr Ashish Bollimbala	
3	Prof Sridhar (External)	

School Chair:

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.



SoM Office <somoffice@iitmandi.ac.in>

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## Review of Introduction to Marketing course outline.

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Prof. G Sridhar <drgsridhar@iimk.ac.in>

Wed, Feb 4, 2026 at 6:30 PM

To: Ashish Bollimbala <ashish@iitmandi.ac.in>

Cc: Chair SoM <chairsom@iitmandi.ac.in>, SoM Office <somoffice@iitmandi.ac.in>

Thanks, Ashish ji,

The course outline looks good. The only issue is that of an odd topic of Sustainable Marketing of 4 hrs. Is there any special reason?

Personally, I feel you can add these four hours to the existing 4Ps module.

Wishes,

On Wed, Feb 4, 2026 at 10:55 AM Ashish Bollimbala <ashish@iitmandi.ac.in> wrote:

Dear Prof Sridhar,

I am writing to seek your kind support in reviewing the course outline for "Introduction to Marketing", proposed for students of the IMBA program. Given your expertise in the field of Marketing, your insights would be invaluable in ensuring that the course is conceptually sound, contemporary, and well aligned with the learning needs of IMBA students.

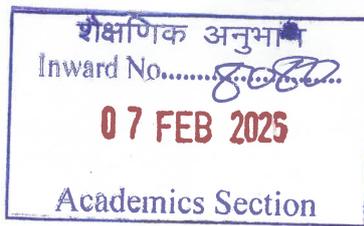
I would be grateful for recommendations you may have for the course. The course outline is attached herewith for your reference.

Thank you for your time and consideration.

Warm Regards  
Dr. Ashish Bollimbala  
Assistant Professor  
School of Management  
Indian Institute of Technology Mandi, Kamand  
Himachal Pradesh, 175005

*Response*

*The suggestion was discussed with Prof Sridhar and it is communicated to him that the emphasis on Sustainability is based on IIT Mandi's vision.*



**IIT Mandi**  
**Proposal for a New Course**

**Course number** : MB587  
**Course Name** : GenAI for Managers  
**Credit** : 2  
**Distribution** : 2-0-0-2  
**Intended for** : MBA  
**Prerequisite** : (i) MB522 Machine learning for Business, (ii) MB530 Neural Network Fundamentals for Business  
**Mutual Exclusion**: Not applicable

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**1. Preamble:**

Generative AI is transforming business analytics from static reporting to dynamic insight generation and decision support. It introduces participants to the fundamentals of Generative AI and progressively explores its application in analytics, management, and business strategy.

Students will learn how GenAI differs from traditional analytics, how it can automate and enhance insight generation, storytelling, and scenario analysis, and how managers can use AI as a co-pilot in decision-making. The program also addresses critical risks, governance, and ethical considerations, before focusing on leading GenAI transformation and preparing for future trends.

This course will equip learners to apply Generative AI responsibly and strategically to drive business value.

**Objectives:**

- Understand Generative AI fundamentals.
- Apply Generative AI tools and techniques to automate analytics tasks, generate insights, and create data-driven narratives for managerial decision-making.
- Develop managerial proficiency with GenAI, including prompt design, scenario analysis, benchmarking, and using AI as a co-pilot in reporting and analysis.
- Evaluate risks, ethics, and governance considerations associated with GenAI in analytics, and implement responsible, human-in-the-loop practices.
- Adopt generative AI across the organization by defining use cases, measuring value, upskilling teams, and planning for future AI-driven transformation.

**2. Course Modules with quantitative lecture hours:**

**Module 1: Introduction to Generative AI**

**2 hour**

What is Generative AI? Overview of key Generative AI models, How Generative AI differs from traditional AI and machine learning, Current landscape and trends in Generative AI.

**Module 2: Generative AI in Business Analytics**

**4 hour**

GenAI vs. traditional analytics automation: From dashboards to narratives, automating repetitive analytics tasks; LLMs, prompts, and embeddings for analysts; **GenAI mindset for managers.**

**Module 3: Generative AI for Analytics Managers**

**4 hour**

Designing prompts for data explanation and storytelling, Reporting & Dashboarding; Data Analysis & Insight Generation; What-if scenario exploration, GenAI for benchmarking and competitive analysis.

**Module 4: GenAI Driven Managerial Perspective**

**4 hour**

**Machines from tools to collaborators, GenAI as Co-pilot and Co-thinker, GenAI for managerial tasks;** Human-in-the-loop for GenAI performance improvement.

**Module 5: Generative AI for Managing Business**

**4 hour**

Content Creation; **Personalization and Customer Engagement with AI:** customer segmentation, Dynamic personalization, Chatbots and conversational AI in marketing, customer journey automation; GenAI for Campaign Analytics, Enhancing Creativity and Productivity with GenAI.

**Module 6: Risks, Governance, and Responsible AI in Analytics**

**4 hour**

Misinterpretation of data by LLMs, Hallucination risks in automated insights; Bias and Ethics in AI-Generated Analysis; human-in-the-loop checks, transparency, Data privacy, role-based access, Deepfakes and reputational risk, Intellectual property and content ownership, Regulatory landscape and compliance.

**Module 7: Leading GenAI Transformation**

**4 hour**

Where to use GenAI across the enterprise; Role of Analytics Leaders from dashboard developers to AI orchestrators; Build vs buy vs hybrid solutions; Upskilling Your Team: Prompt literacy, AI tool training, cross-functional collaboration; Measuring Success: ROI, KPIs, and productivity metrics for GenAI; GenAI Roadmap: Quick wins vs long-term investments, Budgeting for GenAI tools, Creating policies for responsible GenAI use, Communicating GenAI value to stakeholders

**Module 8: What Next - Future Trends**

**2 hour**

Emerging advances in Generative AI, Long-term strategic planning with AI, Preparing for AI disruption in industry, Scenario planning and strategic foresight.

**Laboratory/practical/tutorial Modules: None**

**3. Text books: NA**

**4. References:**

- Elisa, Farri and Gabriele Rosani, HBR Guide to Generative AI for Managers, HBR, HBR Press, Boston, 2025.
- Insights you need from Harvard Business Review: Generative AI, HBR Press, Boston, 2024.

- Insights you need from Harvard Business Review: Generative AI, HBR Press, Boston, 2024.
- Ethan, Mollick, Co-Intelligence: Living and working with AI, Penguin Random House, UK, 2024

**5. Similarity with the existing courses:**

S. No.	Course Code	Similarity Content	Approx. % of Content
1.	Nil	Nil	Nil

**6. Justification of new course proposal if cumulative similarity content is >30%:**

Not Applicable

**Approvals:**

**Faculty interested in teaching this course: – Guest faculty**

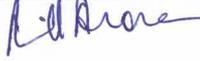
**Proposed by: Prof. Anjan Kumar Swain**

**School: School of Management**

**Signature:**

**Date: 30/01/2026**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature
1.	Dr. Ashish Bollimabala	
2.	Dr. Saumya Dixit	
3.	Dr. Ridhi Arora	

School Chair

School:



Date: 30/01/2026

This proposal is reported in .....the Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.



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## Fwd: Write up on Gen AI for Managers

1 message

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Chair SoM <chairsom@iitmandi.ac.in>  
To: SoM Office <somoffice@iitmandi.ac.in>

Tue, Feb 3, 2026 at 4:28 PM

----- Forwarded message -----

From: **Ramachandran L.L.** <ramachandran.ll@gmail.com>  
Date: Fri, Jan 30, 2026, 21:13  
Subject: Write up on Gen AI for Managers  
To: Chair SoM <chairsom@iitmandi.ac.in>

Dear Sir,

The write up for the Gen AI for Managers elective course is as given below

### **Generative AI for Managers**

In the history of technology, only a few innovations—like electricity and the internet — have truly transformed how industries and societies function. Generative AI (GenAI) is the next general-purpose technology set to disrupt the global landscape.

This specialized elective course on Gen AI starts with a deep dive into GenAI and its evolution and progressively explores its application in analytics, management and business strategy. How GenAI differs from traditional analytics, how it can automate and enhance insight generation, storytelling, and scenario analysis is also a part of this course

The focus is also to learn to leverage AI not just as a tool, but also as a strategic partner to increase your Managerial and professional output as a Co pilot and as a Co thinker

- Gen AI as a Co-pilot: Achieve peak productivity with a real-time virtual assistant integrated directly into your daily workflow to handle tasks efficiently.
- Gen AI as a Co-thinker: Enhance your strategic value as a Manager with a "thought partner" that challenges your assumptions and facilitates deeper and creative thinking.

This course also addresses critical risks, governance, ethical considerations and how to balance innovation and responsibility.

Many organizations struggle to move past the experimental phase with GenAI. This course provides the foundational and technological toolkit needed to

identify the right use cases for the organization. Through practical case studies, you will learn to formulate a responsible Gen AI Strategy, overcome implementation challenges and lead high-impact projects.

Thanks & Regards  
L L Ramachandran

2/2/26, 9:16 AM

Educational Mail - Fwd: for comments



Puran Singh <puran@iitmandi.ac.in>

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## Fwd: for comments

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Anjan Kumar Swain <anjan@iitmandi.ac.in>  
To: Puran Singh <puran@iitmandi.ac.in>

Fri, Jan 30, 2026 at 9:42 AM

----- Forwarded message -----

From: **Dr. PRADYUMNA KUMAR PRADHAN** <pradhanpkay@gmail.com>  
Date: Thu, Jan 29, 2026, 19:34  
Subject: Re: for comments  
To: Anjan Kumar Swain <anjan@iitmandi.ac.in>

Dear Sir,

Greetings !

Gone through the courseware with title: GenAI for manager. It has been very well designed and contemplated. It's also contemporary. This course should be taught to all the students. As the subject is fast evolving, the courseware may be modified as per the needs from time to time.

**With regards,**

Dr Pradyumna Kumar Pradhan  
Adjunct Professor of Practice  
Former Executive Director (Corporate Affairs) & RM(NR)  
National Aluminium Company Ltd.,  
(A Navratna CPSE under Ministry of Mines, Govt. of India)

On Thu, 29 Jan 2026 at 10:02 AM, Anjan Kumar Swain <anjan@iitmandi.ac.in> wrote:



Puran Singh <puran@iitmandi.ac.in>

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**Fwd: Feedback on the course outline.**

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Anjan Kumar Swain <anjan@iitmandi.ac.in>  
To: Puran Singh <puran@iitmandi.ac.in>

Fri, Jan 30, 2026 at 9:41 AM

----- Forwarded message -----

From: **Arun Gupta** <arungupta5297@gmail.com>  
Date: Thu, Jan 29, 2026, 17:01  
Subject: Re: Feedback on the course outline.  
To: Anjan Kumar Swain <anjan@iitmandi.ac.in>

Dear Prof Swain,

This attached course outline of Gen AI for Managers is a contemporary course very much needed in current times.

Feedback:

This contemporary elective is well placed for being offered in the MBA program. Its applicability cuts across disciplines and even students from other disciplines of science and engineering may be offered the option as an open elective if cohort size permits.

The modules are exhaustive and include the governance aspect which would be relevant once the graduating students progress in their careers and reach the CXO levels. The exposure to various use cases as planned in the course shall provide context and have immediate applicability to students once they join the industry. The various industry participants are currently deploying GenAI solutions. The IT vendors like Microsoft, Google, etc are aggressively promoting the licensing of these solutions in the industry. Students equipped with knowledge and learning from this elective would be in a better position to adopt and grasp the need as well as importance of GenAI deployment.

Wishing you the very best in offering this elective.

Regards,  
Arun

On 29 Jan 2026, at 2:56 PM, Anjan Kumar Swain <anjan@iitmandi.ac.in> wrote:

<GenAI for Managers IIT Mandi\_Vs. 1.docx>

शैक्षणिक अनुभाग  
Inward No.....४२७६.....  
**05 FEB 2026**  
Academics Section

**IIT Mandi**  
**Proposal for a New Course**

**Course number** : HSI12 (New)  
**Course Name** : Japanese Language Level I  
**Credit** : 3  
**Distribution** : L-T-P-C  
**Intended for** : UG/PG/Ph.D  
**Prerequisite** :  
**Mutual Exclusion**: (Specify the equivalent courses in other schools. These Courses (with high similarity) are not allowed to credit by the students after or along with this course.)

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**1. Preamble:**

This course introduces students to the Japanese language, and helps students to acquire Japanese grammar, characters and vocabulary, and to develop multiple skills such as listening, reading, writing and speaking comprehensively.

After taking this course, you will be able to

- Understand and use familiar everyday expressions and basic phrase.
- Introduce yourself and others.
- Ask and answer questions about personal details.
- Interact slowly and simply.
- Read Japanese characters (hiragana, katakana, and some basic kanji).
- Learn JLPT N5 level grammar and vocabulary.
- Cultivate intercultural understanding
- Develop a deeper understanding of the Japanese culture and your own culture by comparing and contrasting them with each other.

**2. Course Modules with quantitative lecture hours:**

Classes are conducted according to the textbook 'Marugoto'.

Marugoto focuses on communication using Japanese and consists of scene syllabus. It systematically introduces the sentence patterns, grammar, vocabulary and kanji step by step showing every situation where these things are actually used.

Each lesson provides opportunities to read sentences, understand grammar, practice pronunciation and speaking, solve listening comprehension questions and sometimes write

sentences in Japanese.

About 50 kanji characters are introduced, and worksheets are provided separately in class to assist learning.

The course also includes a number of questions that offer an opportunity to understand Japanese culture and can be discussed with learners in class.

The textbook Minna no Nihongo and its supplementary materials are also used as part of the main textbook as appropriate.

Homework assignments are given as appropriate to supplement the study content.

[Time of lectures]

The first session is Introduction (1 hour).

Lessons 1 to 6 are scheduled for three hours each, with the lecture of two types of characters. (18 hours)

Lessons 7 to 16 are scheduled for two hours each. (20 hours)

Exams (or assignments) are given in the middle and at the end of the semester. (3 hours)

(Total of 42 hours planned.)

[Title and Contents of lectures]

Lesson 1 – Hello: Exchange greetings

Lesson 2 – Would you say that again?: Use basic classroom expressions

Lesson 3 – Nice to meet you: Give a simple self introduction

Lesson 4 – There are three people in my family: Talk briefly about your family

Lesson 5 – What kind of food do you like?: Talk about your favorite foods

Lesson 6 – Where are you going to have lunch today?: Say what your favorite dish is

Lesson 7 – There are three rooms in my home: Say what kind of home you live in

Lesson 8 – It's a nice room: Ask/Say where to put things in the room

Lesson 9 – What time do you get up?: Say the time you do something

Lesson 10 – When is convenient for you?: Talk about your schedule for this week

Lesson 11 – What's your hobby?: Talk about your hobbies

Lesson 12 – Shall we go together?: Recognize information on posters and calendars for events

Lesson 13 – How are you going to get there?: Recognize station and taxi signs

Lesson 14 – It's a famous temple: Say how to get to a destination

Lesson 15 – Cute!: Talk about what you want to buy

Lesson 16 – I'll take this: Make a brief comment on things in a shop

**Laboratory/practical/tutorial Modules:**

**3. Text books:**

1. The Japan Foundation, *MARUGOTO: Japanese language and culture Starter A1 Coursebook*, SANSYUSYA, Japan, 2013
2. 3A corporation, *Minna no Nihongo Elementary*, 3A corporation, Japan, 2012
3. Yukiko Ogata, *Nihongo Fun & Easy: Survival Japanese Conversation for Beginners*, ASK Publishing, Japan, 2009
4. Yoji Yamakuse, Michael A. Coony, *Heart & Soul of the Japanese*, IBC Publishing, Japan, 2023

**5. References:**

1. Atusko Tokui, *Tabunka kyousei no Komyunike-shon: Nihongo kyouiku no genba kara*, ALC Publishing, Japan, 2020
2. Arc academy, *Hajimete No Nihongo Nouryoku Shiken N5 Tango 1000 (English/Vietnamese Edition)*, ASK Publishing, Japan, 2017
3. Erin Meyer, *THE CULTURE MAP*, Public Affairs, US, 2016
4. Kiyomi Ogawa, Orrin Cummins, *YASANICHI MANGA JAPAN GUIDE*, IBC Publishing, Japan, 2022
5. Kyoko Igarashi, *The Best Complete Workbook for the Japanese-Language Proficiency Test N5 – Language Knowledge (Vocabulary/Grammar), Reading & Listening*, The Japan Times Publishing, Japan, 2022
6. MARUGOTO Plus (Online) <https://marugotoweb.jp/ja/index.php>
7. The Japan Foundation, *IRODORI-Japanese for Life in Japan-*, The Japan Foundation, Japan, 2020
8. TSUNAHIRO (Online) <https://tsunagarujp.mext.go.jp/>

**6. Similarity with the existing courses:**

(Similarity content is declared as per the number of lecture hours on similar topics)

S. No.		Course Code	Similarity Content	Approx. % of Content

**6. Justification of new course proposal if cumulative similarity content is :**

**Approvals:**

**Faculty interested in teaching this course: –**

**Proposed by:**

**School:**

**Signature:** ✓ *Moena Watanabe*

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature

School Chair:

*Smyth 03/02/26*

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

शैक्षणिक अनुभाग  
Inward No.....  
**05 FEB 2026**  
8061  
Academics Section

**IIT Mandi**  
**Proposal for a New Course**

**Course number** : MS-213 (New)  
**Course Name** : Japanese Language Level II  
**Credit** : 3  
**Distribution** : L-T-P-C  
**Intended for** : UG/PG/Ph.D  
**Prerequisite** : Those who have completed Level 1 or are recognized as having equivalent ability  
**Mutual Exclusion**: (Specify the equivalent courses in other schools. These *Courses (with high similarity) are not allowed to credit by the students after or along with this course.*)

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**1. Preamble:**

Building upon the foundational knowledge from the course “Japanese Language Class I”, this course is designed to elevate students’ Japanese skills of reading, listening, writing, and speaking comprehensively.

After taking this course, students will be able to

- Expand vocabulary and kanji knowledge: Learn commonly used JLPT N5 and N4 level words and approximately 60 new kanji characters, enabling them to read and comprehend everyday texts and interact on a wider range of content.
- Deepen understanding of grammar: Learn more complex sentence structures to understand and express themselves in a wider range of situations, such as basic personal and family information, shopping, and work.
- Enhance conversational fluency: Engage in role-play scenarios and interactive dialogues to improve speaking and listening skills in practical contexts.
- Develop a deep insight into Japanese culture: Explore the cultural nuances of Japanese society, including etiquette, traditions, and contemporary practices, to gain a deeper appreciation of the language's cultural roots.

**2. Course Modules with quantitative lecture hours:**

Classes are conducted according to the textbook 'Marugoto (Starter A1)' and 'Marugoto (Elementary1 A2)'.

Marugoto focuses on communication using Japanese and consists of scene syllabus. It

systematically introduces the sentence patterns, grammar, vocabulary and kanji step by step showing every situation where these things are actually used.

Each lesson provides opportunities to read sentences, understand grammar, practice pronunciation, solve listening comprehension questions and write sentences in Japanese.

About 60 kanji characters are introduced, and a worksheet is provided separately in class to give students the opportunity to practice writing them.

The course also includes a number of questions that offer an opportunity to understand Japanese culture and can be discussed with learners in class.

The textbook Minna no Nihongo and its supplementary materials are also used as part of the main textbook as appropriate.

Homework assignments are given as appropriate to supplement the study content.

[Time of lectures]

The first lesson is Introduction. (1 hour)

The second class will review the Beginner Course. (1 hour)

Lower-Intermediate Course covers Lesson 13 to Lesson 18 of the textbook 'Marugoto (Starter A1)', and Lessons 1 to 6 of 'Marugoto (Elementary1 A2)'.

Each lesson is scheduled for three hours. (36 hours in total)

Exams (or assignments) are given in the middle and at the end of the semester. (4 hours in total)

(Total of 42 hours planned.)

[Title and Contents of lectures]

Marugoto (Starter A1)

Lesson 1 – How are you going to get there?: Recognize station and taxi signs

Lesson 2 – It's a famous temple: Say how to get to a destination

Lesson 3 – Cute!: Talk about what you want to buy

Lesson 4 – I'll take this: Make a brief comment on things in a shop

Lesson 5 – It was fun: Say what you did on your days off

Lesson 6 – I would like to visit Kyoto next time: Say where you want to go next time

Marugoto (Elementary1 A2)

Lesson 1 – We live in Tokyo: Talk briefly about where you/your family live and what you/they do

- Lesson 2 – My hobby is listening to classical music: Talk about your hobbies
- Lesson 3 – It's spring now in Japan: Talk about the change of seasons
- Lesson 4 – It's a nice day, isn't it?: Greet people by talking about the weather
- Lesson 5 – This park is big and beautiful: Tell a friend what a place he/she is interested in is like and what to be careful about, using a map
- Lesson 6 – Please go straight: Correct some information misunderstood by someone

### **Laboratory/practical/tutorial Modules:**

#### **3. Text books:**

- The Japan Foundation, *MARUGOTO: Japanese language and culture Starter A1 Coursebook for communicative language competences*, SANSYUSYA, Japan, 2013
- The Japan Foundation, *MARUGOTO: Japanese language and culture Elementary A2 Coursebook for communicative language competences*, SANSYUSYA, Japan, 2014
- 3A corporation, *Minna no Nihongo Elementary*, 3A corporation, Japan, 2012

#### **4. References:**

1. Atusko Tokui, *Tabunka kyousei no Komyunike-shon: Nihongo kyouiku no genba kara*, ALC Publishing, Japan, 2020
2. Are Hajikano, *JLPT N5 Listening Comprehension Points & Practice*, 3A network, Japan, 2022
3. Arc academy, *Hajimete No Nihongo Nouryoku Shiken N4 Tango 1500 (English/Vietnamese Edition)*, ASK Publishing, Japan, 2016
4. Arc academy, *Hajimete No Nihongo Nouryoku Shiken N5 Tango 1000 (English/Vietnamese Edition)*, ASK Publishing, Japan, 2017
5. Atusko Tokui, *Tabunka kyousei no Komyunike-shon: Nihongo kyouiku no genba kara*, ALC Publishing, Japan, 2020
6. Erin Meyer, *THE CULTURE MAP*, Public Affairs, US, 2016
7. Kiyomi Ogawa, Orrin Cummins, *YASANICHI MANGA JAPAN GUIDE*, IBC Publishing, Japan, 2022
8. Kyoko Igarashi, *The Best Complete Workbook for the Japanese-Language Proficiency Test N5 – Language Knowledge (Vocabulary/Grammar), Reading & Listening*, The Japan Times Publishing, Japan, 2022
9. Noriko Kobayashi, *Mastering Japanese by Ear*, Bonjinsha, Japan, 2024
10. Tsuchiya Haruhito, *Customs of Japan*, IBC Publishing, Japan, 2023
11. The Japan Foundation, *IRODORI-Japanese for Life in Japan-*, The Japan Foundation, Japan, 2020

12. Yoji Yamakuse, Michael A. Coony, Heart & Soul of the Japanese, IBC Publishing, Japan, 2023
13. Yukiko Ogata, Nihongo Fun & Easy: Survival Japanese Conversation for Beginners, ASK Publishing, Japan, 2009

**5. Similarity with the existing courses:**

**(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.	Course Code	Similarity Content	Approx. % of Content

**6. Justification of new course proposal if cumulative similarity content is :**

**Approvals:**

**Faculty interested in teaching this course: –**

**Proposed by:**

**School:**

**Signature:** ✓ *Moena Watanabe*

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature

School Chair:

School:

*[Signature]*  
08/02/26

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

Japanese Language for Beginners  
Dr. Janashruti Chandra, JNU

I saw the textbook being used for the beginner's course and have my reservations about Marugoto textbook. Government of India I think recommends Minna no nihongo as the textbook is available with Indian publishing and has workbook set too.

Marugoto is a textbook developed by Japan Foundation and may not be the standard for teaching in India.

If IIT Mandi is to go by Marugoto I think I must withdraw my consent to review so that I am not a hurdle in your process.

The course on Daily life bit I can endorse fully, but not the beginner's grammar one because of the textbook. As central government employee with Jnu it is a difficult task.

Pre requisite to course is not specified. Script, reading takes time and this course is not doable in 42 hours. Also, Indian Government requirement for Certificate course/ subsidiaries the textbook specified is “**Minna no Nihongo**” not MARUGOTO which Japan Foundation is trying to push for. Minna no Nihongo is easily downloadable and has Exercise book, Vocabulary. It also remains the most well used textbook worldwide. IIT Mandi can approach Indian Ministry of External Affairs for help in providing textbook as their CSR outreach program. The institution may write in to Prof. Ashok Chawla at MEA. Website of MEA carries details.

This course cannot be floated in this present shape. Other Indian Universities where Japanese is offered or being thought of must be consulted. And the minimum hours overall should be more than suggested for effective learning and to be competitive. Please get Indian resource people who have finished Teachers Training Program to draw out the course structure on a remuneration basis.

2. Dr. M.V.Lakshmi, JNU

The textbook used to structure and plan the course may be rethought. There are textbooks available online for downloading, and locally for purchase in India such as Minna no Nihongo. It has supplementary materials in addition to the textbook as well.

Since the course has JLPT N5 as one of the focal points as well, additional books or resources for the same may be added as well.

3. Dr. Dinamani, JNU

**Comments of the Reviewers: The course is well-designed and structured. However, I wish to highlight a few points which can be efficacious.**

**The number of Kanji expected at this level is (100-125). The basic kanji taught at this level serve as the fundamental to further develop the knowledge of kanji.**

**There are several books that introduce Japanese culture at this level. However, the book by**

**Mikiso Hane 'Premodern Japan' can be very useful.**

**Some language drills can make it interesting for students to cultivate interest when they start learning Japanese.**

**Listening practice is also important to help students pick the proper pronunciation and some internet materials or recordings can be used for the same.**

**The four quadrants of reading, writing, listening and speaking should be integrated for wholesome learning.**

**The evaluation should include all parts of learning which include reading, listening, speaking and writing as per the standard required.**

Japanese for Daily Life  
Dr. Janashruti Chandra, JNU

**Made some grammatical changes in wording; Observation-As an oral course alone, it is well structured if audio material too incorporated, but no hours indicated for writing/ reading skills. If reading/ writing skills to be incorporated script (Hiragana- katakana- basic 100-150 kanjis needed) and the hours will go up to  $42 \times 2 = 84$ . Teaching Japanese in roman script is not advisable. A parallel review committee should be set up to see how nearby states are running their courses. Useful reference material can be Uttarakhand Open University course, Jamia certificate course etc.**

**In the existing course structure only conversation and listening are attended to and not writing/ reading skills.**

2. Dr. M.V.Lakshmi, JNU

The course looks well made covering a range of topics in the lesson units mentioned. The subtopics however could be expanded upon to broadly mention what is planned for the hours under each unit.

The last point in the Preamble "Discover the advantages you have" was not clear.

The textbook mentioned to be used is only 1, while it says atleast 2.

Additional supplementary textbooks for basic level speaking could be added with easy availability in the Indian market and downloadable resources.

Also, online resources from standard websites for basic level learners such as NHK Easy Japanese Conversation Lessons could be added to the references list.

With these suggested changes the course could be approved.

3. Dr. Dinamani, JNU

**Comments of the Reviewers: The course is well-designed and structured and it adequately addresses the requirement and outcome in a comprehensive manner.**

**Though the focus should be on oral learning (kaiwa) but listening should be practiced in order to pronounce the language in a natural manner.**

**The number of kanji at this stage should be learned as per the level of JLPT expected at this level. (at least JLPT-N3)**

**The efforts should be made to kindle and sustain the interest of the students in Japanese language.**

**If possible, develop and specify the listening practice material.**

**The faculty should exercise one's freedom to help student learn by making necessary adjustments as and when required.**



## IIT Mandi

### Proposal for a New Course

**Course number** : HS-310 (New)  
**Course Name** : Japanese Language Level III  
**Credit** : 3  
**Distribution** : L-T-P-C  
**Intended for** : UG/PG/Ph.D  
**Prerequisite** : Those who have completed Level 2 or are recognized as having equivalent ability  
**Mutual Exclusion**: (Specify the equivalent courses in other schools. These Courses (with high similarity) are not allowed to credit by the students after or along with this course.)

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#### **1. Preamble:**

Building upon the knowledge of the “Japanese Language Course II”, this course comprehensively enhances the four skills of reading, listening, writing, and speaking.

After taking this course, students will be able to

- Expand vocabulary and kanji knowledge: Learn commonly used JLPT N4 level words and approximately 90 new kanji characters, enabling them to read texts for everyday use, negotiate with people in a wider range of situations, and make detailed statements about themselves and other things.
- Deepen understanding of grammar: Learn a wider range of sentence patterns and be able to express themselves in detail in a more extensive number of situations in everyday life and in the workplace.
- Enhance conversational fluency: Increase practical speaking and listening skills with an emphasis on role-playing and dialogue exercises that simulate life in Japan.
- Develop a deep insight into Japanese culture: Explore the cultural nuances of Japanese society, including etiquette, traditions, modern customs, and the current social issues in Japan, to gain a deeper understanding of the cultural roots of the language.

#### **2. Course Modules with quantitative lecture hours:**

Classes are conducted according to the textbook 'Marugoto (Elementary 1 A2)'.

Marugoto focuses on communication using Japanese and consists of scene syllabus. It systematically introduces the sentence patterns, grammar, vocabulary and kanji step by step

showing every situation where these things are actually used.

Each lesson provides opportunities to read sentences, understand grammar, practice pronunciation and speaking, solve listening comprehension questions and write sentences in Japanese.

About 90 kanji characters are introduced, and a worksheet is provided separately in class to give students the opportunity to practice writing them.

The course also includes a number of opportunities to understand Japanese culture and can be discussed with learners in class.

The textbook Minna no Nihongo and its supplementary materials are also used as part of the main textbook as appropriate.

Homework assignments are given as appropriate to supplement the study content.

#### [Time of lectures]

The first lesson is Introduction. (1 hour)

The second class will review the Lower-Intermediate Course. (1 hour)

Intermediate Course covers Lessons 7 to 18 of 'Marugoto (Elementary1 A2)'.  
Marugoto (Elementary1 A2)

Each lesson is scheduled for three hours. (36 hours in total)

Exams (or assignments) are given in the middle and at the end of the semester. (4 hours in total)

(Total of 42 hours planned.)

#### [Title and Contents of lectures]

Marugoto (Elementary1 A2)

Lesson 1 –Is ten o'clock OK?: Make an appointment / Explain why you are late

Lesson 2 – Have you been to see the night view yet?: Talk about past experiences and future plans

Lesson 3 – Japanese is easy to pronounce: Talk about the foreign languages you have studied

Lesson 4 – I'd like to go to Japan some day: Talking about future goals and habits

Lesson 5 – What are you going to take to the picnic?: Discussing and dividing up what to bring when going out

Lesson 6 –It looks delicious: Comment briefly the taste of food

Lesson 7 –I have met Mr. Tanaka before: Briefly describe your past experiences and current impressions

Lesson 8 – May I use this?: Get permission for what you want to use

Lesson 9 – How about doing some exercise?: Give recommendations and advice to others

Lesson 10 – I go running and swimming: Talk briefly about what you usually do

Lesson 11 – I got this for my birthday: Talk about things you gave or received

Lesson 12 – I think a party is a good idea: Share your thoughts and what you've heard

### **Laboratory/practical/tutorial Modules:**

#### **3. Text books:**

The Japan Foundation, *MARUGOTO: Japanese language and culture Elementary I A2 Coursebook for communicative language competences*, SANSYUSYA, Japan, 2014

3A corporation, *Minna no Nihongo Elementary*, 3A corporation, Japan, 2012

3A corporation, *Minna no Nihongo Elementary II*, 3A corporation, Japan, 2013

#### **4. References:**

1. Atusko Tokui, *Tabunka kyousei no Komyunike-shon: Nihongo kyouiku no genba kara*, ALC Publishing, Japan, 2020
2. Are Hajikano,  *JLPT N4 Listening Comprehension Points & Practice*, 3A network, Japan, 2021
3. Arc academy, *Hajimete No Nihongo Nouryoku Shiken N4 Tango 1500 (English/Vietnamese Edition)*, ASK Publishing, Japan, 2016
4. Arc academy, *Hajimete No Nihongo Nouryoku Shiken N5 Tango 1000 (English/Vietnamese Edition)*, ASK Publishing, Japan, 2017
5. Keiko Hoshino, *Drill and Drill the Japanese Language Proficiency Test N4 Vocabulary Grammar/Reading and Listening*, Unicom, Japan, 2015
6. Kyoko Igarashi, *The Best Complete Workbook for the Japanese-Language Proficiency Test N4 – Language Knowledge (Vocabulary/Grammar), Reading & Listening*, The Japan Times Publishing, Japan, 2022
7. Kyoko Igarashi, *The Best Complete Workbook for the Japanese-Language Proficiency Test N5 – Language Knowledge (Vocabulary/Grammar), Reading & Listening*, The Japan Times Publishing, Japan, 2022
8. Musashino City Returnee and Foreigner Education Counseling Center Teaching Materials Development Group, *80 Easy-to-understand Pictures*, 3A network, Japan, 2001
9. Noriko Kobayashi, *Mastering Japanese by Ear*, Bonjinsha, Japan, 2024
10. The Japan Foundation, *IRODORI-Japanese for Life in Japan-Elementary 1*, The Japan Foundation, Japan, 2020
11. Tsuchiya Haruhito, *Customs of Japan*, IBC Publishing, Japan, 2023

12. Yoji Yamakuse, Michael A. Coony, Heart & Soul of the Japanese, IBC Publishing, Japan, 2023
13. Yukiko Ogata, Nihongo Fun & Easy II : basic grammar for conversation, ASK Publishing, Japan, 2018

**5. Similarity with the existing courses:  
(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.		Course Code	Similarity Content	Approx. % of Content

**6. Justification of new course proposal if cumulative similarity content is :**

**Approvals:**

**Faculty interested in teaching this course: –**

**Proposed by:**

**School:**

**Signature:** ✓ *Moena Watanabe*

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature

**School Chair:**

*Shinya*  
10/3/24

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

Reviewers' comments for Japanese III and Japanese IV courses:

Dr. Janashruti Chandra  
Centre for Japanese Studies  
School of Language, Literature and Culture Studies  
Jawaharlal Nehru University

The two new courses are well built on the first two courses. I saw my suggestion of script and kanji has been incorporated.

I understand the syllabus drafted by Japanese nationals maybe.. but just to remind you the GOI line of functioning is to recommend Minna no nihongo and not Marugoto as a textbook. I did bring your attention to this and how other central /state universities are doing.

Besides the textbook issue and nationality of who will teach / draft the syllabus I do not have any major issues.

Dr. M.V.Lakshmi  
Centre for Japanese Studies  
School of Language, Literature and Culture Studies  
Jawaharlal Nehru University  
For Japanese III:

The course seems to be well made in continuation of the previous course imparting the skills of reading, writing, listening and speaking.

The lesson titles could include the 'part of speech' or function they fulfil such as lesson 14 is titled "May I use this?: Ask to use things in the office; which perhaps is a reference to seeking permission at the workplace. If phrased clearly the students would be aware of what they will be able to do at the end of the lesson.

The reference list is exhaustive for books. A few online links may also be included if possible.

For Japanese IV:

The course is well structured and comprehensive, following Course III.

Suggestions are in line with those made for Course III- Lesson titles could be clearer in specifying what they aim for. A brief explanation in the bracket may give better clarity.

Also consider changing text to something locally published such as Minna no Nihongo.

Thank you for sharing the comments of two reviewers on the new Japanese course.  
We would like to inform you of the following 2 points.

- ① Both courses use 「Minna no Nihongo」 as their textbook. As necessary, we plan to enrich our lessons by using 「Minna no Nihongo」 in conjunction with 「Marugoto」
- ② We have revised both courses to make the goals for each lesson clearer.

शैक्षणिक अनुभाग  
Inward No. 806  
05 FEB 2026  
Academics Section

**IIT Mandi**  
**Proposal for a New Course**

**Course number** : HS-405 (New)  
**Course Name** : Japanese Language Level IV  
**Credit** :  
**Distribution** : L-T-P-C  
**Intended for** : UG/PG/Ph.D  
**Prerequisite** : Those who have completed Level 3 or are recognized as having equivalent ability  
**Mutual Exclusion**: (Specify the equivalent courses in other schools. These *Courses (with high similarity) are not allowed to credit by the students after or along with this course.*)

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**1. Preamble:**

Building upon the knowledge of the “Japanese Language Course III”, this course comprehensively enhances the four skills of reading, listening, writing, and speaking.

After taking this course, students will be able to

- Expand vocabulary and kanji knowledge: Learn commonly used JLPT N4 level words and approximately 150 new kanji characters, enabling them to read texts for everyday use, negotiate with people in a wider range of situations, and make detailed statements about themselves and other things.
- Deepen understanding of grammar: Can understand sentence and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Enhance conversational fluency: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- Develop a deep insight into Japanese culture: Explore the cultural nuances of Japanese society, including etiquette, traditions, modern customs, and the current social issues in Japan, to gain a deeper understanding of the cultural roots of the language.

**2. Course Modules with quantitative lecture hours:**

Classes are conducted according to the textbook 'Marugoto (Elementary2 A2)'.

Marugoto focuses on communication using Japanese and consists of scene syllabus. It systematically introduces the sentence patterns, grammar, vocabulary and kanji step by step showing every situation where these things are actually used.

Each lesson provides opportunities to read sentences, understand grammar, practice pronunciation and speaking, solve listening comprehension questions and write sentences in Japanese.

About 150 kanji characters are introduced, and a worksheet is provided separately in class to give students the opportunity to practice writing them.

The course also includes a number of opportunities to understand Japanese culture and can be discussed with learners in class.

The textbook Minna no Nihongo and its supplementary materials are also used as part of the main textbook as appropriate.

Homework assignments are given as appropriate to supplement the study content.

#### [Time of lectures]

The first lesson is Introduction. (1 hour)

The second class will review the Lower-Intermediate Course. (1 hour)

Intermediate Course covers Lessons 1 to 12 of 'Marugoto (Elementary2 A2)'.  
(Total of 12 hours)

Each lesson is scheduled for three hours. (36 hours in total)

Exams (or assignments) are given in the middle and at the end of the semester. (4 hours in total)

(Total of 42 hours planned.)

#### [Title and Contents of lectures]

Marugoto (Elementary1 A2)

Lesson 1 – That's good name: Talk about yourself, giving a few details

Lesson 2 – She is the person wearing glasses: Give a description of someone's physical appearance

Lesson 3 – What do you recommend?: Order a meal, saying what dishes you want and how many of each

Lesson 4 – How do you eat this?: Make a simple presentation about how to eat a particular dish from your country

Lesson 5 – You'd better take a hat: Give advice about a good season, etc. for a trip, based on personal experience

Lesson 6 – You can watch a dolphin show: Talk about activities that interest you at your travel destination and share your impressions

Lesson 7 – What do we do if it rains?: Ask a question related to instructions you heard at a staff meeting

Lesson 8 – Has the concert started already?: Ask/Say at reception how an event is going

Lesson 9 – What did you do during your New Year's holiday?: Talk about how you spend or spent the annual events

Lesson 10 – Wishing for good things to happen: Write a paragraph explaining the purpose and activities of special occasions and events in your country

Lesson 11 – My vacuum cleaner has broken: In the shopping situation, explain the problem you are currently facing and clearly tell the reason why you are shopping

Lesson 12 – This one is cheaper: Compare two products and say what you think about them

### **Laboratory/practical/tutorial Modules:**

#### **3. Text books:**

The Japan Foundation, *MARUGOTO: Japanese language and culture Elementary2 A2 Coursebook for communicative language competences*, SANSYUSYA, Japan, 2014

3A corporation, *Minna no Nihongo Elementary*, 3A corporation, Japan, 2012

3A corporation, *Minna no Nihongo Elementary II*, 3A corporation, Japan, 2013

#### **4. References:**

1. Atusko Tokui, *Tabunka kyousei no Komyunike-shon: Nihongo kyouiku no genba kara*, ALC Publishing, Japan, 08APR2020
2. Arc academy, *Hajimete No Nihongo Nouryoku Shiken N4 Tango 1500 (English/Vietnamese Edition)*, ASK Publishing, Japan, 2016
3. Are Hajikano, *JLPT N4 Listening Comprehension Points & Practice*, 3A network, Japan, 23APR2021
4. Keiko Hoshino, *Drill and Drill the Japanese Language Proficiency Test N4 Vocabulary Grammar/Reading and Listening*, Unicom, Japan, 17FEB2015
5. Kyoko Igarashi, *The Best Complete Workbook for the Japanese-Language Proficiency Test N4 – Language Knowledge (Vocabulary/Grammar), Reading & Listening*, The Japan Times Publishing, Japan, 2022

6. Kyoko Igarashi, The Best Complete Workbook for the Japanese-Language Proficiency Test N5 – Language Knowledge (Vocabulary/Grammar), Reading & Listening, The Japan Times Publishing, Japan, 2022
7. Musashino City Returnee and Foreigner Education Counseling Center Teaching Materials Development Group, 80 Easy-to-understand Pictures, 3A network, Japan, 29MAR2001
8. Noriko Kobayashi, Mastering Japanese by Ear, Bonjinsha, Japan, 15FEB2024
9. The Japan Foundation, IRODORI-Japanese for Life in Japan-Elementary 1, The Japan Foundation, Japan, 2020
10. Tsuchiya Haruhito, Customs of Japan, IBC Publishing, Japan, 04NOV2023
11. Yoji Yamakuse, Michael A. Coony, Heart & Soul of the Japanese, IBC Publishing, Japan, 20DEC2023
12. Yukiko Ogata, Nihongo Fun & Easy II : basic grammar for conversation, ASK Publishing, Japan, 01FEB2018

**5. Similarity with the existing courses:**

**(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.	Course Code	Similarity Content	Approx. % of Content
1.			

**6. Justification of new course proposal if cumulative similarity content is >30%:**

**Approvals:**

**Faculty interested in teaching this course: –**

**Proposed by:** *Moena Watanabe*

**School:**

**Signature:**

**Date:**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature


School Chair:

School:

Date:

*Dr. [Signature]*  
*10/31/24*

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

Reviewers' comments for Japanese III and Japanese IV courses:

Dr. Janashruti Chandra  
Centre for Japanese Studies  
School of Language, Literature and Culture Studies  
Jawaharlal Nehru University

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Centre for Japanese Studies  
School of Language, Literature and Culture Studies  
Jawaharlal Nehru University  
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The reference list is exhaustive for books. A few online links may also be included if possible.

For Japanese IV:

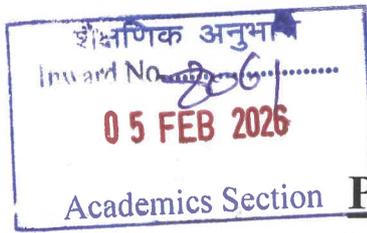
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Suggestions are in line with those made for Course III- Lesson titles could be clearer in specifying what they aim for. A brief explanation in the bracket may give better clarity.

Also consider changing text to something locally published such as Minna no Nihongo.

Thank you for sharing the comments of two reviewers on the new Japanese course.  
We would like to inform you of the following 2 points.

- ① Both courses use 「Minna no Nihongo」 as their textbook. As necessary, we plan to enrich our lessons by using 「Minna no Nihongo」 in conjunction with 「Marugoto」
- ② We have revised both courses to make the goals for each lesson clearer.



## IIT Mandi

### Proposal for a New Course

**Course number** : HS-507  
**Course Name** : Monetary and Fiscal Policy  
**Credit** : 3  
**Distribution** : 3-0-0-3 (L-T-P-C)  
**Intended for** : UG/PG Level  
**Prerequisite** : HS 202 or Equivalent courses  
**Mutual Exclusion**: None

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#### **1. Preamble:**

##### ***1.1 Description***

The course consists of two broader domains of monetary policy and fiscal policy. First, the monetary policy, which broadly comes under the domain of macroeconomics, studies extensively about the money and its application in our day-to-day life. Furthermore, it discusses how the Central Bank of the country shapes our decision with the help of monetary policy tools over time. The course on monetary policy discusses the concept, functions and different theories of money and money demand. Further, we explain, in this course, how has Central Bank adopted different monetary policy approaches since time independence until recent and what are the policy instruments to achieve our macroeconomic goals. Second, the fiscal policy comes under the umbrella of public economics, which studies the government policy in terms of economic efficiency. The public economics discusses about the role and nature of government intervention and its implication for distribution, allocation, and stabilization of the economy. With the help of an extensive use of micro founded theoretic tools and its application at macro level, the course examines the individual's response to incentives and how government policies help to enhance social welfare. Finally, the course discusses the application of the theories to the Indian economy.

##### ***1.2 Objective***

The main objective of the course is to make students an in-depth understanding of the tools, objectives, and effectiveness of monetary and fiscal policies and the ways they shape our decision at macro level. The course will focus upon theoretical underpinnings and practical

applications of the economic theories at macro level.

### **1.3 Learning outcome**

At the completion of the course on monetary economics and public economics the learner will be able to critically analyze the key concepts and theories and their application in the day-to-day decision making. They will be able to critically examine public expenditure and taxation policies. Moreover, it will help them understand the minutes of the meeting of the monetary policy committee and the kind of monetary policy move the Central Bank takes and its impact on our financial decision.

## **2. Course Modules with quantitative lecture hours:**

### **Module 1: (12 Hours) || Introduction to monetary and public economics**

Nature and scope of monetary and public economics || Policy trade-offs: inflation vs unemployment, economic growth vs inflation || Coordination and conflicts among monetary and fiscal policies || Monetary and fiscal policy interactions—case studies || Introduction to public economics: role of government in the economy || Linking public economics with microeconomics and its application: welfare economics and market failure || Introduction to monetary policy || Goals of macroeconomic policy || Inflation and interest rates || Hyperinflation || Introduction to basic economic model: IS and LM framework—encompasses different impact of monetary and fiscal policies and their application on Indian economy || Use of different policy models in the mainstream monetary and fiscal domain—SEM, VAR and DSGE models

### **Module 2: (10 Hours) || Money and monetary policies**

What is money? || The quantity theory of money || Money supply: 100-percent and fractional-reserve banking || A model of the money supply || Money demand: different theories of money demand || Transmission mechanisms of monetary policy: Interest-rate channels, Asset price channels, Credit view || Instruments: policy rates, CRR, SLR, LAF etc. || Monetary policy approaches and its frameworks in India: monetary targeting, multiple indicator approach, Inflation targeting || Exchange rate: nominal and real exchange rate

### **Module 3: (10 Hours) || Government expenditure and its different theories**

Government budgets, deficit, and public debt || Supply and demand for goods and services and economic equilibrium: Changes in government purchases-crowding out effect, decrease in taxes || Theory of social goods: private and public wants, provision for social goods, mixed goods, club goods, local public goods || Efficiency in resource allocation, Information asymmetry, Externalities, Market failure, Rationale for state intervention || Different theories of public expenditure: Wagner's law of increasing state activity; Wiseman-Peacock Hypothesis; Colin Clark's Critical Limit Hypothesis

### **Module 4: (10 Hours) || Taxation**

Taxation: principle of taxation—benefit and ability to pay approach || Tax policy-income and expenditure taxes || Buoyancy and elasticity of taxes || Impact, incidence and effects of a tax || India's tax system: direct and indirect taxes || Recent tax reforms Goods and Services Tax (GST): features and progress || Fiscal federalism in India: Issues and constitutional provision || Fiscal responsibility and budget management act (FRBMA)

### **Laboratory/practical/tutorial Modules:**

#### **3. Text books:**

1. H. L. Bhatia (2024). Public Finance. Vikas Publication.
2. Mankiw G., Macroeconomics, Worth Publisher, 2024.

#### **4. References:**

1. Froyen R., Macroeconomics: Theory and Policy, Pearson Publisher, 2024.
2. Stiglitz, J. E. (2000). Economics of the Public Sector (3<sup>rd</sup> Edition). W.W. Norton & Company, New York.

#### **5. Similarity with the existing courses:**

**(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.	Course Code	Similarity Content	Approx. % of Content
1.	HS202	The following topic matches with the current syllabus's Unit 2: "What is money?; The quantity theory of money; Exchange rate: nominal and real exchange rate	5%

**6. Justification of new course proposal if cumulative similarity content is >30%:**

**Approvals:**

**Faculty interested in teaching this course: – Masudul Hasan Adil**

**Proposed by: Masudul Hasan Adil**

**School: SHSS**

**Signature:** *Masudul Hasan Adil*

**Date: 30.01.2026**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature
1.	DR. Kamna Thakur	<i>[Signature]</i> 30/01/2026
2.	DR. Shyamashree Dasgupta	<i>[Signature]</i> 30/01/2026
3.	Dr. Masudul Hasan Adil	<i>[Signature]</i>

School Chair:

*[Signature]*  
30/01/2026

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

### Internal Reviewer's comments

Thank you for sharing the course contents. I think this is an important course and should be treated as a discipline elective for MA Development Studies students. I have some specific comments that are attached here. Some other comments are as follows:

1. The course is tilted more towards monetary than fiscal policy in its current form. It could be made more balanced.
2. I would prefer introduction to the roles of International Organizations (i.e, 5b) over 5a. But an introduction to economic fluctuations and a review of the IS-LM model would be important.
3. I would suggest some exposure to economics to be a prerequisite to be able to float this course at 500 level. In that case, potential students would anyway have some idea about IS-LM. So, one way could be 1) to increase hours for module 1 to include an introduction to economic fluctuations and 2) keep 5b in the syllabus with 8 hours.
4. Finally, I feel few hours could be devoted to discussing the prominent fiscal and monetary policies in India and their implications towards economic stabilization.

Please feel free to accommodate these suggestions as you see fit.

**Response: All the comments and suggestions have been incorporated in the revised draft.**

## Response to External Reviewer(s)' Comments

Thank you very much for the comments and suggestions on the syllabus titled “Monetary and Fiscal Policy”. Kindly see below, for a point-by-point response to the reviewers’ comments and suggestions.

### Reviewer # 1

Overall this is a very comprehensive course and provides a combination of theories and practices with respect to fiscal and monetary policies. I have few comments that may be considered.

Comment 1: Preamble needs to be more elaborate. It is important to include the learning outcomes and the context in which Fiscal and Monetary policies are being discussed.

Response 1: Thanks for the comment. In the revised draft, all comments are included.

Comment 2: The introduction (Unit 1) is mostly oriented towards money. I would recommend a more general introduction (unit 1) with equal focus on monetary and fiscal policies. Instead of going into long discussions around IS and LM curves in Unit 4, these concepts should be recapitulated in Unit 1 as basic economic models. Since some exposure to economics is a prerequisite, potential students would anyway have some idea about IS-LM.

Response 2: Thanks for the suggestions. In the revised draft, Unit 1 consists of more general introduction, which tries to give equal weightage to both monetary and fiscal topics. Furthermore, the IS-LM model has been removed from Unit 4 and kept in Unit 1 as a brief introduction which will discuss the framework and its application on Indian economy.

Comment 3: I would recommend a transfer of the following topics from Unit 1 to Unit 2:

What is money?

The quantity theory of money

Money supply: 100-percent and fractional-reserve banking

A model of the money supply

Money demand: different theories of money demand.

Response 3: The suggestions are incorporated and the respective topics has been transferred from Unit 1 to Unit 2.

Comment 4: Addressing point #2 and #3 may need some redistribution of hours: ~6 hours for Unit 1 and ~10 hours for Unit 2.

Response 4: Thanks for the suggestion. The redistribution of hours is made as per the length of the module.

Comment 5: Introduction to money and capital market should appear earlier than in Unit 5. In fact, if LM is discussed in Unit 1, a discussion on money and capital market can follow.

Response 5: Thanks for the suggestions, introduction to money and capital market topics have been removed from Unit 5 and it will be discussed in the class as per suggestions.

Comment 6: Finally, each Module/Unit needs to have a name so that students have an idea about the broad topic of discussion under each module.

Response 6: Thanks for the comments. Name has been added to each module.

**Other observations:**

Comment 1: Credit distribution should be 3-0-0-3

Response 1: Thanks for the comment. The comment is included.

Comment 2: Intended for: I think this is an important course and should be treated as a discipline elective for MA Development Studies students and free elective for others.

Response 2: Sure, agreed.

Comment 3: Similarity with other courses needs to be mentioned. Among the SHSS courses, HS202 will have ~5% overlap. Adil will be aware of other overlaps with SoM courses, if any.

Response 3: Thanks for comment, similarity percentage added in the syllabus. Concerning SOM courses, they have Microeconomics and Macroeconomics exclusively for their student, no other courses students are allowed to opt their courses. I believe the current syllabus might be having 20 to 30% similar content as their macroeconomics course consists of most of the monetary economics topics.

Comment 4: There are few typos/edits that are attached here in a track change mode.

Response 4: I did not get the changes.

### **General comment**

Comment 1: Also, please explain motivation for the course and how it will benefit students along with learning outcomes.

Response 1: Thanks for the comment. The comments are addressed in the revised draft.

### **Reviewer # 2**

Comment 1: I also observed that the course objectives require further elaboration, and learning outcomes should be included.

Response 1: Thanks for the comment. I have addressed the issue in the revised draft.

Comment 2: In addition, there are a few potential topics that the course proposer may consider adding:

Comment a: Coordination and conflicts among these policies may be added. Some empirical applications - including case studies of monetary and fiscal policy interactions in various countries, may be included.

Response a: Thanks for the suggestions. Topics are included in Module 1.

Comment b: Use of DSGE Models in Monetary and Fiscal Policy may be included.

Response b: Thanks for the suggestions. It is included in the revised draft under Module 1.

Comment c: The impact of behavioural biases in monetary and fiscal policy decisions may be included.

Response c: The suggested topic included in Module 5.

Comment d: The second part of unit 5 looks more generic to me, and does not need much here. As this unit discusses central and commercial banks, including macroprudential policies, discussing the use of the capital buffer would be a good fit, as it has attracted more attention following the COVID-19 pandemic.

Response d: Thanks for the suggestions. However, the aim of introducing the last module was to give a feel of an open economy to the students, accordingly I modified this in the revised draft.

Comment e: The word 'Unit' may be changed to 'Module'.

Response e: Thanks for the suggestions. The word 'Unit' has been replaced with 'Module' in the revised draft.

# IIT Mandi

## Proposal for a New Course

**Course number** : HS509  
**Course Name** : Weimar Republic and Nazi Germany  
**Credit Distribution** : 3-0-0-3  
**Intended for** : Ph.D./Masters/B.Tech. (3<sup>rd</sup> and 4<sup>th</sup> year)  
**Prerequisite** : None  
**Mutual Exclusion** : None

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### 1. Preamble

The Weimar Republic, with its liberal constitution, parliament elected by universal suffrage, civil rights and rule of law, was Germany's first attempt at democracy. This course examines the turbulent events, from its birth in the aftermath of defeat in the Great War to the destruction of the Republic, in their political-social-economic setting that led to the rise and consolidation of the Nazi party during the inter-war years. The Republic witnessed both a remarkable cultural renaissance and deep political instability. The collapse of the Republic paved the way for the National Socialist regime which transformed the cultural and technological innovation into instruments of propaganda, violence and genocide.

### 2. Motivation

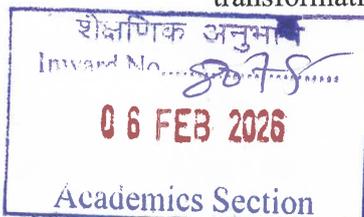
This course offers an interdisciplinary understanding of modern German and European history by focusing on the Weimar Republic and the Nazi regime and helps students trace the transformation from a democratic experiment to an authoritarian state. By contrasting the cultural innovation in architecture, cinema and art of the Weimar Period with the Nazi regime's appropriation of the same forms for propaganda and ideological control, the course examines not only the political developments but also the cultural and social tools that shaped Germany in the first half of the twentieth century.

The course will fit into the Minor in German Studies and offers essential historical and cultural background for students who wish to take the course *Post-war Germany: Politics, Society and Culture*. The period covered here establishes the foundation for understanding how Germany rebuilt itself after 1945, how it confronted questions of guilt and memory, and how it became the modern state and society which is studied in the post-war course.

### 3. Learning Outcomes:

On completion of this course, students will be able to:

1. Develop a comprehensive understanding of the major political, social, and economic transformations in Germany between 1919 and 1945.



2. Critically evaluate the structural weaknesses of the Weimar Republic and identify the contributing factors that facilitated the rise of National Socialism.
3. Study how art, cinema, and literature reflected and responded to the tensions of modernity and the rise of political extremism.
4. Analyze the ideological uses of art and propaganda under Nazism.
5. Examine the ethical dimensions of technological advancements, propaganda, and the application of scientific principles within totalitarian regimes.

#### 4. Course Modules with quantitative lecture hours:

##### **Module 1: From Empire to Republic (2 Hours)**

This module offers the students an overview of the events that led to the proclamation of the Weimar Republic, briefly outlining topics like the unification of Germany and the formation of the German Empire under Bismarck, the First World War, the collapse of Imperial Germany, among others.

##### **Module 2: Weimar Democracy and its Challenges (1919-1923) (4 Hours)**

###### **Topics:**

- Treaty of Versailles (1919)
- Weimar Constitution: Liberalism and its contradictions
- Political fragmentation and hyperinflation (1921-1923)
- Kapp Putsch and the Ruhr Crisis
- Early cultural and political polarization

##### **Module 3: The *Golden Twenties* – Culture, Modernity and the New Woman (1924-1929) (5 Hours)**

###### **Topics:**

- Economic stabilization: The Dawes Plan and Stresemann's diplomacy
- Cultural flourishing: The Bauhaus movement, cinema, and intellectual life
- Expressionism (*Die Brücke*, *Der Blaue Reiter*; painters like Kirchner, Klee, Marc)
- Rise of photography and photojournalism (August Sander).
- Cinema and modernity: *Metropolis*, *The Cabinet of Dr. Caligari*, *M*, *The Blue Angel*
- *The Neue Frau*: changing gender roles, visibility, and emancipation
- Readings: short prose or poems by Erich Kästner, Kurt Tucholsky, excerpts from Thomas Mann or Bertolt Brecht, and selected works by Käthe Kollwitz.

##### **Module 4: The Great Depression and the Crisis of Democracy (1929-1932) (4 Hours)**

###### **Topics:**

- The Great Depression and the collapse of the Weimar economy
- Unemployment, hunger and radicalization
- Polarisation of German politics. Rise of the NSDAP and the Communist Party, KPD
- Failure of Weimar institutions, collapse of the democratic system and the increasing use of presidential decrees
- The myth of betrayal (*Dolchstoßlegende*) and national humiliation

**Module 5: The Road to Power (1930-1933) (3 Hours)**

**Topics:**

- Nazi propaganda and mobilization
- The 1932 elections and appointment of Hitler as Chancellor
- The Reichstag Fire and Enabling Act
- Weakness of conservative elites and democratic institutions

**Module 6: Building the Nazi State (1933-1934) (3 Hours)**

**Topics:**

- Night of the Long Knives (1934)
- Removal of political rivals, Jews and other minorities
- Hitler's assumption of the role of Führer. *Führerprinzip*
- Internal Nazi power struggles. Purge of SA leaders
- Role of the SS and Gestapo in Nazi rule

**Module 7: Ideology, Race, and the "Volksgemeinschaft" (1933-1939) (3 Hours)**

**Topics:**

- Racial policies and the Nuremberg Laws
- Anti-Semitism and exclusionary nationalism
- The Nazi economy: autarky, rearmament, and labor mobilization
- The "colonial imagination" and racial hierarchies within Europe and Africa

**Module 8: Culture and Society in Nazi Germany (2 Hours)**

**Topics:**

- Propaganda as culture: film, media, and the cult of Hitler
- Gleichschaltung of cultural institutions
- Roles of arts, media, and education in promoting Nazi ideology
- Nazi Youth Culture (Hitler Youth and Bund Deutscher Mädel)

**Module 9: Gender, Family, and the Reversal of Modernity (3 Hours)**

**Topics:**

- Nazi gender ideology and the dismantling of the New Woman
- Women's roles: *Kinder, Küche, Kirche* (children, kitchen, church)
- Erasure of feminist and queer spaces of the Weimar era
- The continuity of patriarchal nationalism

**Module 10: Expansion and War (1936-1941) (4 Hours)**

**Topics:**

- Remilitarization of the Rhineland, Anschluss, Munich Agreement
- Lebensraum and colonial continuities
- The Nazi-Soviet Pact and the outbreak of WWII
- Blitzkrieg and propaganda of invincibility

**Module 11: Holocaust and the Nazi Empire (1941–1945)**

**(4 Hours)**

**Topics:**

- The Wannsee Conference and “Final Solution”
- Concentration camps, racial extermination, and genocide
- War economy and the collapse of the Nazi state
- Resistance movements and internal opposition
- Cultural responses to the Holocaust

**Module 12: The Collapse of the Nazi Regime (1944-1945)**

**(3 Hours)**

**Topics:**

- Hitler’s fall and Allied occupation
- Nuremberg Trials and denazification
- Distinct post-war trajectories: East Germany, West Germany, Austria
- The burden of memory and guilt in post-war literature and culture

**Module 13: Legacy of the Weimar Republic and National Socialism**

**(2 Hours)**

**Topics:**

- The legacy of the Weimar Republic in post-war Germany
- The division of Germany and the Cold War
- The Nuremberg Trials and the denazification process
- The moral and historical reckoning of National Socialism in post-war Europe

**Laboratory/practical/tutorial Modules:**

**5. Textbooks:**

1. Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Press, 2003.
2. Peukert, Detlev J. K. *The Weimar Republic: The Crisis of Classical Modernity*. Translated by Richard Deveson, Hill and Wang, 1992.

**6. References:**

- Beevor, Antony. *Berlin: The Downfall 1945*. Viking, 2002.
- Bessel, Richard. *Germany After the First World War*. Oxford University Press, 1993.
- Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Harper Perennial, 1998.
- Evans, Richard J. *The Coming of the Third Reich*. Penguin Press, 2003.
- Friedländer, Saul. *Nazi Germany and the Jews, Volume 1: The Years of Persecution, 1933–1939*. HarperCollins, 1997.
- Fulbrook, Mary. *German National Identity After the Holocaust*. Polity Press, 1999.
- Fulda, Bernhard. "Press and Politics in the Weimar Republic." *The English Historical Review*, vol. 125, no. 516, 2010, pp. 1276–1278.
- Gay, Peter. *Weimar Culture: The Outsider as Insider*. W. W. Norton, 2001.

- Herf, Jeffrey. *Divided Memory: The Nazi Past in the Two Germanys*. Harvard University Press, 1997.
- Kershaw, Ian. *Hitler: Hubris, 1889–1936*. Penguin, 1998.
- Kershaw, Ian. *The "Hitler Myth": Image and Reality in the Third Reich*. Oxford University Press, 2001.
- Mommsen, Hans. *The Rise and Fall of Weimar Democracy*. Translated by Elborg Forster and Larry Eugene Jones, University of North Carolina Press, 1996.
- Overy, Richard. *The Dictators: Hitler's Germany and Stalin's Russia*. W. W. Norton, 2004.
- Peukert, Detlev J. K. *The Weimar Republic: The Crisis of Classical Modernity*. Translated by Richard Deveson, Hill and Wang, 1992.
- Stackelberg, Roderick. *Hitler's Germany: Origins, Interpretations, Legacies*. Routledge, 2008.
- Tooze, Adam. *The Wages of Destruction: The Making and Breaking of the Nazi Economy*. Viking, 2006.
- Welch, David. *The Third Reich: Politics and Propaganda*. Routledge, 2002.

**7. Similarity with the existing courses:**

**(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.		Course Code	Similarity Content	Approx. % of Content
1.	Post-War Germany: Politics, Society, and Culture	HS539	The first module that offers an overview of the German Empire and the First World War (1 Hour), and the last module that provides a brief overview of the subsequent events following the Second World War (2 Hours)	7%

**6. Justification of new course proposal if cumulative similarity content is >30%:**

NA

**Approvals:**

Other Faculty interested in teaching this course:

Proposed by: Dr Neha Kaushik

School: SHSS

Signature:

*Neha Kaushik*  
03/02/2026

Date: 25.05.2025

*for* Recommended/Not Recommended, with Comments:

*for* \_\_\_\_\_  
Chairperson, CPC SHSS

Date: \_\_\_\_\_

*06/02/2026*

Approved / Not Approved

\_\_\_\_\_  
Chairperson, BoA

Date: \_\_\_\_\_

## Review of the proposed course HS5xx

### General Observations

The course proposal reflects the knowledge and the preparedness of the proposer to run a course on Translation Studies. It takes cognizance of all theories as well as of new developments in Translation Studies. The comprehensive list of books in the "References" section is also proof of the same.

The duration of the course is one semester for which 42 hours of teaching has been earmarked. Since the desired learning outcomes are "to enable the students to have a critical understanding of the development of Translation Studies" as well as "to enable the students to gain a comprehensive understanding of translation as both a **theoretical and practical activity**" it is presumed that the students will be required to translate varied texts (literary, technical, audio-visual) as well. In the light of the above, the duration of the course is found to be too short and the number of lecture hours is found to be too low. An achievable learning outcome for the limited time at disposal could be "sensitizing the students to the phenomenon of translation." Hence the course proposal in its present form appears to be an ambitious proposal.

### Suggestions

There are two ways in which the course contents can be adjusted to the time at disposal. Either offer the course only as a theoretical course and accordingly name the course as "Theories of Translation". In this way the historical overview of the development of Translation Studies, the various "turns" in Translation Studies and the sub-disciplines it has branched out into like AVT (Audio-Visual Translation) can be done justice to.

If the methodology of translation is considered to be as important as the theories in translation (as the proposed course title suggests), then theories and theoretical concepts listed in modules 8, 9 and 10 like the post-colonial theory, invisibility of the translator, which find limited practical application but are important to sensitize students to various aspects of the practice of translation like issues of power, identity, hegemony, cultural appropriation, stereotypes, ideological control in translation, role of translation in constructing a national and cultural identity, translation sociology (Michaela Wolf is mentioned under "References") mentioned in the same modules could be discussed under one theory, which is the polysystem theory (the name does not figure in the modules but the seminal book by Itamar Evan -Zohar finds mention under the References). This theory addresses all the above mentioned aspects of translation practice. This way the volume of the course contents can be reduced without compromising on the discussion of these extremely important aspects of Translation Studies. In this way the course In-charge would have more time to devote to theories which have a direct bearing on the practice of literary, technical and audio visual translation. Another suggestion is to blend theory with practice. A few examples are provided: After introducing the Skopos theory in the theoretical part one could follow it up with actual translation of texts where the "skopos" is changed for one and the same source text. Since "Descriptive Translation Studies and Beyond" has been mentioned in the "References" the concept of "assumed translation" and "pseudo translation" may be introduced under the larger topic of "manipulation in translation" rather than dealing with it

separately . When the linguistic turn in Translation Studies is dealt with theoretically, Mary Snell-Horby's concept of "semantic translation" can be introduced. While dealing with all the functionalists like Vermeer and Nord one could also introduce the topic of "ethics" in translation and Nord's concept of "Doppelte Loyalität". This would reduce the time but not compromise on the content.

Since the discipline of Translation Studies has grown immensely and is growing by leaps and bounds, covering all aspects in a limited time is a herculean task. Hence the only way forward is to combine concepts which are echoed by other theoreticians using a different repertoire of terminology while referring to similar phenomena. By doing so the course could retain the title as well as do justice to it. If the students learn at the end of the course that there is no *one* way of translating a text, and that there is no *one right* translation, they will have been appropriately sensitized.

### **What is missing**

The course proposer has covered most theories and theoretical developments and probably meant to also touch upon the following important models etc. Since they are not mentioned in the proposal, they are being listed here:

- James S. Holmes' blue-print of the discipline is missing. It gives a very nuanced representation of the field of Translation Studies, covering all aspects already mentioned in module 1.

-Nord's model of translation based textual analysis is extremely important because the proposed course also deals with the "methodology" of translation. The book by Nord has been mentioned in the references but the model is not mentioned in any of the modules. It could be mentioned in module 4. In the same module one could mention the theory of translatorial action by Justa Holz-Mänttari.

- In module 2 the third bullet point mentions "Translation in pre-modern and non-western contexts". It is not very clear what is proposed under this point. A look at the Indian perspective on translation can be very useful here because it will balance the highly west European translation theories and models that are featured in the course proposal and thereby offer a fresh perspective on translation. Theorists like G.N. Devy, Sachin Ketkar and Ashwin Kumar Hemang may be incorporated. A good way would be, to take the tower of Babel as a metaphor in western translation theory and juxtapose it against the metaphors that Indian theorists propose. This way in a short time the most important differences between the Indian and the west European practice of translation can be discussed. In fact this entire module could be well received by students if one works around metaphors for translation in various cultures of the world like *palimpsest*, *cannibalism*, *trishanku*. *re-birth of a text in a new vagina* etc.

-The hermeneutic perspective in translation is missing. Hence Benjamin's *Task of the Translator*, which is a very difficult text to discuss anyway, may be reconsidered.

- Since the course proposal mentions AVT the theoretical overview necessarily needs to include the performative turn in translation studies. This turn shows how translations perform by changing society, people, literatures etc. The performative turn also addresses translation for the stage and screen and hence is relevant here.

- It is unclear where the texts for teaching the methodology of translation will be sourced from and in which language pairs. That may be added

-The evaluation pattern is not reflected in this course proposal.

### **Final comments**

All in all, the course is promising, at the same time, it promises a lot more than is feasible. Many books under "References" are readers, which are geared to including everything possible on Translation Studies. They are useful as reference books only if one already knows the various theories. In place of these some others that deal with only one theory may be useful. Suggested are some books and journal articles which may be useful.

This course has been envisaged as an introductory course. Hence the contents should enable the learners to actually translate texts of varied types. The theory will guide the practice of translation rather than occupy an isolated place. A few articles and books are being suggested.

### **Suggested Books and Journal articles**

#### **Theories of Translation**

**Choudhuri**, Indra Nath: Towards and Indian Theory of Translation. *Indian Literature*, September/October 2010, Vol. 54, No. 5 (259) (September/October 2010), pp. 113-123

**Devy**, G. N.: In Another Tongue, Essays on Indian English. Frankfurt am main/ New York: P. Lang, 1993.

**Devy**, G. N. "Literary History and Translation: An Indian View." *Meta* 422 (1997): 395-406. DOI: 10.7202/002560ar

**Hermans**, Theo: The Conference of the Tongues. London/New York: Routledge, 2014.

**Ketkar**, Sachin: Of Ravens and Owls: A Methodological Framework for the Historiography of Translation in Marathi. *Sanglap: Journal of Literary and Cultural Inquiry* 9.1 (December 2022), pp. 20-34

**Paniker**, K. Ayyappa: The Anxiety of Authenticity. Reflections On Literary Translation. *Indian Literature*, July-August, 1994, Vol. 37, No. 4, pp. 128-138

**Singh**, Avadesh Kumar: Translation Studies in the 21<sup>st</sup> Century. In: *Translation Today*. Volume 8, Nr. 1. Mysore: NTM, 2014, pp. 5- 44

**Steiner**, Georg: After Babel. Aspects of Language and Translation. New York: Open 1 Road. Third Edition. 1997.

**O'Keefe**, Brian; **Cercel**, Larisa, **Agnetta**, Marco (Eds.): Translation as an Event. Performing and Staging Translations. *Yearbook of Translation Hermeneutics* 3/2023.

<https://doi.org/10.52116/yth.vi3>

#### **Methodology of Translation**

**Byrne**, Jody: Scientific and Technical Translation Explained. A Nuts and Bolts guide for Beginners. Manchester: St. Manchester: St. Jerome Publishing 2012

**Hervey, Sandor; Loughridge, Michael; Higgins, Ian:** Thinking German Translation. 2<sup>nd</sup> Edition. London and New York: Routledge. (2006)

**Wright, Sue Ellen; Wright, Leland D. Jr. (Eds.):** Scientific and Technical Translation. Amsterdam/Philadelphia: John Benjamins Publishing Company. (1993)

I think this is a well-structured and detailed course content and focuses on a period that continues to fascinate (Weimar Republic) and horrify (Nazi Germany). I just have a few suggestions should you wish to incorporate them.

Module 3/9: There is a section in Module 3 about Weimar Culture, later in Module 9 you have an entire module on Nazi culture. (I did not find primary texts in the references?) Weimar Culture remains one of the most fascinating ones in modern German cultural history, it would be interesting if more space was given to Weimar Culture.

Module 13: Here perhaps emphasis should be on East and West Germany and Austria. The responses were very different. The de-nazification was rather distinct in these occupied countries.

References: Perhaps a few more theoretical and primary texts? Käthe Kollwitz, Thomas Mann, Bertolt Brecht for the WR just to give examples. Reckonings with the Nazi past like Christa Wolf?

Finally gender roles and colonialism could be touched upon?

In terms of the distribution of lecture hours, the Nazi period has been allocated more hours than the Weimar Republic? I was wondering about that?

On the whole I think this would be a really great course and a very relevant one.

**IIT Mandi**  
**Proposal for a New Course**

**Course number** : HS511  
**Course Name** : Translation Theory  
**Credit Distribution** : 3-0-0-3  
**Intended for** : Ph.D./Masters/B.Tech. (3<sup>rd</sup> and 4<sup>th</sup> year)  
**Prerequisite** : None  
**Mutual Exclusion** : None

**1. Preamble:**

This course introduces students to the major theoretical developments in the field of translation studies starting from the initial linguistic approaches to the contemporary cultural, postcolonial, and gendered turns. Students will investigate how translation has evolved into a crucial, interdisciplinary field, moving beyond linguistics and literature to encompass politics, culture, science, and epistemology. The course will examine the influence of language, culture, power, and identity on translation, both as a practical activity and an academic discipline. The objective is to provide students with a deep understanding of core theories in the field and to critically assess translation's role in creating knowledge, establishing canons, and facilitating intercultural communication.

**2. Motivation:**

Translation is not only a linguistic activity, but a complex negotiation across knowledge systems, power structures, and identities. The course traces the historical trajectory of translation theory, from classical debates on fidelity and equivalence to contemporary cultural, postcolonial, and feminist approaches. It reveals how knowledge travels across linguistic and cultural boundaries, influencing technological innovation and public perception, and demonstrates translation reshapes global discourse and policy. For doctoral students in English and Translation Studies, this course offers a theoretical foundation to contextualize their research within major frameworks - linguistic, cultural, postcolonial, and feminist - and come up with more complex, interdisciplinary methods. Through readings, discussions, and conversations with practicing translators, students will come to understand translation not merely as a linguistic act but as an epistemological and political practice that actively constructs meaning, rather than merely transmitting it.

**3. Learning Outcomes:**

By the end of this course, students will be able to:

- i. Trace the historical trajectory of translation theory, moving from the classical ideas of equivalence to contemporary cultural and postcolonial perspectives and critically evaluate the major shifts that have shaped the discipline



- ii. Understand translation as a cultural, political, and ethical act capable of shaping power relations rather than merely a linguistic transference.
- iii. Critically analyse and evaluate translated texts or translation practices through theoretical frameworks including polysystem theory, postcolonial theory, and feminist theory.
- iv. Relate theoretical concepts to real-world translation challenges, understanding the complexities faced by professionals in various fields.
- v. Develop an interdisciplinary perspective that connects translation theory with science, technology, development, ethnography, and literature.
- vi. Develop theoretically-driven research or projects that leverage translation as a primary method for inquiry and interpretation.

#### **4. Course Modules with quantitative lecture hours:**

##### **Module 1: Introduction to Translation Studies (4 Hours)**

###### **Topics:**

- Definition of translation: historical overview and key debates
- Translation as a discipline: interdisciplinarity and scope
- Types of translation: literary, technical, audiovisual, etc.
- Translation as a social, political, and cultural act
- A brief history of translation: from the Bible translations to the Renaissance and beyond
- South Asian traditions: Bhakti translations, Persian-Sanskrit-Arabic exchanges, colonial era translation projects, vernacular renderings of classical texts

##### **Module 2: Early Theories of Translation and Equivalence (4 Hours)**

###### **Topics:**

- Early theories: Cicero, Horace, St. Jerome, and Luther's influence on translation practices
- The concept of equivalence in translation: Nida's dynamic vs. formal equivalence
- The concept of "word-for-word" vs. "sense-for-sense" translation
- Translation in pre-modern and non-Western contexts

##### **Module 3: The Linguistic Turn in Translation Studies (4 Hours)**

###### **Topics:**

- The notion of meaning: source-text oriented models
- The linguistic turn: the impact of structuralism on translation theory
- Roman Jakobson's model of translation and the theory of equivalence
- Semiotics and the relationship between language and meaning in translation
- Catford and linguistic approaches
- James Holmes and the formation of Translation Studies as an academic discipline

##### **Module 4: Systems and Functionalist Approaches (5 Hours)**

###### **Topics:**

- Itamar Even-Zohar's Polysystem Theory: translation as part of literary systems; center-periphery dynamics; canon formation
- Gideon Toury's Descriptive Translation Studies (DTS): norms, target orientation, and descriptive methodology
- André Lefevere's concept of rewriting and patronage
- Theo Hermans and the Manipulation School: translation as a controlled cultural practice
- Skopos theory (Reiss & Vermeer) and purpose in translation
- Text typology and translation functions
- Adequate translation in the functionalist model. Adequacy vs. accuracy

**Module 5: The Cultural Turn and Translator's Visibility (4 Hours)**

**Topics:**

- From linguistic to cultural paradigms (Bassnett & Lefevere)
- Cultural equivalence and the rejection of linguistic equivalence
- Theories of cultural transfer. Translating cultural references, idiomatic expressions, and values
- Translation as rewriting, representation, and ideological negotiation

**Module 6: The Invisibility of the Translator (3 Hours)**

**Topics:**

- Venuti's critique of fluency and transparency
- Translator's agency and ethics
- Domestication vs. foreignization

**Module 7: Postcolonial Approaches to Translation (6 Hours)**

**Topics:**

- Translation and empire: Orientalism and representation
- Translation as resistance and decolonization
- Spivak's "Politics of Translation" and Niranjana's critique of colonial translation
- Bhabha's hybridity and cultural negotiation
- Postcolonial translation in South Asian contexts

**Module 8: Translation and Gender (4 hours)**

**Topics:**

- Translation and gender: feminist critiques of traditional translation theories
- The role of the translator in challenging gender norms and stereotypes
- Power, voice, and subjectivity
- Gendered language and translation strategies for promoting gender equality

**Module 9: Ethics, Technology, and Contemporary Debates (4 hours)**

**Topics:**

- Ethics of translation: Berman, Derrida, and Pym
- Untranslatability and linguistic hospitality

- Technological advances: machine translation, CAT tools, and AI in translation.  
Ethical considerations in the use of technology in translation

**Module 10: Translating Practice – Conversations with Practitioners (4 Hours)**

**Laboratory/practical/tutorial Modules: NA**

**5. Textbooks:**

1. Bassnett, Susan. *Translation Studies*. 4th ed., Routledge, 2014.
2. Venuti, Lawrence, editor. *The Translation Studies Reader*. 3rd ed., Routledge, 2012.

**6. References:**

- Bassnett, Susan. "The Translation Turn in Cultural Studies." *Translation, History and Culture*, edited by Susan Bassnett and André Lefevere, Routledge, 1990, pp. 123–140.
- Bassnett, Susan, and André Lefevere, editors. *Translation, History and Culture*. Routledge, 1990.
- Berman, Antoine. "Translation and the Trials of the Foreign." *The Translation Studies Reader*, edited by Lawrence Venuti, 2nd ed., Routledge, 2000, pp. 284–297.
- Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
- Catford, J. C. *A Linguistic Theory of Translation*. Oxford UP, 1965.
- Derrida, Jacques. "Des Tours de Babel." *Difference in Translation*, edited by Joseph F. Graham, Cornell UP, 1985, pp. 165–207.
- Even-Zohar, Itamar. "Polysystem Theory." *Poetics Today*, vol. 11, no. 1, 1990, pp. 9–26.
- Flotow, Luise von. *Translation and Gender: Translating in the 'Era of Feminism'*. St. Jerome, 1997.
- Holmes, James S. "The Name and Nature of Translation Studies." *The Translation Studies Reader*, edited by Lawrence Venuti, Routledge, 2000, pp. 172–185.
- Jakobson, Roman. "On Linguistic Aspects of Translation." *The Translation Studies Reader*, edited by Lawrence Venuti, Routledge, 2000, pp. 113–118.
- Lefevere, André. *Translation, Rewriting, and the Manipulation of Literary Fame*. Routledge, 1992.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. 4th ed., Routledge, 2016.
- Nida, Eugene A. "Principles of Correspondence." *The Translation Studies Reader*, edited by Lawrence Venuti, Routledge, 2000, pp. 126–140.
- Nida, Eugene A., and Charles R. Taber. *The Theory and Practice of Translation*. Brill, 1969.
- Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. U of California P, 1992.
- Pym, Anthony. *Exploring Translation Theories*. 2nd ed., Routledge, 2014.
- Reiss, Katharina, and Hans J. Vermeer. *Towards a General Theory of Translational Action*. Translated by Christiane Nord, Routledge, 2014.

- Simon, Sherry. *Gender in Translation: Cultural Identity and the Politics of Transmission*. Routledge, 1996.
- Spivak, Gayatri Chakravorty. "The Politics of Translation." *Outside in the Teaching Machine*, Routledge, 1993, pp. 179–200.
- Toury, Gideon. *Descriptive Translation Studies and Beyond*. John Benjamins, 1995.
- Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. Routledge, 1995.

**7. Similarity with the existing courses:**

**(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.		Course Code	Similarity Content	Approx. % of Content
1.	Readings in World Literature	HS546	Translation and Gender; Untranslatability	5%

**6. Justification of new course proposal if cumulative similarity content is >30%:**

NA

**Approvals:**

**Faculty interested in teaching this course: –**

**Proposed by: Dr Neha Kaushik**

**School: SHSS**

**Signature:**

*Neha Kaushik*  
21/02/26

**Date: 23.05.2015**

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature

for School Chair: 

School:

Date: 06/02/2026

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

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## **IIT Mandi Course Translation Theory and Practice: Radha Chakravarty: Comments**

### **General Comments on the Concept:**

- A very important course for postgraduate students and researchers in literary disciplines. Congratulations!
- While the content has been spelt out, I am not sure from this outline how the course will be actually transacted. What kind of assignments will students have to undertake? Will the course have any practical component, exercise or optional translation project (if so, across what languages?). Would students write a term paper? When dealing with examples of translation, what languages will be included, given the language competencies of your cohort?
- In practical terms, comparing different translations of the same source text can be very productive and thought-provoking.

### **Course Title and Course Content:**

- The course title says “Translation Theory and Practice”, but the course content seems to consist entirely of theory. Including a few translated texts or relevant extracts from such texts can offer concrete examples of “practice” to illustrate theoretical concepts and arguments, or to open up debates and discussions about translation practices.
- Connecting translation studies to debates on World Literature would be a good idea.
- Some attention can be given to the interface between translation and the discipline of Comparative Literature.
- Some discussion of translation and interdisciplinarity would also be useful, to make students of different disciplines aware of the importance of translation in our world.

### **Organization of Modules:**

- Module 1: A brief history of translation: from the Bible translations to the Renaissance and beyond: This opening module focuses only on translation in the European context. Why not consider different “histories” of translation, by including some introductory elements related to translation in India and South Asia (Eg. evolving translations of the Gita?) That would make students realize that translation is not exclusively, or primarily, a European practice.
- Module 2: Early theories of translation and equivalence: Why not adopt a chronological approach, and talk about the earlier theories (non-Western and Western) first, before coming to Nida? That might be more logical.
- Module 3: The Linguistic Turn in Translation Studies: Will issues related to translation in multilingual contexts (so pertinent to India and South Asia) figure here, or elsewhere in the course? The place of English in India is also an important debate.
- Module 5: The Invisibility of the Translator: Will this idea be problematized, or taken as a given?
- Module 10: Untranslatability and Adequacy in Translation: Concrete examples from selected texts will be useful here, by way of illustration, and to generate discussion and debate.

- Module 12: Contemporary Developments in Translation Theory: The issue of AI in translation is particularly topical.

### **Suggested Additional Readings:**

1. Harish Trivedi. *Colonial Transactions*. Manchester: Manchester University Press, 1993.
2. Sibaji Bandyopadhyay. *Three Essays on the Mahabharata: Exercises in Literary Hermeneutics*. Orient Blackswan, 2015. 37-50.
3. Tejaswini Niranjana. 'Translation, Colonialism and the Rise of English'. *Rethinking English: Essays in Literature, Language, History*, ed. Svati Joshi. OUP, 1994. 124-145
4. Andre Lefevere. 'Comparative Literature and Translation'. *Comparative Literature*, 47:1, On Translation (Winter 1995). 1-10.
5. Sujit Mukherjee, *Translation as Discovery*. Orient Longman, 1994.
6. Barbara Cassin, ed. *Dictionary of Untranslatables: A Philosophical Lexicon* (2004). Translated by Steven Rendall, Christian Hubert, Jeffrey Mehlman, Nathanael Stein, and Michael Syrotinsk. Princeton University Press, 2014. xvii-xx.
7. David Damrosch, *What is World Literature?* Princeton: Princeton University Press, 2003.

## REVIEW

The course "Weimar Republic and Nazi Germany" covers the history of Germany from 1919-1945 in detail. As the title clearly states, the first half focusses on the Weimar Republic (1919-1933) and the second half focusses on the rise and fall of Hitler (1933-1945) leading to the defeat of Germany in WW II and its occupation by the allied forces. The course ends with the division of Germany and the Cold War. It is a thorough examination of the historical-political events of that time period and therein lies its strength. This is however a rather conventional way of teaching history wherein the focus is on political developments (change of governments, conferences, treaties, plans, etc) told chronologically. To make the course more engaging, I would recommend that the political component be reduced and more space be given in the modules to social-cultural-technological developments that capture the tensions, struggles and transformations in the society, that help understand why the Weimar Republic is often referred to, after a hundred years, as the "Roaring Twenties", the "Golden Twenties" and a "Roller Coaster" etc and similarly the inclusion of Holocaust related material in the modules on the Nazis.

1. Literature can give different, more inclusive perspectives than the mainstream history. Short prose texts, poems and popular songs and narratives that depict the development of *Großstädte* (metro cities) such as Berlin would make interesting storytelling. Kurt Tucholsky and Erich Kästner are two writers suggested for reading. Songs in the 20ies such as those by Comedian Harmonists represent the spirit and changing morals of the times. The romantic song *Lili Marlene* capturing the yearning for peace was widely played during World War II to entertain the tired soldier. *Diary of Anna Frank* could be read as an example of life under the Nazis and what it meant to be a persecuted Jew. There is also an Anna Frank Foundation that provides material for teaching.
2. Weimar Republic is strongly associated with the Expressionist art movement lead by two art groups *The Bridge* and *The blue Rider*. Some expressionist art works of Erich Ludwig Kirchner, Paul Klee and August Marke could be introduced as representations of this very important art movement that was later declared "degenerate" by the Nazis and banned.
3. Cinema flourished in the Golden Twenties. Expressionist filmmakers in Germany such as Fritz Lang and F.W. Murnau produced films that made film history. *Metropolis* (1927), *The Cabinet of Dr. Caligiri* (1920), *Nosteratu* (1922), *M* (1931), *The blue Angel* (1930) are today considered classics. They can be viewed and then discussed from technical, aesthetic and socio-critical angles. Similarly for the second half of the course, films depicting the Holocaust and the Nazi rule (*Schindler's List*, *The Great Dictator*, *Jacob the Liar* among others) can be viewed.
4. Photography as an art form emerged in a big way in the Weimar Republic. Photojournalism and photobook became new forms of capturing the conflicts,

tensions and contradictions of this time period. Newspapers sought photos along with the written reports. Advertising also required photographers. Auguste Sander was a pioneer in photography.

5. The vibrant nightlife in Weimar Germany, particularly in Berlin can also be studied as a collage of texts. Standup comedy, dancing, cabarets became a part of urban life. Entertainment was the new buzz word. Berlin is said to have been one long party. Smoking gained popularity. Gay culture came out of the closet. The designation "Roaring Twenties" explains itself. Speed was a hallmark of this time and developments were fast like a roller coaster ride. The German society in the "Golden Twenties" was primarily a society in flux.
6. Last but not least is the emergence of the New Woman in the beginning of the twentieth century. World War I forced many women into the labor market and women became visible in the workforce. They worked in factories, in stores as salesgirls, as singers in nightclubs and in offices as typists and stenographers. The New Woman was fashion conscious. She dressed for comfort. She wore knee length skirts and often carried short hair. Marlene Dietrich and Anita Berber are two names associated with these times. The feminist project was cut short abruptly by the Nazis who assigned a very traditional role to the German women.

Accordingly, a few titles could be added to the bibliography.



**IIT Mandi**  
**Proposal for a New Course**

**Course number** : HS560  
**Course Name** : Time Series Econometrics  
**Credit** : 3  
**Distribution** : 2-0-2-3 (L-T-P-C)  
**Intended for** : UG/PG Level  
**Prerequisite** : HS550/Equivalent courses  
**Mutual Exclusion** : None

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**1. Preamble:**

The main objective of this course is twofold: first, to make student academic and industry ready by enabling them to computing, programming and problem solving with basic programming skills where students get hands-on experience using R, an open-source language programming. Second, to engage students in active learning and developing their critical thinking about time series econometrics—based on economic theories using real time dataset, which is the need of the hour in the mainstream academia and industry. Thus, it helps students to acquaint with theory and application of time series econometrics.

Importantly, the lab-based components will be conducted efficiently to the students with personal laptops.

**1.1 Learning outcome:**

At the completion of the course on time series econometrics the learner will be able to critically analyze the key concepts of time series and their application in the day-to-day decision making. They will be able to critically examine the nature and behavior of time series data and the forecasting ability—forecasting economic relationships, policy analysis. Moreover, it will help them understand how the theoretical concept could be put into an empirical one effectively.

**Course Modules with quantitative lecture hours:**

**Unit 1: (8 Hours)**

Data: Structure and Types || Data transformation—Trend, Seasonal, Cyclical and irregular/random components || Data transformation: natural and simple returns in financial time series || Time

Series: basic concepts—stochastic processes, spurious regression, economic forecasting || Concept of stationary and nonstationary: Transforming non stationary time series—Difference stationary and trend stationary

**Unit 2: (12 Hours)**

Random walk model: with drift and without drift || Unit root tests: Dickey Fuller, Augmented Dickey Fuller (ADF), Phillips-Perron and KPSS unit root tests || AR(p), MA(q), ARMA(p, q), and ARIMA process. ARIMA modeling of time series data, Box-Jenkins approach Identification, estimation, diagnostic checking; Forecast function ||

**Unit 3: (10 Hours)**

Modeling Volatility – Understanding volatility and volatility clustering; Autoregressive Conditional Heteroscedasticity (ARCH) model; Generalized Autoregressive Conditional Heteroscedasticity (GARCH) model || Cointegration approach: Engle-Granger cointegration test, Johansen cointegration test, Bayern and Hanck cointegration, Autoregressive distributed lag (ARDL) approach of cointegration || Error correction mechanism—Error correction term

**Unit 4: (12 Hours)**

Analyzing Multivariate Time Series Data Vector auto regression (VAR) model: Applications and problems; Impulse response functions, Variance decompositions, and Historical decomposition || Causality test: Granger causality and Toda-Yamamoto test || Vector error correction mechanism (VECM)

**Laboratory/practical/tutorial Modules:**

**2. Text books:**

1. Chris Brooks (2008), *Introductory Econometrics for Finance*, 2nd Edition, Cambridge University Press.
2. Enders Walter (2014). *Applied Econometric Time Series*, 4th Edition. Wiley.

**3. References:**

1. Zuur, A. F., Ieno, E. N., & Meesters, E. H. (2009). *A Beginner's Guide to R* (Vol. 722). New York: Springer.
2. Gary Koop, Analysis of Economic Data
3. Sankar Kumar Bhaumik (2015). *Principles of Econometrics. A modern approach using EViews*. Oxford.

**4. Similarity with the existing courses:**

**(Similarity content is declared as per the number of lecture hours on similar topics)**

S. No.		Course Code	Similarity Content	Approx. % of Content
1.		MA 605	The following content matches the current syllabus's Unit 1 and Unit 2: "Exploratory analysis of time series: Introduction, examples, simple descriptive techniques, trend, seasonality, stochastic and deterministic approaches; stationary time series process (ARMA Processes); Model identification and non-stationary time series models"	10%

**6. Justification of new course proposal if cumulative similarity content is >30%:**

**Approvals:**

**Faculty interested in teaching this course: – Masudul Hasan Adil**

**Proposed by: Masudul Hasan Adil**

**School: SHSS**

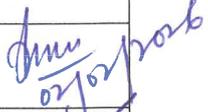
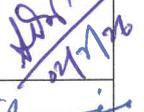
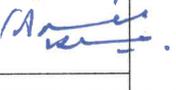
**Signature:**

*Masudul Hasan Adil*

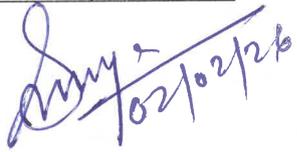
**Date: 30.01.2026**

*Masudul Hasan Adil*

The following faculty (at least 3 faculty) discussed on.....and approved the proposal on.....

Sl. No	Faculty Name	Signature
1.	Dr. Kamna Jhaikar	 02/02/2026
2.	Dr. shyamshree Dasgupta	 02/02/26
3.	Dr. Masudul Hasan Adil	

School Chair:

  
02/02/26

School:

Date:

This proposal is reported in .....th Board of Academics on .....

Dean Academics

Date:

Note: School is responsible for the Course Code. Academic Office provides the IC Course Code.

# Review Report

**Course Title:** Time Series Econometrics

## **General Comments:**

The proposed course offers considerable academic and practical value for fourth-year B.Tech. and Master's students. It provides essential analytical techniques that enhance both academic competence and industry readiness. The inclusion of hands-on training using the R software package is feasible, as R is open-source and freely available, thereby mitigating any financial constraints related to software access.

However, the proposal does not clearly specify the nature of the practical component:

- If the course is designed as a lab-based module, it is necessary to confirm the availability of adequate laboratory facilities to accommodate all enrolled students.
- If it is not lab-based, the course may effectively be accessible only to students with personal laptops.
- Further, the current structure does not distinguish between lecture and practical/lab hours. This distinction is essential, as the course preamble emphasizes experiential and hands-on learning as a core objective.

## **Specific Comments:**

- In Unit 1, it is recommended to include an additional topic on "Data Transformation" This topic may cover aspects such as computing returns in financial time series and the relative advantages of natural logarithmic returns over simple returns. The total instructional hours may remain unchanged.
- The content and duration of Unit 2 are appropriate and require no modification.
- Some important topics that logically follow the material in Unit 2 appear to be absent from later modules. Considering that B.Tech. students are generally oriented toward finance and analytics-related careers, it would be appropriate to include material on volatility modeling in time series. Specifically, after the ARMA/ARIMA models, advanced topics on AutoRegressive Conditional Heteroscedasticity (ARCH) and Generalized AutoRegressive Conditional Heteroscedasticity (GARCH) should be incorporated.

A revised Unit 3 may therefore be presented as follows:

### **Unit 3 (10 Hours):**

Modeling Volatility – Understanding volatility and volatility clustering; AutoRegressive Conditional Heteroscedasticity (ARCH) model; Generalized AutoRegressive Conditional Heteroscedasticity (GARCH) model.

For this revision, the following reference may be added:

Chris Brooks (2008), *Introductory Econometrics for Finance*, 2nd Edition, Cambridge University Press.

- The content and duration of Unit 4 are satisfactory and require no further comments.

### **Internal reviewer's comments on First Draft on Time Series Econometrics (HS 560)**

Thank you for sharing the course. Time series econometrics is one of the most important courses that we should offer and this course fills the long-standing gap.

However, I have the following observations.

**Comment 1:** The major issue that I see is that the course will have significant lab components and hence it cannot be a 3-0-0-3 course. Also, Modules 1-3 (~20 hours, i.e., half the duration of the course) deal with general features of R and regression analysis (CLRM) and are unlikely to be a core component of a course on time series analysis. Further, most of the topics in module 1-3 are covered under HS550: Statistical Methods (with an application of R) at a basic level or in HS651: Advanced Econometrics. I would urge you to go through the content of both courses to see the overlaps and decide accordingly.

Response 1: Thanks for the comments and suggestions. All comments and suggestions are included in the revised draft.

**Comment 2:** I feel that a more appropriate way to introduce a course on time series econometrics is to start from the basics of time series, i.e., random walk, AR, MA, etc., devote at least 1.5 - 2 lecture hours per week for theory and the remaining for lab. The course could be better designed as L-T-P-C 2-0-1-3 or 1.5-0-1.5-3. If you wish, you could also make it a four credit course.

Response 2: Thanks for the suggestions. All suggestions are included in the revised draft.

**Comment 3:** Finally, based on my experience of prior knowledge of the potential students, you may float it at 600 level with HS550 as a prerequisite. Otherwise, you will struggle to explain the basic concepts and a lot of time will go into that.

Response 3: Thanks for the suggestions. All suggestions are included in the revised draft.

#### **# Comment:**

Again an important and vital addition to the SHSS basket. I have no expertise to comment on the course contents, but the preamble might be made more inviting for our addressees, i.e. students. A breakdown of specific learning objectives - may be something on forecasting economic relationships, policy analysis, understanding the behaviour of data etc. Even though the course is highly technical, the preamble may provide a balance between technical-specific features and the philosophy behind having such a course. Some indication regarding evaluation components may also be useful for a more holistic course objective. Of course, you are the best suited to know how to optimally achieve this!

Response: Included in the revised draft.

## Proposal for Enhanced Participation in Institute Colloquia

### **Preamble**

The Institute Colloquium at IIT Mandi is conceived as a premier academic forum for bringing together eminent academicians, scientists, technologists, entrepreneurs, and thought leaders from across the country. These colloquia act as a medium for disseminating frontier research, sharing transformative experiences, and fostering intellectual curiosity among faculty and students.

In today's fast-evolving academic and research ecosystem, it is imperative for institutes of national importance to create an environment that nurtures interdisciplinary exposure, critical thinking, innovation, and networking opportunities. Regular interaction with distinguished experts not only broadens horizons but also motivates students and faculty to align their research and teaching with global benchmarks.

However, the full utility of such initiatives can only be realized through active and consistent participation from the institute community. To institutionalize this practice, a structured mechanism of minimum participation requirements is proposed for students and faculty.

### **Objectives of the Proposal**

1. To ensure that every student and faculty member benefits from the intellectual environment created through the colloquium.
2. To cultivate a culture of academic engagement, curiosity, and critical dialogue across disciplines.
3. To enhance the visibility of the institute as a hub of vibrant academic discussions.
4. To instill in students the habit of lifelong learning and exposure beyond their immediate curriculum.
5. To strengthen faculty-student interactions in an informal yet intellectually stimulating setting.

#### **1. Scheduling and Information Dissemination**

- The Colloquium schedule may be finalized before the start of a semester. The same can be uploaded on the Colloquium webpage and also circulated through email.
- Email notifications, posters, and digital announcements made before every colloquium.
- Preferably the Colloquium can be scheduled as a part of the Academic Calendar so that the relevant time slot may remain free for students as well as faculty members.

- The topics for the Colloquium throughout the year should be distributed evenly on all disciplines.

## 2. Norms and Regulation

- Research Scholars: It is mandatory to attain 60% of colloquium to get utilise Research contingency funds.
- PhD Scholars: It will be mandatory to attend 50% of Colloquium before appearing for the comprehensive exam.
- UG/ PG: Attending 80% Colloquia in a particular semester enable them to earn 0.5 academic credit in the semester. This additional credit will be counted under DE/FE as P/F course in addition to the existing limit.
- Faculty: A Colloquium Excellence certificate will be given to a faculty member who attends 80% of the Colloquium in a year. The award will be felicitated on Teacher's Day celebration.
- Faculty: A minimum 60% attendance will be the considering factor for faculty review process.

## 3. Attendance Recording

- Attendance will be digitally tracked; additional devise will be installed to capture attendance in effective way at the venue.
- Attendance recording equipment should be installed in auditorium for effective capturing of the attendance.
- Records will be maintained centrally by the Academic Office.

## 4. Monitoring

- The academic office will review student and faculty attendance at the end of the semester.
- A consolidated report will be submitted to the Director.

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## Expected Benefits

- **For Students:** Broader academic exposure, research inspiration, and better preparedness for higher studies and careers.
- **For Faculty:** Opportunities for academic collaborations, and staying updated with frontier research.
- **For the Institute:** Enriched academic culture, higher visibility among peers, and alignment with best practices of globally reputed institutions.

The Institute Colloquium is a flagship academic activity of IIT Mandi. Institutionalising participation through mandatory minimum attendance requirements will maximise its impact, ensure inclusivity, and strengthen our collective academic identity. This proposal seeks formal approval for the above framework, effective from the **upcoming semester**, with a review of its effectiveness after one academic year.

# Minor in Management

IIT Mandi

November 27, 2025

## Program Overview

This document outlines the structure and requirements for the Minor in Management program, designed to provide students with foundational knowledge in management principles, economics, and business practices.

## 1 Prerequisites for Minor in Management

Students must complete the following prerequisites before enrolling in the Minor in Management program:

- IC 252: Data Science II (3-0-2-4)
- One course from the Communicative Competence basket

### Communicative Competence Basket

Students must select one course from the following options:

- HS 105: Basic Communication Skills (3-0-0-3)
- HS 109: Advanced English for Engineers (3-0-0-3)
- HS 305: Science Writing (3-0-0-3)
- HS 357: Creative Writing (3-0-0-3)
- MB 304: Ethics and Values (3-0-0-3)
- MB 205: Written and Verbal Communication (3-0-0-3)
- MB 305: Business Communication (3-0-0-3)

## 2 Courses for Minor in Management

The Minor in Management consists of 12 credits divided into Core Courses (6 credits) and Elective Courses (6 credits).

## 2.1 A. Core Courses (6 credits)

The following courses are mandatory for all students:

- HS 202: Principles of Economics OR HS 481: International Economics (3-0-0-3)
- HS 304: Organizational Management (3-0-0-3) OR MB 201: Foundations of Business Management (3-0-1-4)

## 2.2 B. Elective Courses (6 credits)

Students must select any two courses from the following basket to complete 6 credits:

- HS 307: Macroeconomics I (3-0-0-3) OR MB203 : Macroeconomics
- HS 510: Essentials of Entrepreneurship OR HS 504: Personal Finance and Portfolio Management (3-0-0-3)
- MB 307: Cost and Financial Accounting
- MB 524: Organizational Behavior (2-0-0-2) OR MB 582: Consumer Behavior (2-0-0-2)
- MB 526: Strategic Management (2-0-0-2) OR MB 527: Financial Management (2-0-0-2)
- MB 528: Human Resource Management (2-0-0-2)
- MB 562: Operations Management (2-0-0-2) OR MB 570: Product Management (2-0-0-2)

## 3 Program Summary

Component	Credits
Prerequisites	Variable (Atleast one)
Core Courses	6
Elective Courses	6
<b>Total Minor Credits</b>	<b>12</b>

## 4 Learning Objectives

Upon completion of the Minor in Management, students will:

1. Demonstrate understanding of fundamental economic principles and their application to business decisions
2. Apply organizational management concepts to real-world scenarios
3. Analyze financial information and make informed business decisions
4. Understand consumer and organizational behavior in various contexts
5. Develop managerial thinking and decision-making capabilities

## 5 Recommendations

This program structure is designed to provide flexibility while ensuring students receive comprehensive exposure to management fundamentals. The elective basket offers diverse specializations including finance, economics, and entrepreneurship, allowing students to tailor the minor to their career interests.



UG Academic Secretary IIT Mandi &lt;academic\_secretary@students.iitmandi.ac.in&gt;

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## Regarding Courses for Minor in Management

15 messages

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>

Thu, Nov 27, 2025 at 6:52 PM

To: Shyamasree Dasgupta &lt;chairshss@iitmandi.ac.in&gt;

Cc: Srikant Srinivasan &lt;adcourses@iitmandi.ac.in&gt;

Respected Sir,

Please find attached the updated document containing the course requirements for the Minor in Management, as discussed in the meeting. Kindly let me know if any changes are required.

Thanks and Regards,

--

Vishnu

UG Academic Secretary

Student Gymkhana, 2025-2026

+91-7838320832

**Minor\_in\_Mangement.pdf**

47K

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**Chair SHSS IIT Mandi** <chairshss@iitmandi.ac.in>

Fri, Nov 28, 2025 at 1:26 PM

To: "Academic Secretary (Vishnu)" &lt;academic\_secretary@students.iitmandi.ac.in&gt;

Cc: Srikant Srinivasan &lt;adcourses@iitmandi.ac.in&gt;

Thank you Vishnu for the document. Will get back to you soon.

Wishes

Surya

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Chairperson

School of Humanities and Social Sciences

Indian Institute of Technology (IIT) Mandi

Mandi-175075, Himachal Pradesh, India.

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>

Fri, Nov 28, 2025 at 3:15 PM

To: Chair SHSS IIT Mandi &lt;chairshss@iitmandi.ac.in&gt;

Cc: Srikant Srinivasan &lt;adcourses@iitmandi.ac.in&gt;

Sure Sir, Thank You.

[Quoted text hidden]

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>

Sun, Nov 30, 2025 at 1:41 PM

To: Srikant Srinivasan &lt;adcourses@iitmandi.ac.in&gt;

Cc: Shyamasree Dasgupta &lt;chairshss@iitmandi.ac.in&gt;

Respected Sir,

Please find attached the summary report of B.Tech 2022 and B.Tech/B.S. 2023 batch students who are interested in pursuing a Minor in Management. A few recommendations are as follows:

- Offering HS304 - Organizational Management in the Even Semester 2025-2026.
- Offering HS202 - Principles of Economics or HS481 - International Economics, either of which can be counted as a core requirement (as a few B.Tech 2022 batch students are interested and have not completed this requirement) in the Even Semester 2025-2026.
- Offering at least two basket courses in the Even Semester 2025-2026. So as per the tentative list received, HS504 - Personal Finance and Portfolio Management and HS307 - Macroeconomics are being offered next semester. If both of these courses are counted toward the minor basket as per the updated document shared earlier in the mail thread, then it would be perfectly fine.

I am also attaching the [response](#) sheet.

Thanks and Regards

[Quoted text hidden]

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335K

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Shyamasree Dasgupta <chairshss@iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Fri, Jan 2, 2026 at 7:30 AM

Respected Sir,

I would request that the above list of courses for the Minor in Management requirement be put forward as an agenda item in the next BoA meeting. We can discuss any changes or clarifications, if required. Also, the BoA meeting would be around mid-January so the agenda items need to be submitted by 7th January.

Regards

[Quoted text hidden]

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**Chair SHSS IIT Mandi** <chairshss@iitmandi.ac.in>  
To: "Academic Secretary (Vishnu)" <academic\_secretary@students.iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Fri, Jan 2, 2026 at 10:33 AM

Dear Vishnu

Thank you for your mail. I will discuss with Dr. Himanshu Pathak and get back to you, if required.

Wishes

Surya

Chairperson  
School of Humanities and Social Sciences  
Indian Institute of Technology (IIT) Mandi  
Mandi-175075, Himachal Pradesh, India.

[Quoted text hidden]

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Chair SHSS IIT Mandi <chairshss@iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Fri, Jan 2, 2026 at 12:17 PM

Sure Sir. Thank You.

[Quoted text hidden]

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**Chair SHSS IIT Mandi** <chairshss@iitmandi.ac.in>  
To: "Academic Secretary (Vishnu)" <academic\_secretary@students.iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Tue, Jan 6, 2026 at 6:18 PM

Dear Vishnu

Let us meet asap to finalize this. I do not have classes in the second half, so please schedule a meeting as per your and Dr. Pathak's availability and convenience.

Wishes  
Surya

[Quoted text hidden]

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Chair SHSS IIT Mandi <chairshss@iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Tue, Jan 6, 2026 at 8:20 PM

Sure Sir, We could meet tomorrow in the second half. I will share the exact timings after discussing with Dr. Himanshu.

Regards

[Quoted text hidden]

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Chair SHSS IIT Mandi <chairshss@iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Wed, Jan 7, 2026 at 1:01 PM

Respected Sir,  
Could we meet at 3:00 PM at Himanshu Sir's office in A11 (A-11.04.28)?

Regards

[Quoted text hidden]

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Srikant Srinivasan <adcourses@iitmandi.ac.in>  
Cc: Shyamasree Dasgupta <chairshss@iitmandi.ac.in>

Wed, Jan 7, 2026 at 3:02 PM

Respected Sir,  
Could we have a meeting at 3:30 PM? I have confirmed with Suryaprakash Sir, and he is available at that time.  
We can meet at your office.

Regards

[Quoted text hidden]

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**Assoc. Dean Courses** <adcourses@iitmandi.ac.in>  
To: "Academic Secretary (Vishnu)" <academic\_secretary@students.iitmandi.ac.in>

Wed, Jan 7, 2026 at 3:09 PM

Ok

Regards,  
Himanshu Pathak  
Associate Dean (Courses)  
Indian Institute of Technology Mandi

[Quoted text hidden]

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Shyamasree Dasgupta <chairshss@iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Mon, Jan 12, 2026 at 7:10 AM

Respected Sir,

We had reviewed the course requirements for the Minor in Management, including the prerequisite and compulsory courses. I have also updated the list of basket courses.

I would request if you could review the document and suggest any changes, particularly with respect to the basket courses?

Regards

[Quoted text hidden]

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 **Minor\_in\_Mangement-2.pdf**  
48K

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**Academic Secretary (Vishnu)** <academic\_secretary@students.iitmandi.ac.in>  
To: Shyamasree Dasgupta <chairshss@iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Wed, Jan 28, 2026 at 6:10 PM

Respected Sir,

The above agenda item is scheduled to be discussed in the BoA meeting on 30th January. I would request if you could kindly provide your approval for the same.

Regards

[Quoted text hidden]

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**Chair SHSS IIT Mandi** <chairshss@iitmandi.ac.in>  
To: "Academic Secretary (Vishnu)" <academic\_secretary@students.iitmandi.ac.in>  
Cc: Srikant Srinivasan <adcourses@iitmandi.ac.in>

Thu, Jan 29, 2026 at 3:51 PM

Approved and recommended for further action.

Wishes  
Surya

[Quoted text hidden]