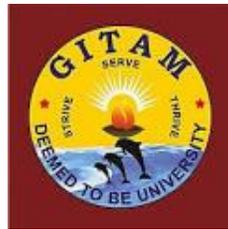


**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)  
(Deemed to be University)  
VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with A<sup>+</sup> Grade**



**REGULATIONS AND SYLLABUS**

**OF**

**Bachelor of Arts (B.A.) English, Psychology, Political Science**

**(w.e.f. 2020-21 admitted batch)**

**REGULATIONS**  
**(w.e.f. 2020-2021 admitted batch)**

**1.0 ADMISSION**

Admission into BA Program of GITAM (Deemed to be University) is governed by GITAM regulations.

**2.0 ELIGIBILITY CRITERIA**

- 2.1 A minimum of 50% of marks in Pre-University / Higher Secondary / 10+2 / Intermediate examination in any discipline or equivalent from any recognized Board or Council with basic proficiency in English.

Following are the criteria of selection for admission into B.A. Program:

The candidates are selected on the basis of their Pre-University / Higher Secondary / 10+2 / Intermediate marks and a personal interview, which focuses on their area of interest and communication skills in English.

The final selection of candidates for admission depends upon i) the Pre-University / Higher Secondary / 10+2 / Intermediate marks and a personal interview as mentioned above and ii) the rules of admission including the rule of reservation as stipulated by GITAM from time to time.

**3.0 CHOICE BASED CREDIT SYSTEM**

Choice Based Credit System (CBCS) is followed as per UGC guidelines in order to promote:

Student centered learning

Cafeteria approach

Inter-disciplinary perspective

This provides students an opportunity to enroll for courses of their choice and learn at their own pace.

Course objectives and learning outcomes are specified leading to clarity on what a student would be able to do at the end of the program.

**4.0 STRUCTURE OF THE PROGRAM**

- 4.1 The Program Consists of

- i) Foundation Courses (Compulsory) - F
- ii) Ability Enhancement Courses (Compulsory) - AECC
- iii) Ability Enhancement Courses (Elective) - AECE
- iv) Core Courses (Compulsory) - C
- v) Discipline Specific Elective - DSE
- vi) Generic Elective - GE

- 4.2 Each course is assigned a certain number of credits depending upon the number of contact hours (lectures/tutorials/practical) per week.

4.3 In general, credits are assigned to the courses based on the following contact hours per week per semester.

- 1 credit for each lecture/tutorial hour per week
- 1 credit for 2 hours of practical per week
- 2 credits for three or more hours of practical per week

4.4 The BA (EPP) program comprises six semesters spread across three academic years of study.

#### 4.5 Programme Educational Objectives (PEOs)

1. Demonstrate the ability to prepare, organize and deliver content in a variety of formats both in speech and writing for academic and professional use.
2. Identify relevant print and internet resources for study of select topics, and use them appropriately in writing assignments, presentations and seminars by following standard academic conventions and ethical practice
3. To provide exceptional value based education equivalent to the international standards
4. To develop among students analytical skills, interdisciplinary collaboration and contribution to the wide ranging humanistic services to stimulate positive mental health in the society.
5. Imbibe the research, innovation, entrepreneurship, and incubation culture.
6. Inculcate professional ethics and values of Indian and global political culture.

#### 4.6 Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

##### Programme Outcomes (POs)

1. Equip students with a sound knowledge base that can lead to higher education in the core areas of study or other related academic disciplines.
2. Cultivate critical and creative thinking, encourage intellectual openness and create socio-cultural awareness to promote lifelong learning in students for their personal and professional growth.
3. Help students develop their critical faculties and communication skills to excel in academic and work environments.
4. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
5. Interpret Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
6. Correlate political developments that have shaped the Constitution and amended it from time to time
7. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution
8. Analyze and evaluate various socio-economical, geographical, political, ideological,

- historical, and philosophical traditions and thinking.
9. Demonstrate critical and analytical thinking skills about the issues of contemporary relevance.
  10. Acquire the knowledge with human values and face the world with courage and humanity.
  11. Develop their critical faculties and communication skills to excel in academic and work environments.
  12. Promote independent critical and evaluative skills, and intellectual curiosity

#### Programme Specific Objectives (PSOs)

1. To impart necessary skills for professional presentation of content in speech and writing for academic and professional use by following standard academic conventions and ethical practices.
2. To acquaint the students with representative texts in the chosen disciplines from relevant historical, geographical, socio-political, economic, and cultural contexts, and various critical and theoretical approaches to the study and analysis of select texts.
3. To encourage students to relate to people with empathy, employ creative problem-solving strategies and engage meaningfully in a diverse world.

**Table-1**

<b>Description of the courses</b>	<b>Compulsory credits required to complete the program</b>
Ability Enhancement Courses - Compulsory (AECC)	16 Credits
Ability Enhancement Courses - Elective (AECE)	06 Credits
Foundation Courses (F)	21 Credits
Core Courses (C)	55 Credits
Discipline Specific Elective Courses (DSE)	18 Credits
Generic Elective Courses (GE)	6 Credits
<b>Total</b>	<b>122 Credits</b>

**NOTE:**

A minimum of 120 Credits are compulsory to complete the program and for award of the degree.

Every course offered as part of the curriculum, has been carefully picked and the course objectives clearly defined, based on the competency outcome that is expected to be delivered by the end of the course. Credits are assigned to a course, depending on the effort that is required to teach the laid out course objectives and the effort expected from students. One credit is represented by 1 hour of contact class interactions per week.

**NOTE:** GITAM reserves the right to change the total credits/courses offered without prior notice.

#### 4.5 SEMESTER WISE COURSE STRUCTURE

##### B. A. English, Psychology, Political Science (EPP)

##### I Semester

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-101	English for General Proficiency	AECC	1 0 4 3
*2	GHG-103	Second Language: Telugu I	*AECE	2 0 2 3
	GHG-105	Second Language: Hindi I		
	GHG-107	Second Language: Sanskrit I		
	GHG-109	Second Language: French I		
	GHG-111	Second Language: German I		
	GHG-119	Second Language: Spanish I		
3	VDC- 111	Venture Development Course	F	1 0 2 2
4	GHG-115	Fundamentals of Communication	F	2 0 2 2
5	GHG-121	Fundamentals of ICT	AECC	1 0 2 2
6	GHG- 117	History of English Language and Literature: An Overview	C	3 0 0 3
7	GSS- 109	Foundations of Psychology	C	3 0 0 3
8	GEP-101	Introduction to Political Science	C	3 0 0 3

<b>Total Credits</b>	<b>21</b>
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\*Any one to be chosen from the given list

**BA (EPP)**  
**II Semester**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Category</b>	<b>L T P C</b>
1	GHG-102	Workplace Communication	AECC	1 0 4 3
*2	GHG-104	Second Language: Telugu II	*AECE	2 0 2 3
	GHG-106	Second Language: Hindi II		
	GHG-108	Second Language: Sanskrit II		
	GHG-110	Second Language: French II		
	GHG-112	Second Language: German II		
	GHG-114	Second Language: Spanish II		
3	GHG-116	Our Environment	F	1 0 2 2
4	GHG-113	The Culture and Heritage of India	F	1 0 2 2
5	GHG-120	Soft Skills	AECC	0 0 4 2
6	GHG-118	English Literature from 16 <sup>th</sup> to 17 <sup>th</sup> Century	C	3 0 0 3
7	GSS-114	Outlines of Indian Psychology	C	3 0 0 3
8	GEP-102	Indian Political Thought	C	3 0 0 3
<b>Total Credits</b>				<b>21</b>

\*Any one to be chosen from the given list

**BA (EPP)**  
**III Semester**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Category</b>	<b>L T P C</b>
1	GHG-201	Human Values and Ethics: Understanding Harmony	F	2 2 0 3
2	GHG-203	Understanding Globalization	F	3 0 0 3
3	GHG-205	Health and Well-being	F	0 0 4 2
4	GHG-209	Cross Cultural Communication	AECC	1 0 4 3
5	GHG-211	English Literature from 18 <sup>th</sup> to 19 <sup>th</sup> Century	C	3 0 0 3
6	GSS-209	Psychological Measurement of Individual Differences	C	3 0 0 3
7	GEP-201	Indian Constitution	C	3 0 0 3
<b>Total Credits</b>				<b>20</b>

**BA (EPP)**  
**IV Semester**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Category</b>	<b>L T P C</b>
1	GHG-202	Creative Writing and Book Reviews	AECC	1 0 4 3
2	GHG-204	Social Media: Impact and Possibilities	F	1 0 4 3
3	GHG-206	Public Opinion and Survey Research	F	2 0 0 2
4	GHG-208	English Literature from 20 <sup>th</sup> century to the present	C	3 0 0 3
5	GSS-208	Social Psychology	C	3 0 0 3
6	GEP-202	Indian Government and Politics	C	3 0 0 3
7	GHG-252	Public Speaking in English	*GE	1 0 4 3
	GHG-254	Literature in Translation		
	GEM-252	Communication for Special Needs		
	GEM-254	Global Politics and Media		
	GEM-256	Film Appreciation		
	GEP-254	Psychology of Peace and Conflict Resolution		
	GMS-254	Indian Financial Institutions and Markets		
	GMS-256	Environmental Economics		
<b>Total Credits</b>				<b>20</b>

**BA (EPP)**  
**V Semester**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Category</b>	<b>L T P C</b>
1	GHG-307	Youth, Gender and Identity	F	1 0 2 2
*2	GHG-341	Language, Literature and Society	*DSE I	3 0 0 3
	GHG-343	Literary Representations of Resistance		
*3	GSS-353	Developmental Psychology	*DSE II	3 0 0 3
	GSS-355	Mental Health in General Care		
*4	GEP-343	International Relations	*DSE III	3 0 0 3
	GEP-345	Public Administration		
4	GEP-309	Western Political Thought	C	3 0 0 3
5	GHG-305	Fundamentals of Literary Theory and Criticism	C	3 0 0 3
6	GEP-307	Introduction to Abnormal Psychology	C	3 0 0 3
7	GHG-391	Project Phase I	C	1 0 2 2
<b>Total Credits</b>				<b>22</b>

\*Any one to be chosen from the electives in each course category

**BA (EPP)  
VI Semester**

S. No.	Course Code	Course Title	Course Category	L T P C
*1	GHG-342	Fundamentals of English Language Teaching	*DSE I	3 0 0 3
	GHG-344	Fundamentals of Linguistics		
	GHG-346	Short Fiction: Across the World		
*2	GEP-346	Cognitive Psychology	*DSE II	3 0 0 3
	GSS-356	Educational Psychology		
	GEP-348	Psychology of Happiness		
*3	GEP-342	Introduction to Indian Foreign Policy	*DSE III	3 0 0 3
	GEP-344	Urban Governance		
*4	GEP-352	Human Rights	*GE	3 0 0 3
	GHG-352	Cultural Studies		
	GHG-354	Text and Performance		
	GMS-352	Monetary Economics		
	GHP-352	History of Indian Journalism: Colonial and Post-Colonial Period		
	GHP-354	Gender and Education in India		
6	GHG-392	Project based on one of the core subjects - Phase II	C	1 0 10 6
<b>Total Credits</b>				<b>18</b>

\*Any one to be chosen from the electives in each course category

### 5.0 MEDIUM OF INSTRUCTION

The medium of instruction (including examinations and project reports) shall be English.

### 6.0 REGISTRATION

Every student has to register himself/herself for each semester individually at the time specified by the Institute / University.

## 7.0 ATTENDANCE REQUIREMENTS

- 7.1 A student whose attendance is less than 75% in all the courses put together in any semester will not be permitted to attend the end-semester examination and he/she will not be allowed to register for subsequent semester of study. He/she has to repeat the semester along with his/her juniors.
- 7.2 However, the Vice Chancellor on the recommendation of the Principal / Director of the University College / Institute may condone the shortage of attendance to the students whose attendance is between 66% and 74% on genuine medical grounds and on payment of prescribed fee.

## 8.0 EVALUATION

- 8.1 The assessment of the student's performance in a theory course shall be based on two components: continuous evaluation (40 marks) and semester end examination 60 marks.
- 8.2 A student has to secure an aggregate of 40% in the course in the two components put together to be declared to have passed the course subject to the condition that the candidate must have secured a minimum of 24 marks (i.e. 40%) in the theory components at the semester-end examination.

**Table -2 Assessment Procedure**

S. No.	Component of Assessment	Marks Allotted	Type of Assessment	Scheme of Examination
1	Theory	Continuous Evaluation	40	Class Room Seminars/ Case Discussion/ Mid examinations/ Workshop/ Training/ Assignments/Mini Projects.  The semester-end examination in theory subjects: 60 marks.
		Semester-end Examination	60	
		Total	100	
2	Practical Courses/ Lab	Continuous Evaluation	100	Class Room Seminars/ Presentations/ Case Discussion/ Workshop/ Training/ Assignments/ Mini Projects/ Experiments
3	Theory and Practical combined courses	(a) Theory component: continuous evaluation (40 M) and semester end	100	70% of the weightage will be given for theory component. Evaluation for theory component shall be same as S. No. 1 as above.

		examination (60 M)  (b) Practical component: continuous evaluation  Total	100  200	30% of the weightage will be given for practical component. Evaluation for theory component shall be same as S. No. 2 as above.
4	Project Work (V & VI Semesters)	Continuous Evaluation	100	<ul style="list-style-type: none"> <li>i) Forty (40) marks for periodic evaluation on originality, innovation, sincerity and progress of the work assessed by the project supervisor.</li> <li>ii) Thirty (30) marks for mid-term evaluation by a panel of examiners.</li> <li>iii) Thirty (30) marks for final report, presentation and Viva-voce by a panel of examiners</li> </ul>
5	Compulsory/ Elective courses  (F/ AECC/ AECE/ GE/ C)	Continuous Evaluation	100	Class Room Seminars/ Presentations/ Case Discussion/ Workshop/ Training/ Assignments/ Mini Projects/ Experiments/ Mid exams

## 9.0 RE-TOTALING, REVALUATION & REAPPEARANCE

9.1 Re-totaling of the theory answer script of the end semester examination is permitted on request made by the student by paying the prescribed fee within the stipulated time after the announcement of the result.

9.2 Revaluation of the theory answer script of the end semester examination is also permitted on a request made by the student by paying the prescribed fee within the stipulated time after the announcement of the result.

9.3 A student who has secured 'F' Grade in any course of any semester shall have to reappear for the semester end examination of that course.

## 10.0 SPECIAL EXAMINATION

A student who has completed the stipulated periods of study for the BA program and still has failure grade 'F' in not more than **four theory courses** may be permitted to appear for special

examinations, which shall be conducted during the summer vacation at the end of the last academic year.

### **11.0 BETTERMENT OF GRADES**

Students who secured second class or pass who wish to improve their grades will be permitted ONLY ONCE to improve their grades at the end the program.

1. Candidates who have passed all the courses of a program within the stipulated period of study and who have obtained a Pass or Second Class only are eligible for Betterment of Grades.
2. Candidates who have already secured First Class or First Class with Distinction are not eligible for betterment of Grades.
3. Candidates who have completed the program of study beyond the stipulated period of study i.e. through Special examinations or subsequently, are not eligible for betterment of Grades
4. Betterment of Grades is permitted only through appearance of the theory examinations.
5. Betterment of Grades is permitted only once, at the end of the program of study, simultaneously along with Special examinations.
6. Candidates can appear for betterment at one course, across the semesters, for the number of semesters they have studied. i.e. a Sixth semester BA student can appear for betterment in any Six courses of study.
7. The better Grade secured either in the first or betterment appearance shall be considered as the final Grade.
8. New Grade Card/PC shall be issued to candidates who have improved their Grades/Class after submitting the old Grade Card/PC.
9. The date, month and year of the declaration of betterment result shall be printed on the Grade Card/PC
10. Betterment marks shall not be taken into consideration for award of ranks, prizes, and medals.
11. Candidates have to pay a betterment fee as prescribed by the University.
12. The rules & regulations framed by the University from time to time shall be applicable.

### **12.0 GRADING SYSTEM**

- 12.1 Based on the student performance during a given semester/trimester, a final letter grade will be awarded at the end of the trimester/semester in each course. The letter grades and the corresponding grade points are as given in Table 3.

**Table 3: Grades & Grade Points**

<b>S. No.</b>	<b>Grade</b>	<b>Grade Points</b>	<b>Absolute Marks</b>
1	O (outstanding)	10	90 and above

2	A+ (Excellent)	9	80 to 89
3	A (Very Good)	8	70 to 79
4	B+ (Good)	7	60 to 69
5	B (Above Average)	6	50 to 59
6	C (Average)	5	45 to 49
7	P (Pass)	4	40 to 44
8	F (Fail)	0	Less than 40
9	Ab (Absent)	0	-

12.2 A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, and is deemed to have earned the credits assigned to that course. However, a minimum of 24 marks is to be secured at the semester end examination of theory courses in order to pass in the theory course.

### 13.0 GRADE POINT AVERAGE

13.1 A Grade Point Average (GPA) for the semester/trimester will be calculated according to the formula:

$$\text{GPA} = \frac{\Sigma [ C \times G ]}{\Sigma C}$$

Where

C = number of credits for the course,

G = grade points obtained by the student in the course.

13.2 GPA is awarded to those candidates who pass in all the subjects of the semester/trimester. To arrive at Cumulative Grade Point Average (CGPA), a similar formula is used considering the student's performance in all the courses taken, in all the semesters/trimesters up to the particular point of time.

13.3 CGPA required for classification of class after the successful completion of the program is shown in Table 4.

**Table 4: CGPA required for award of Class**

Distinction	$\geq 8.0^*$
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First Class	$\geq 6.5$
Second Class	$\geq 5.5$
Pass	$\geq 5.0$

\* In addition to the required CGPA of 8.0, the student must have necessarily passed all the courses of every semester in first attempt.

## **14.0 ELIGIBILITY FOR AWARD OF THE BA DEGREE**

### **14.1 Duration of the program:**

A student is normally expected to complete the BA program of six semesters within three years. If due to some unavoidable circumstances that is not possible, a student may extend and complete the program in not more than five years including study period.

14.2 However the above regulation may be relaxed by the Vice Chancellor in individual cases for cogent and sufficient reasons.

14.3 A student shall be eligible for award of the BA degree if he or she fulfills the following conditions.

- i) Registered and successfully completed all the courses and projects.
- ii) Successfully acquired the minimum required credits as specified in the curriculum within the stipulated time.
- iii) Has no dues to the Institute, Hostels, Libraries, NCC/NSS etc.
- iv) No disciplinary action is pending against him/her.

14.4 The degree shall be awarded after approval by the Academic Council.

## **15. PEDAGOGY**

The class room pedagogy is customized by individual faculty to enhance the learning experience, which is dependent on the course and the degree of absorption by students. It has been proven that the degree of absorption is directly proportional to self-learning or preparedness before the classroom sessions and the interactions during the classes. Knowledge thus gained builds a strong long-lasting foundation. Typically, class room pedagogy ranges from instruction, simulations, case discussions, role plays, videos, etc.

### **15.1 Experiential Learning**

GITAM provides ample opportunity for experiential learning. Practical field-based experiential learning enhances class-room instructions and links theory to practice, which is highly emphasized in this curriculum. NGO Projects, Social & Rural Projects and Field Visits are integral parts of the program.

## **16.0 SEMESTER END EXAMINATIONS**

### **16.1 Examinations**

Examinations are not the end, but a launching platform into a brighter future. The knowledge gained during the semester is tested through the semester end-examinations. Violation of norms regarding behavior in the examination hall will attract severe penalty as per statutory rules and regulations. Students found copying in the examination halls will have one grade point less or asked to leave the programme basing on the consequences.

### 16.2 Examination Duration

The duration of each semester end-examination shall be for 3 hours.

The medium of semester end examination for all the courses shall be English with the exception of languages (other than English)

The duration of laboratory examination will be equivalent to the duration of a laboratory session (2 or 3 periods as applicable)

### 16.3 Examination pattern

S. No.	Pattern	Marks
1.	<b>Section A</b> : Five short answer questions to be answered out of the given eight (At least one question from each unit/Unit of the syllabus will be given; any five of the given eight questions may be answered)	5 x 3 = 15 marks
2.	<b>Section B</b> : Five essay type questions (One question from each unit/ Unit of the syllabus will be given - with Internal Choice - either/or)	5 x 9 = 45 marks
<b>Total</b>		<b>60 marks</b>

**GHG-101: English for General Proficiency**  
(Ability Enhancement Course - Compulsory)  
(w.e.f. Admitted Batch 2020-2021)

L    T    P    C  
1    0    4    3

#### Course Description:

The main goal of this course is to help learners improve their English language skills and enable them to communicate more effectively in English. The course aims at assisting the students in

developing skills in the goal areas of intelligibility, vocabulary, grammar, presentation and interactive communication so that any deficiencies in skill or practice do not interfere with communication.

### **Course Objectives:**

1. Enable the learner to communicate effectively and appropriately in real life situations by integrating the use of the four language skills of Reading, Listening, Speaking and Writing
2. Equip the learner with the study skills required to use English effectively for study purpose across the curriculum
3. Reinforce grammatical structures for coherent organization of information at sentence and discourse levels and help the learner enhance his/her vocabulary for fluent communication of ideas
4. Familiarize students with the function of grammatical items used to spoken /written language
5. Facilitate the language with confidence & without committing errors

### **Course Outcomes:**

On the successful completion of the course students will be able to -

1. Give oral presentations and receive feedback on their performance
2. Increase their reading speed and comprehension of academic articles
3. Improve their reading fluency skills through extensive reading
4. Improve vocabulary by keeping a vocabulary journal
5. Strengthen their ability to write academic papers, essays and summaries using the process approach

### **Unit I**

**8 Hours**

**Listening:** Listening for gist and specific information (concrete facts, such as places, prices or times)

**Speaking:** Introducing self and others.

**Reading:** Skimming for gist and scanning for specific information.

**Writing:** Paragraph writing (specific topics: descriptive, narrative) - sequencing, creating coherence, cohesion, grammatical accuracy and lexical resource; awareness about punctuation and capitalization

**Grammar & Vocabulary:** Use of articles and prepositions; personal pronouns: case; word families: verbs, nouns, adjectives, adverbs

### **Unit II**

**9 Hours**

**Listening:** Identifying main and secondary points; note taking; summarizing key information

**Speaking:** Asking for and giving information- social contexts and common experiences

**Reading:** Identifying main and secondary points

**Writing:** Note making and Summarizing

**Grammar & Vocabulary:** Verbs and Tenses, linkers, sign posts and transition signals

### **Unit III**

**9 Hours**

**Listening:** Listening for comparisons, contrasts and trends; completing labels on a plan, map, or diagram

**Speaking:** Mini oral presentations using graphic representation of data, using appropriate language and organizing ideas coherently (speculating, comparing and contrasting)

**Reading:** Reading in detail, understanding precise information, interpreting figures and tables

**Writing:** Information transfer: writing short structured reports based on figures and tables – basic level

**Grammar & Vocabulary:** Language for writing: referring to figures and tables; trends and classification; comparisons and contrasts; use of antonyms; quantifiers

### **Unit IV**

**8 Hours**

**Listening:** Drawing simple inferences – recognizing relationships, connections between facts

**Speaking:** Debate: expressing and justifying opinions, agreeing/disagreeing

**Reading:** Reading for inferential and organizational understanding through contextual clues

**Writing:** Controlled and guided writing: Argumentative essay

**Grammar & Vocabulary:** Subject verb agreement (countables, uncountables); use of synonyms

### **Unit V**

**8 Hours**

**Listening:** Listening for inferential understanding through contextual clues

**Speaking:** Structured oral presentations on specific topics (general and academic context)

**Reading:** Critiquing a short text: analysing writer's opinion/claims

**Writing:** Argumentative essay writing

**Grammar & Vocabulary:** Reinforcing learning; awareness about task specific grammatical correctness and range of vocabulary

### **Reference Books:**

Simon Greenall, Michael Swan, *Effective Reading*. Cambridge University Press, 2008.

Redman Gairns, *Oxford Word Skills Advanced*. Oxford, 2009.

Mccarthy, *English Vocabulary in Use*. Cambridge University Press, 2008.

Michael Swan, *Practical English Usage*. Oxford University Press, 2017.

Martin Hewings, *Advanced English Grammar*. Cambridge University Press; 2016.

Raymond Murphy, *English Grammar in Use*. Cambridge University Press, 2017.

Alice Savage, Patricia Mayer, Masoud Shafiei, Rhonda Liss, & Jason Davis, *Effective Academic Writing*. Oxford University Press, 2014.

Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press (India), 2013.

Peter Chin, Yusa Koizumi, Samuel Reid, Sean Wray, Yoko Yamazaki, *Academic Writing Skills*. Cambridge University Press, 2012.

Olsen, Leslie & Huckin, Thomas. *Technical Writing and Professional Communication for Non-Native Speakers*. McGraw-Hill, 1991.

**GHG-102: Workplace Communication**  
**(Ability Enhancement Course - Compulsory)**  
**(w.e.f Admitted Batch 2020-2021)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

**Course Description:**

The course accounts for the importance of communication in the 21st century workplace and is based on the premise that communication is a learned skill, and can be improved upon with the right training. The focus of this course is to heighten students' awareness of workplace communication, and help them enhance their interpersonal skills, with the end result of becoming a more competent communicator overall.

**Course Objectives:**

1. Enable the learner to understand the significance and benefits of effective communication in the workplace
2. Help the learner identify techniques for communicating with different audiences, address common challenges to effective communication and learn how to make positive connections with co-workers
3. Equip the learner with the skills to communicate in English with clarity and confidence, both in speech and writing, in formal and informal contexts
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

**Course Outcomes:**

On the Successful completion of the course students will be able to -

1. Analyze a variety of communication acts.
2. Ethically use, document and integrate sources
3. Students will prepare and write messages with the intent of explaining a
4. Demonstrate specific strategy for communicating with cultural awareness.
5. Students will prepare and write messages with the intent of analyzing interpersonal relationships.

**Unit I**

**8 Hours**

**Listening:** Listening for presentation strategies: identifying topic, context, function

**Speaking:** Structured Presentations using AV aids

**Reading and Writing:** memo, message, note, notice, advertisements; guided writing: short text for internal communication

**Grammar & Vocabulary:** Discourse markers; direct and indirect speech; reporting verbs; vocabulary list: placing orders; corporate hospitality

## **Unit II**

**9 Hours**

**Listening:** Following a discussion: views, opinions, stance/position

**Speaking:** Formal group discussion

**Reading:** Reading to understand formal and informal styles, reading to understand types of reports and structure of a report

**Writing:** Writing short reports

**Grammar & Vocabulary:** Active and passive voice; formal/academic words and phrases; vocabulary list: sales, branding and marketing

## **Unit III**

**8 Hours**

**Listening:** Listening for implicit meaning

**Speaking:** Discussion in pairs: sharing ideas, presenting opinions, reaching consensus

**Reading:** Reading to understand tone in emails/ letters

**Writing:** Guided writing: emails and letters

**Grammar & Vocabulary:** Negative and positive expressions; modifiers; vocabulary list: benefits, health and safety, relocation

## **Unit IV**

**9 Hours**

**Listening:** Listening to discussions (workplace contexts)

**Speaking:** Discussion with specific agenda: conducting meetings

**Reading:** Reading for critical evaluation: proposals

**Writing:** Guided writing: Proposals

**Grammar & Vocabulary:** modifiers; vocabulary list: team work, appraisals and feedback

## **Unit V**

**8 Hours**

**Listening:** Listening to interviews (job interviews – conventions, strategies and language)

**Speaking:** Mock interviews

**Reading:** Reading for critical evaluation

**Writing:** Resume and cover letter

**Grammar & Vocabulary:** Action verbs for resume writing; vocabulary list: work environment,

## **Reference Books**

Guy Brook-Hart and Norman Whitby, *Business Benchmark Series*, Cambridge University Press, 2014.

Raymond Murphy, *English Grammar in Use*. Cambridge University Press, 2017.

*Business Communication for Success*. University of Minnesota Libraries Publishing, 2018.

Courtland L. Bovee, *Business Communication Essentials*. Pearson Education; 4 edition 2010

Savage, Alice et.al, *Effective Academic Writing*. Oxford University Press, 2014.

Teresa Thonney, *Academic Writings ; Concepts and Connectoions*, OUP, 2015.

Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press (India), 2013.

Olsen, Leslie & Huckin, Thomas. *Technical Writing and Professional Communication for Non-*

*Native Speakers.* McGraw-Hill. 1991.

Rizvi, M Ashraf. *Effective Technical Communication.* Tata McGraw Hill. 2005.

## **GHG 103 - Second Language ( Telugu I) ( Ability Enhancement)**

### **Course Description:**

The Second Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

### **Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Telugu
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### **Module I**

**9 Hours**

ప్రాచీన కవిత్వం:

(అ) నన్నయ్య - గంగాశంతనుల కథ

ఆంధ్ర మహాభారతం-ఆదిపర్వం-నాల్గవ అశ్వాసం (120-165)

“నవ వరుడగు శంతనునకు” నుండి దివ్య

భూషణాలంకృత వరకు

(ఆ) తిక్కన ద్రౌపది పరిదేవనం-ఆంధ్ర మహాభారతం-ఉద్యోగపర్వం  
తృతీయ అశ్వాసం-(100-125)

“ధర్మనందను పలుకులు” నుండి “అని యూరడిలగ బలికిన” వరకు

### **Module II**

**8 Hours**

ఆధునిక కవిత్వం

(అ) గురజాడ కన్యక

(ఆ) శ్రీశ్రీ దేశ చరిత్రము

### **Module III**

**9 Hours**

కథానికలు

(అ) పాపినేని శివశంకర్ చింతలతోపు

(ఆ) బండి నారాయణ స్వామి సావుకూడు

### **Module IV**

**8 Hours**

వ్యాకరణం

(అ) సంధులు సవర్ణదీర్ఘ, గుణ, వృద్ధి, యణాదేశ, త్రిక, గ, స, డ, ద,  
వాదేశ, రుగాగమ

టుగాగమ, అమ్రేడిత, అత్వ, ఇత్వ, ఉత్వ

సంధులు

### **Module V**

**8 Hours**

వ్యాకరణం

(అ(ఆ) అక్షర దోషాలు దోషాలు సరిదిద్ది సాధు రూపాలు రాయాలి

## విద్యార్థి కృత్యాలు

1. శ్రీశ్రీ కవిత దేశ చరిత్రలకు సంబంధించిన పేరడీలు సేకరించండి
2. ముత్యాల సరాలు ఛందస్సులో రచనలు చేసే ప్రయత్నం చేయండి
3. ఆనాటి ద్రౌపది పరిస్థితిని ప్రస్తుత సమాజ పరిస్థితికి అన్వయించండి

( పైన సూచించిన విద్యార్థి కృత్యాలు కొన్ని ఉదాహరణలు మాత్రమే. ఇటువంటివి మరిన్ని ప్రయత్నించగలరు.)

) సమాసాలు తత్పురుష, కర్మాధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి

## **GHG 104 - Second Language ( Telugu II) ( Ability Enhancement)**

### **Course Description:**

The Second Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

### **Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Telugu
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources

5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Module I**

**9 Hours**

ప్రాచీన కవిత్వం

(అ) ధూర్జతి

- సాయుజ్యము

శ్రీకాళహస్తి మహాత్యము- ద్వితీయాశ్వాసం-(109-139)

“త్రేతాంబుననొక్క” నుండి “పన్నగంబు”... వరకు

(ఆ) చేమకూర వేంకటకవి

- సుభద్రా పరిణయం

విజయ విలాసం-8వ అశ్వాసం-(93-139)

“తనయుని పెండ్లికేగ వలే ధాత్రికి” నుండి

“తేరెక్కి దంపతులరుగా” వరకు

**Module II**

**8 Hours**

ఆధునిక కవిత్వం

(అ) జాషువా

- ఫిరదౌసి లేఖ

( “ఆ సుల్తాను”... నుండి “అనుచు లిఖించే” వరకు )

**Module III**

**9 Hours**

ఆధునిక కవిత్వం

(అ) గొడ్డావు సత్యం

- “చెట్టు” ఖండిక 1 నుండి 25 పద్యాలు

( “శ్రీనిధానం” నుండి “మహిమనీది” పద్యం వరకు )

(కవితా వైజయంతి పద్య సంకలనం నుండి )

**Module IV**

**8 Hours**

కథానికలు

(అ) కేతు విశ్వనాథ రెడ్డి - నమ్మకున్న నేల

(ఆ) ముప్పాళ్ల రంగనాయకమ్మ - అమ్మకు ఆదివారం లేదా?

## Module V

8 Hours

నవల

డా॥ వి.ఆర్. రాసాని - బతుకాట

విద్యార్థి కృత్యాలు

1. సుభద్రా వివాహ ఆచారాలు ఈనాటి వివాహ ఆధారాలు తులనాత్మకంగా పరిశీలించండి
2. మీకు నచ్చిన ఒక చెట్టుకు సంబంధించిన పూర్తి సమాచారాన్ని సేకరించండి.
3. మీ ఇంటి నేపథ్యంలో అమ్మలకు ఆదివారం ఉందో, లేదో ఒక సంఘటన ఆధారంగా కథ రాయండి.
4. నమ్మకున్న నేల కథలోని రైతుల గాధలను చిత్రాలతో దినపత్రికల ఆధారంగా సేకరించండి.

( పైన సూచించిన విద్యార్థి కృత్యాలు కొన్ని ఉదాహరణలు మాత్రమే. ఇటువంటివి మరిన్ని ప్రయత్నించగలరు.)

**GHG-105: Second Language (Hindi I)**  
**(Ability Enhancement Course - Elective)**

L    T    P    C

2    0    2    3

**Course Description:**

The Second Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Hindi
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Unit I: Prose (Detailed Text)**

**8 Hours**

1. “Bazar Darshan” – Jainendra Kumar
2. “Irshya: Tu na gayi mere man se” – Ramdhari Sinh ‘Dinkar’
3. “Aapne meri rachana padhi?” – Acharya Hajari Prasad Dwivedi

**Unit II: Prose (Detailed Text)**

**8 Hours**

1. “Bharatiya Sahitya ki Ekta” – Nanddulare Vajpayee
2. “Athidhi” – Ramvilas Sharma
3. “Meri rumal kho gayee” – Vidyanivas Mishr

**Unit III: Prose (Detailed Text)****8 Hours**

1. “Kavi aur Kavita” – Mahavir Prasad Dwivedi
2. “Sona Hirani” – Mahadevi Varma
3. “Kafan” – Premchand

**Unit IV: Prose (Non-detailed Text)****9 Hours**

1. “Puraskar” – Jayashankar Prasad
2. “Haar” – Shrimati Mannu Bhandari
3. “Sadaachaar ka Taveej” – Harishankar Parsai
4. “Aadmi ka bachcha” – Yashpal
5. “Haar ki jeet” – Sudarshan
6. “Thakur ka kuan” – Premchand
7. “Usne Kaha tha” – Shri Chandradhar Sharma Guleri
8. “Roj” – Shri Agney
9. “Chief ki daavat” – Bhishma Sahani

**Unit V: Grammar****9 Hours**

1. Rewriting of sentences as directed:
  - i. Kaarak (Case)
  - ii. Ling (Gender)
  - iii. Vachan (Number)
  - iv. Kaal (Tense)
  - v. Vaachya (Voice)
2. Correction of Sentences:
  - i. ‘Chahiye’ prayog
  - ii. Ling aur vachan sambandhi
3. Make your own sentences
4. Karyalay Hindi: Prashasani Shabdavali / Parnam
  - i. Karyalayon ka naam
  - ii. Pad Nam
5. Sandhi Vichched
6. Patra Lekhan
7. Gadyams ke aadhar par diye gaye prashnoka uttar dena chahiye
8. Nibandh

**Reference Books**

Prose Text: Dr. Ajaya Kumar Patnaik. *Gadya Gaurav*. Sonam Prakashan, Badamdadi, Cuttack.

Non-Detailed Text: Dr. Gulam Moinuddin Khan. *Charchit Kahaniyan*. Shabnam Pustak Mahal, Badamdadi, Cuttack.

Poetry Text: Dr.T. Nirmala and Dr. S. Mohan. *Padya Manjari*. Rajkamal Prakashan, New Delhi.

\*Latest Editions

**GHG-106: Second Language (Hindi II)**  
**(Ability Enhancement Course- Elective)**

L    T    P    C  
2    0    2    3

**Course Description:**

The Second Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Hindi
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Unit II: Poetry**

**8 Hours**

1. Dohe – Tulasi Das
2. Pad – Meerabai (Pratham das pad)

**Unit III: Poetry**

**8 Hours**

1. Dohe – Rahim

2. Dohe – Bihari

**Unit IV: Poetry****9 Hours**

1. “Matrubhasha ke prati” – Bharatendu Harishchandra
2. “Matrubhoomi” – Maithili Sharan Gupt
3. “Bharat Mata” – Sumitranandan Pant

**Unit V: Poetry****9 Hours**

1. “Ashok ki chinta” – Jayashankar Prasad
2. “Todti Pathar” – Suryakant Tripathi Nirala
3. “Mai neer bhari dukh ki badali” – Mahadevi Varma

**Reference Books**

*Kavya Deep*: Edited by Sri B. Radhakrishna Murthy. Maruthi Publications, Guntur. (Latest Edition)

**GHG-107: Second Language (Sanskrit I)**  
**(Ability Enhancement Course - Elective)**  
**(w.e.f Admitted Batch 2020-2021)**

L	T	P	C
2	0	2	

**Course Description:**

The Second Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

## Course Outcomes:

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Sanskrit.
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

## UNIT I

8 Hours

1. मुदाभिषेक्तुं वरदत्वमहर्षि

[श्रीमद् वल्मिकिरामायणे अयोध्याकाण्डे द्वितीय सर्गः]

2. हिमालयो नाम नगाधिराजः

[ कुमा सम्भवे प्रथम सर्गः ]

## UNIT II

9 HOURS

- 3 धर्मबद्धो दौवारिकः

[ शिवराज विजये प्रथम विरमे द्वितीय निवासः]

- 4 कृतघ्ने नास्ति निष्कृतिः

[ पञ्चतन्त्रे लब्ध प्रणाशे वानर मकर कथा]

## UNIT III

8 HOURS

- 5 अवन्तुभरतप्रजाः स्वतन्त्रभारतप्रभाम्

[भारत भारति]

- 6 एषः धर्मः सनातनः

[१० सुभाषितानि]

#### UNIT IV

9 HOURS

7 शब्दाः [निर्धारित शब्दाः]

8 संस्कृत सम्भाषणाभ्यासः

#### UNIT V

8 Hours

9. सन्धयः [निर्धारित सन्धयः ]

**Text Book: सरस्वति सुभाम**

**GHG-108: Second Language (Sanskrit II)**  
(Ability Enhancement Course - Elective)  
(w.e.f Admitted Batch 2020-2021)

L	T	P	C
2	0	2	3

#### Course Description:

The Second Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages

communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Sanskrit
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**UNIT I**

**8 Hours**

सक्तु प्रस्थस्य महत्वम्

[महभरते अश्वमेधपर्वणि ]

बुद्धस्य वैरग्योदयः

[बुद्ध चरिते तृतीय सर्गः ]

**UNIT II**

**9 Hours**

वैग्नानिक संहिता

न गङ्गदत्तःपुनरेतिकूपम्

[ पञ्चतन्त्रे लब्ध प्रणशी मण्डूकराज कथा ]

**UNIT III**

**8 HOURS**

मधुरोप देशः

[ मधुर विजये तृतीय सर्गः ]

दैवसुर सम्पद विभग योगः

[श्रीमद्भगवद्गीता]

**UNIT IV**

**9 Hours**

धतवः

[ निर्धारित धातवः ]

संस्कृत सम्भाषणाभासः

**UNIT V**

**8 Hours**

समासाः

[निर्धारित समासाः]

**TEXT BOOK NAME : ARASWATI SUSAMA**

### **GHG-109: Second Language (French I)**

**(Ability Enhancement Course - Elective)**

L	T	P	C
2	0	2	3

#### **Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

#### **Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.

5. Prepare and present messages with a specific intent.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good French
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### **Unit I**

**8 Hours**

Grammar and Vocabulary: Usage of the French verbs in the present tense “etre” avoir” “se presenter” “parler”. Subject pronouns, definite and indefinite articles. Vocabulary in use for introducing one self and introducing others, vocabulary of professions, numbers, nationalities, months, days.

Listening and Speaking: The authentic sounds of the letters of the French alphabet and the accents that play a vital role in the pronunciation of the words.

Writing: short text of self-introduction and introduction of others

Reading: Reading of the text and comprehension – answering of close ended questions.

### **Unit II**

**9 Hours**

Grammar and Vocabulary : “prepositions de lieu” negative sentences with ne, pas, pronoms toniques, difference between c’est , il est, elle est. Possessive pronouns. Vocabulary of family.

Listening and Speaking: pronunciation system of French language, la liaison – vous etes, vous appelez and role play for locating a place.

Writing: particulars in filling an enrollment / registration form, description of a place, of one’s family members.

Reading Comprehension : reading a text of a famous scientist and answering questions.

### **Unit III**

**8 Hours**

Grammar and Vocabulary: present tense of regular ending with –er, -ir. Adjectives for masculine and feminine gender. Vocabulary of seasons of the year and leisure activities. Likes and dislikes, asking questions

Listening and Speaking: To express one’s likes and dislikes and to talk of one’s pastime activities (sports activities), je fais du ping-pong and nasal sounds of words – janvier, champagne

Writing: descriptions of people and short passages of one’s likes and dislikes. Writing an autportrait.

Paragraph writing on one’s leisure activity- (passe-temps préféré).

Reading: a text on seasons and leisure activities – answering questions.

### **Unit IV**

**9 Hours**

Grammar and Vocabulary: les verbes de direction- to ask one’s way and to give directions, verbes-pouvoir and vouloir and verbs ending with –dre, -re. vocabulary relating to accommodation. Inviting people home for a function, party or a get together. Accepting and refusing invitations.

Listening and Speaking : to read and understand the metro map and hence to give one direction –

dialogue between two people. Booking a hotel room. asking about the different facilities available in a hotel, negotiating tariffs. Inviting people to restaurants/cinema/ outing/home.

Writing: paragraph writing describing the accommodation using the different prepositions like en face de, derriere- to locat. invitation letters, e-mails inviting people, email responding to invitations, sms texts for refusing or accepting invitations.

Reading Comprehension: a text / a dialogue between two on location and directions. reading invitation letters.

### **Unit V**

**8 Hours**

Grammar and Vocabulary: pronominal verbs, imperative tense, passé compose, vocabulary of daily activities, hotel bookings.

Listening and Speaking: dialogues relating to hotel bookings, ticket bookings, daily activities, giving suggestions.

Writing: paragraph writing of one's activities in present and in past tense

Reading Comprehension: a text / a dialogue between two hotel bookings, asking for facilities.

### **Reference books:**

Panorama

Berthet, Annie, et al., *Alter Ego +* . Hachette. 2013.

Erotopoulos, Zoe, et al. *French for Dummies*. John Wiley & Sons, Inc. NJ. 2011.

*Hachette French Made Easy Beginners* -Goyal publishers. 2011

## **GHG-110: Second Language (French II)** **(Ability Enhancement Course- Elective)** **(w.e.f. 2020-2021 admitted batch)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

### **Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

### **Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

## Course Outcomes:

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good French
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### Unit I

**8 Hours**

**Grammar and Vocabulary:** revision of past tense ( passé composé), imparfait.

**Listening and Speaking:** talking of past using both past tenses, childhood memories

**Writing:** childhood memories, texts using past tenses.

**Reading:** text relating to biographies of famous personalities

### Unit II

**9 Hours**

**Grammar and Vocabulary:** future tense : futur proche, futur simple vocabulary relating to weather forecast, landscapes

**Listening and Speaking:** future projects, weather bulletins, ambitions.

**Writing:** paragraph writing on future projects.

**Reading Comprehension:** reading of text relating weather forecast, location and description of regions, cities and countries

### Unit III

**8 Hours**

**Grammar and Vocabulary:** articles partitifs, complement d'objet direct, complement d'objet indirect. Vocabulary relating to food items.

**Listening and Speaking:** recipes, culinary likes and dislikes, film reviews, dialogues on ordering food in a restaurant.

**Writing:** paragraph writing on general topics using COI/COD

**Reading:** Text on general informative topics such as film reviews, restaurant reviews

### Unit IV

**8 Hours**

**Grammar and Vocabulary:** vocabulary of house, furniture.

**Listening and Speaking:** dialogue with house owner to rent an apartment/ house.

**Writing:** description of one's own house, school, college.

**Reading:** Comprehension: reading a classified advertisement.

### Unit V

**9 Hours**

**Grammar and Vocabulary:** pronom relatif pronom y et en

**Listening and Speaking:** description of one's own room, house, school, college.

**Writing:** writing a classified advertisement

**Reading Comprehension:** charter of change in society, city.

### Reference books:

Panorama Berthet, Annie, et al., *Alter Ego* + . Hachette. 2013.

Erotopoulos, Zoe, et al. *French for Dummies*. John Wiley & Sons, Inc. NJ. 2011.  
*Hachette French Made Easy Beginners* -Goyal publishers. 2011

## **GHG-111: Second Language (German I)** **(Ability Enhancement Course - Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

### **Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

### **Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good German
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### **Unit I**

**8 Hours**

Introduction to German -greetings, identifying countries and their capital cities, identifying the directions, introducing oneself and others, reading and writing numbers till 20, Read and write telephone numbers and e-mail addresses, talk about hobbies.

Grammar - question words, sentence structure, verbs and personal pronouns.

Pronunciation of alphabets

**Unit II** **8 Hours**

Language: Read and write days, seasons, months, talk about work and working hours, talk about a place or building, discussing household situations.

Grammar: gender and articles, yes/no questions, plural forms.

Pronunciation: Questions and answers.

**Unit III** **9 Hours**

Language: Read and sort sentences of a picture story, describing shape, size and color of objects, describe means of transportation, ask and give directions to a place, talk about food.

Grammar: Definite, indefinite, negation articles, Imperative sentences with “Sie”.

Pronunciation: Long and short vowels, Umlauts.

**Unit IV** **8 Hours**

Language: Shopping, talk to sales person while purchasing goods, return faulty goods at a shop, asking someone to repeat something, Refusing or declining politely, Express time in German language, talk about one’s family.

Grammar: nominative and accusative cases, modal verbs.

Pronunciation: Diphthongs.

**Unit V** **9 Hours**

Language: Make appointments over phone, understand and write an invitation, order in a restaurant and pay, look for particular information in a given text.

Grammar: Possessive articles, separable verbs, Prepositions for accusative case, past tense.

Pronunciation: ei, eu, au.

**Reference books:**

Dengler, Stefanie. *Netzwerk: Deutsch als Fremdsprache A1*, Klett-Langenscheidt, 2015.

Deutsch als Fremdsprache IA Grundkurs

*Ultimate German Beginner - Intermediate*(Coursebook), Living Language, 2004.

Moment Mal!: Deutsch als Fremdsprache, Langenscheidt, 1996.

**GHG-112: Second Language (German II)**  
**(Ability Enhancement Course - Elective)**

L    T    P    C  
2    0    2    3

**Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good German
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### **Unit I**

**8 Hours**

Language: Arrange appointments, Understand and give instructions, understand and respond to a letter, understand discussions and situations, describe a home, understand a house ad, understand a house plan.

Grammar: Dative prepositions, Possessive articles, Dative articles, adjectives with be-form.  
Pronunciation: Long and short e.

### **Unit II**

**9 Hours**

Language: Respond to an invitation in writing, talk about house furniture, standards for writing letters, describe a day in a person's life, talk about a happening.

Grammar: changing prepositions with dative case, Perfect tense. Pronunciation: "s" and "sch" pronunciation.

### **Unit III**

**8 Hours**

Language: Understand job advertisements, express opinions about jobs, understand blogs about jobs, to prepare a telephone discussion, make phone calls and enquire, understand the information about a city and do research.

Grammar: Partizip II for regular and irregular verbs, Join sentences with "und", "oder", and "aber".  
Pronunciation: listen and pronounce h, Verbs with prefix.

### **Unit IV**

**9 Hours**

Language: Talk about dressing, shopping for dresses, to report about the past, lead a discussion on purchasing dresses, orient oneself about a shopping complex, discussion with doctor, describe the weather.

Grammar: imperative sentences, Verbs with dative case. Pronunciation: Consonants.

## Unit V

8 Hours

Language: Understand the suggestions for city tour, describe a path, write a post card, describe a problem in a hotel, talk about the travel destination.

Grammar: Pronouns, time adverbs, sentence formation. Pronunciation: Consonants.

### Reference books:

Dengler, Stefanie. *Netzwerk: Deutsch als Fremdsprache A1*, Klett-Langenscheidt, 2015. Deutsch als Fremdsprache IA Grundkurs

*Ultimate German Beginner - Intermediate*(Coursebook), Living Language, 2004.

Moment Mal!: Deutsch als Fremdsprache, Langenscheidt, 1996.

## GHG-113: The Culture and Heritage of India (Foundation)

L	T	P	C
1	0	2	2

### Course Description:

The course gives an introduction to the cultures of India and the importance of its multiple traditions. It aims to familiarize learners with significant aspects of the culture and heritage of India and acquaint them with the contributions of our ancestors in the areas of religion, philosophy, science, arts, education, languages and literature. It also provides insights into how Indian culture has evolved over time and how it influences other cultures around the world.

### Course Objectives:

1. Develop a broad understanding of Indian society and provide learners an opportunity for enhancing their cultural literacy.
2. Enable learners to deepen their knowledge of Indian socio-cultural issues through coursework, local engagement, and mini projects.
3. Help learners identify and critically analyze social issues and challenges that India is facing in the contemporary world.
4. Distinguish between tangible and intangible cultural heritage
5. outline the importance of cultural heritage

### Course Outcomes:

On the Successful completion of this course the student will be able to-

1. Develop respect for the dignity of individuals and society.
2. Inculcation of a spirit of patriotism and national integration.
3. Develop a democratic way of thinking and living.
4. Understand the need for value education

5. Appreciate and value the diverse and rich Indian Culture

**Unit I**

**5 Hours**

Introduction to the idea of heritage in the discourse of state, maps and borders.

**Essential Reading:**

Hancock, Mary E. Making the Past in a Global Present: Chennai's New Heritage. *The Politics of Heritage from Madras to Chennai*. Indiana university Press: Bloomington. 2008

**Unit II**

**6 Hours**

Introduction to Indian architecture, styles, forms and contextualising in the present as well as diasporic scenarios.

**Essential Reading:**

Parikh, Pranali R. Sense of Identity, Continuity and Context. *NEW ARCHITECTURE AND URBANISM : Development of Indian Traditions*. Deependra Prashad (ed.). Cambridge Scholars Publishing: New Castle. 2010.

**Unit III**

**5 Hours**

Introduction to the coming up of Indian classical music tradition through developments of schools, associations and its popularity.

**Essential Reading:**

Bakhle, Janaki. A Critical History of Music: Beyond Nostalgia and Celebration. *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition., 1916-1928*. OUP: Oxford. 2005.

**Unit IV**

**5 Hours**

Introduction to Indian painting: Traditions, patronage and maturity.

**Essential Reading:**

Kossak, Steven. *Four Centuries of Indian Painting. Indian Court Painting: 16th-19th century*. The Metropolitan Museum of Art: New York. 1997.

**Unit V**

**6 Hours**

Introduction to Indian Food culture, its proliferation and evolution through ages

**Essential Reading:**

Banerji, Chitrita. A Southern Thali in Karnataka. *Eating India: An Odyssey into the food and culture of the land of spices*. Bloomsbury: New York. 2007.

**Reference Books:**

Guha-Thakurta, Tapati. *Monuments, Objects, Histories : Institutions of Art in Colonial and Post-Colonial India*. Columbia University Press: Columbia. 2004.

Philips, Kristina Kate. *A Museum for the Nation: Publics and Politics of National Museum of India* (Unpublished ). University of Minnesota: Minnesota. 2006.

Page-John Burton. J. Bronkhorst (ed.). *Handbook of Oriental Studies/Introduction to Islamic Architecture, Vol.20*. Brill: Leiden,Boston. 2008.

Radhakrishnan, S. *Religion, Science and Culture*. Orient Paperbacks.1994.

Ramusack, Barbara N. *Indian Princes and Their States*. CUP: Cambridge. 2008.

Sen, Colleen Taylor. *Feasts and Fasts: A History of Food in India*. Reaktion Books: London. 2015.

Thapar, Bindia. *Introduction to Indian Architecture*. Periplus: Singapore. 2004.

Tolia-Kelly, Divya P, Emma Waterton and Steve Watson (eds.). *Heritage, Affect and Emotion: Politics, practices and infrastructures*. Routledge: London, New York. 2017.

**GHG-114: Second Language (Spanish II)**  
**(Ability Enhancement Course - Elective)**  
**(w.e.f Admitted Batch 2020-2021)**

L	T	P	C
2	0	2	3

**Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good Spanish
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### **Unit I**

**8 Hours**

Spanish wishes and needs, plans and projects, certainty and probability, physical condition, illness and remedies, shopping for food and going to restaurants

Functions: Asking and talking about future plans and intentions; Expressing obligation; Expressing feelings, wishes and needs; Expressing pain; Making suggestions, offering, accepting and refusing; Buying food

Grammar: Quiero/Me gustaría + Infinitive; Ir a / Hay que+ Infinitive; Verb: Doler; Irregular Present Tense; Countable and uncountable nouns

### **Unit II**

**9 Hours**

Recent events, Personal experiences, apologies and excuses, shopping for clothes, A birthday party, food and drink, presents and congratulations

Functions: Making comparisons; Expressing wishes; Buying clothes; Asking, giving and refusing permission; Talking about what you are doing; Ordering a meal in a restaurant; Talking about recent activities; Apologizing and giving excuses; Talking about personal experiences

Grammar: Comparatives; Direct Object pronouns; Present continuous; Some uses of Ser/estar; Indefinite adjectives and pronouns; Present Perfect Tense; Con + personal pronoun

### **Unit III**

**8 Hours**

Travelling (I), biographies., important events in life, Social situations, telephone conversations, appointments and invitations, travelling (II), City life: public places, transport and directions.

Functions: Talking about the past; Describing a journey; Asking for help; Borrowing and lending

Grammar: Simple Past: regular and irregular verbs; Prepositions; Affirmative

### **Unit IV**

**9 Hours**

Telephone conversations, appointments and invitations, travelling (II), City life: public places, transport and directions and leisure activities

Functions: Talking on the phone; Talking about dates and times; Talking about past activities/events; Expressing preferences; Making arrangements: suggesting, inviting, accepting and refusing; Asking for directions

Grammar: Irregular present tense; Comparatives; Verb preferir; Pretérito Indefinido (Simple Past): regular and irregular verbs

### **Unit V**

**8 Hours**

Objects, shapes and material, speaking about historical events, childhood and memories and personality traits

Functions: Describing places; Learning about ancient civilizations and their environments; Describing objects and their uses; Expressing possession; Describing people's personalities

Grammar: Pretérito Imperfecto(Imperfect): regular and irregular verbs; Prepositional phrases; Different uses of ser para/de/ ser; Direct and Indirect Object Pronouns

## **Learning Resources**

### **Textbook cum workbook:**

AULA INTERNACIONAL (A2-B1), CURSO DE ESPANOL BY Jaime Corpas / Eva Garcia / Augustin Garmendia / Carmen Soriano published by Goyal Publishers & Distributors (P) Ltd. Delhi.

An exercise book may also be recommended. The teacher will supply additional material, both tailor- made and taken from other sources (textbooks, newspapers, and new media).

## **GHG-115: Fundamentals of Communication**

**(Foundation)**

**(w.e.f Admitted Batch 2020-2021)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>

**Course Description:** Understanding the Impact of Communication towards Media and 2. Focusing on the different types of communications like interpersonal and intrapersonal etc. Explaining about different types of group communications and the associated theories.

### **Course Objectives:**

1. To introduce basic concepts of communication along with history, scope, principles, and functions of communication.
2. To understand the process of communication, different models, and communication barriers.
3. Imparting knowledge about critical factors in human communication
4. Inculcate the knowledge of communication models.
5. Acquaint students with the various types of Communication. 5. To strengthen the 5Cs of Communication.

### **Course Outcomes:**

On the successful completion of the course the students will be able to-

1. Introduce themselves to the theories of Communication.
2. Inculcate the knowledge of Communication models.
3. Develop the knowledge of basic elements of Communication.
4. Acquaint themselves with the various types of Communication.

5. Strengthen the 5Cs of Communication.

### **Unit I**

**9 Hours**

#### **Human Communication: An Overview**

Meaning and Definition of Communication, Characteristics of Communication, Key Aspects of the Communication Process, Culture and Communication, History of Communication, Scope of Communication, Principles of Human Communication, Functions of Communication

#### **Types of Communication**

Based on Levels of Communication Transactions, Verbal and Non-verbal Communication, Interpersonal and Mass Communication, Mediated and Unmediated Communication, Synchronous and Asynchronous Communication, Formal and Informal Communication

### **Unit II**

**8 Hours**

#### **Process of Communication**

Models of Communication, The Evolution of Communication Models, Elements of Communication

#### **Barriers to Effective Communication**

Types of Barriers, Classification on the basis of Nature of Problem, Classification on the Basis of Phases of Communication, Ways to Overcome Barriers and Achieve Effective Communication

### **Unit III**

**8 Hours**

#### **Critical Factors in Human Communication**

Relationship between Communication and Culture, Perception and Communication

#### **Listening**

Hearing vs Listening, Defining Listening, Listening and Empathy, Purpose of Listening Process of Listening, Listening Differentials, Types of Listening, Developing Listening Competency, Steps for Effective Listening

#### **Learning and Communication**

Learning as a Communication Process, Characteristics of Learning, Domains of Learning, Adult Learning, Communication aids and Learning

### **Unit IV**

**8 Hours**

#### **Intrapersonal Communication**

Self-awareness, Mapping the Self: Johari Window, Self-concept, Self-esteem

#### **Interpersonal Communication**

Nature of Interpersonal Communication, Motivations for Interpersonal Communication, Interpersonal Communication and Relationship Development, *Aspects* Influencing Interpersonal Communication, Theories of Interpersonal Communication  
Interpersonal Communication and Conversation, Interpersonal Communication and Conflict, Building Interpersonal Competence

### **Unit V**

**9 Hours**

#### **Small Group Communication**

Characteristics of Small Group Communication, Theories of Small Group Communication

Functions of Small Groups, Stages of Group Formation, Group Processes, Communication Apprehension in Small Groups, Conflict Resolution

### **Organisational Communication**

Concept of Organisational Communication, Role of Organisational Communication  
Characteristics of Organisational Communication, Functions of Communication in an Organisation, Aspects of Organisational Communication, Communication Flow in Organisations, Factors Affecting Effective Organisational Communication, Achieving Effective Communication in an Organisation

### **Reference books:**

Archana Kumar, Sarita Anand, Dynamics of Human Communication, Orient Blackswan Private Limited.

Barker,L.L., Communication, New Jersey: Prentice-Hall,1981.

Gail E. Myers,The dynamics of human communication,McGraw-Hill, 1992.

Berlo,D.,Process of Communication: An Introduction to Theory and Practice, New York: Holt, Rinehart and Winston,1960

Keval J Kumar,Mass communication in India,Jaico Publication,2013.

Seema Hasan, Mass Communication: Principles And Concepts, CBS PUBLISHERS AND DISTRIBUTORS PVT LTD, 2018.

## **GHG-116: Our Environment (Foundation)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

### **Course Description:**

The course provides students with a broad interdisciplinary framework for understanding the relationship between humans and their environment. It aims to equip the students with the knowledge and informed perspectives on relevant social issues and problems to help them understand responsible environmental policy and practice. The course attempts to engage students in ethical reflection regarding environmental problems at the local, regional, national, and global levels.

### **Course Objectives:**

1. Equip students with the knowledge and skills necessary to adopt best practices for conserving natural resources and protecting our environment
2. Provide strategies to help students integrate knowledge from multiple disciplines and perspectives to understand the implications of humans' interactions with their environments
3. Prepare students for careers, citizenship and environmental stewardship through awareness building and experiential learning
4. Identify and create solutions for the environment related problems.
5. Understand the significance of sustainable development.

### **Course Outcomes:**

On the successful completion of the course the students will be able to-

1. Gain understanding of the concepts of environmental studies.
2. Utilize media for different sustainable developmental activities.
3. Utilize media for different promotional activities for protecting the environment.
4. Create awareness about environmental issues in society.
5. Understand the consequences of issues like global warming and climate change

#### **Unit I**

**8 Hours**

**Natural Resources:** Forest resources, water resources, mineral resources, food resources, energy resources and land resources; role of an individual in conservation of natural resources; equitable use of resources for sustainable lifestyles

#### **Unit II**

**9 Hours**

**Ecosystems:** Structure and function; producers, consumers and decomposers; energy flow in the ecosystem; ecological succession; food chains, food webs and ecological pyramids; characteristic features of forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems

#### **Unit III**

**8 Hours**

**Biodiversity and its Conservation:** Genetic, species and ecosystem diversity, biogeographical classification of India; India as a mega-diversity nation; hot-spots of biodiversity; threats to biodiversity; endangered and endemic species of India; conservation of biodiversity

#### **Unit IV**

**8 Hours**

**Environmental Pollution:** Causes, effects and control measures; solid waste management; role of an individual in prevention of pollution; disasters

#### **Unit V**

**9 Hours**

**Social Issues and the Environment:** Sustainable development; urban energy problems, water conservation; resettlement and rehabilitation; wasteland reclamation; environment protection act, wildlife protection act, forest conservation act

#### **Reference books:**

Bharucha, E. *Environmental Studies*. New Delhi: University Grants Commission. 2004.  
Moorthy, B.K. *Environmental Management*. New Delhi: Prentice-Hall of India. 2007.  
Basak, A. *Environmental Studies*. New Delhi: Pearson. 2009.

### **GHG- 117: History of English Language and Literature-An Overview (Core)**

L	T	P	C
3	0	0	3

#### **Course Description:**

This course is a chronological survey of the major forces and voices that have contributed to the evolution of the English Language and the development of an English literary tradition. It focuses on the emergence, evolution and progress of English language and literature through different ages and periods from the Old English period till the present. The course showcases major historical events in the context of the social, political, religious and economic changes that influenced the English language and led to significant literary movements.

### **Course Objectives:**

1. Provide learners with a knowledge base relevant to English Studies at the undergraduate level
2. Enable a critical understanding of the linguistic and literary history of England and its relevance today
3. Equip the learners with the language and analytical skills to understand literary products within particular socio-historical contexts
4. Information and knowledge about the structure and history of English Language
5. Social and Geographical variations in the language that prepare the students for various career paths.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Appreciate the history of the English Language, insights and theoretical approaches.
2. Understand the changes and evolution of language
3. Understand the demand of the English language and its employability
4. This course helps the student to hone the LSRW skills
5. Improve analytical and interpretive arguments.

### **Unit I**

**8 Hours**

**Introduction to English Studies:** Scope of English Studies, World Englishes: native speakers and non-native speakers of English, pidgins and creoles; English in India; Globalization of English: the importance of English in international organizations and international communication.

### **Unit II**

**9 Hours**

**History of the English Language:** The origins; Old English: spelling, sounds and grammar; Middle English: sounds, morphology, syntax, word formation and dialects; Early Modern English: spelling and sounds, morphology, syntax and lexicon; Modern English: spelling and sounds, morphology, syntax and lexicon.

### **Unit III**

**8 Hours**

**History of English Literature I:** The Origins; Old English period: conquest of Britain, Anglo-Saxon literature; Middle English Period and Renaissance: The age of Chaucer; The English Renaissance; Elizabethan Period: University Wits, Elizabethan drama and poetry; Shakespeare: works and influences; Restoration to Enlightenment: Restoration Comedy, the metaphysical poets; Augustan Age: Emergence of Sensibility, Periodic literature.

### **Unit IV**

**9 Hours**

**History of English Literature II:** Romantic Age: romanticism, first and second generation romantics; Victorian Age: rise of industrialism and capitalism, the rise of the novel, women novelists; Pre-World War Period: the twentieth century, literary tendencies in twentieth century; Modern Age: new genres and experimentation in post-war literature, modernism, influence of modernists on literature; Postmodern Age: difference between Modernism and Post-modernism, Internationalization, new trends in literature.

**Unit V**

**8 Hours**

**Literary Genres:** Introduction to various literary genres: poetry, drama, essay, novel, short story, biography, autobiography; characteristic features; elements of literature: plot, theme, character, setting, tone, point of view; select literary terms and devices.

**Additional Reading/ Reference books:**

Abrams, M.H. *A Glossary of Literary Terms*. India: Macmillan, Rev, Edition.

John Peck and Martin Coyle. *A Brief History of English Literature*. Basingstoke: Palgrave, 2002.

B. Prasad. *A Background to the Study of English Literature*, Rev. Ed. Delhi: Macmillan, 2008.

## **GHG-118: English Literature from 16<sup>th</sup> to 17<sup>th</sup> Century**

(Core)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

This course familiarises learners with the historical and cultural contexts of British literature of the 16<sup>th</sup> and 17<sup>th</sup> centuries through the study and critical analysis of selected texts by major authors of the period. It also introduces learners to the major genres and forms of English Literature.

### **Course Objectives:**

1. Provide learners with a knowledge base relevant to English Studies at the undergraduate level
2. Enable a critical understanding of the linguistic and literary history of England and its relevance today
3. Equip the learners with the language and analytical skills to understand literary products within particular socio-historical contexts
4. Information and knowledge about the structure and history of English Language
5. Social and Geographical variations in the language that prepare the students for various career paths.

### **Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Appreciate the history of the English Language, insights and theoretical approaches.
2. Understand the changes and evolution of language
3. Understand the demand of the English language and its employability
4. This course helps the student to hone the LSRW skills
5. Improve analytical and interpretive arguments

### **Unit I**

**8 Hours**

**Historical Background:** Protestantism, Humanism, English Renaissance, Puritanism, Restoration, Dissolving the Parliament, Influence of French culture through restoration, Age of Discovery/ Exploration, the New World.

### **Unit II**

**8 Hours**

**Poetry-16th Century:** Major poets and significant works; characteristic features; Sonnet-Petrarchan and Shakespearean; Allegory- renaissance allegory, classical and religious allegories; Metaphysical Conceit - Petrarchan influence, metaphysical poets.

### **\*Essential Reading**

Sir Philip Sidney (1554 1586): “The Bargain”

William Shakespeare (1564-1616): Sonnet 116 “Let me not to the marriage of true minds”  
John Donne (1572-1631): “The Sunne Rising”

### **Unit III**

**9 Hours**

**Poetry-17th Century:** Major poets and significant works; Characteristic features; Heroic Couplets- difference between regular couplets and heroic couplets, beginnings of classical heroic couplet; Pastoral elegy- classical roots, Milton and Shelley; Origin of Neo-classicism- characteristics of neo-classicism, wit and satire.

#### **\*Essential Reading**

John Milton (1608-1674): “On his Blindness”

Andrew Marvell (1621-1678): “Bermudas”

John Dryden (1631-1700): “Dreams”

### **Unit IV**

**8 Hours**

**Prose:** Major authors and significant works; characteristic features; the periodical essays; the scientific ideal; philosophical empiricism; the puritan ideal; diaries, biographies and letters; select texts.

#### **\*Essential Reading**

Francis Bacon (1561-1626): “Of Great Place”

Joseph Addison (1672-1719): “Adventures of a Shilling” (From my own Apartment. *The Tatler*, No: 249 1710)

Richard Steele (1672-1729): “Fashionable Hours” (from *The Tatler*)

### **Unit V**

**9 Hours**

**Drama:** Major playwrights and significant works; characteristic features; the puritan interregnum; restoration comedy; folk traditions and the masque; University Wits and the theatre in 16<sup>th</sup> century; Soliloquy and Monologue: devices used in drama, form and purpose; select examples.

#### **\*Essential Reading**

Christopher Marlowe (1564-1593): *Doctor Faustus*

Shakespeare: “To Be or Not To Be” Soliloquy by Hamlet in *Hamlet* Act 3 Scene 1

“It must be by his death: and for my part” Soliloquy by Brutus in *Julius Caesar*  
Act 2 Scene 1

#### **Additional Reading/Reference Books**

Shakespeare (1564 - 1616): Sonnet 130 “My mistress’ eyes are nothing like the sun”

Edmund Spenser (1552/1553 - 1599): Sonnet 75 “One day I wrote her name upon the strand”  
(Amoretti)

Ben Jonson: The Masque of Blackness

John Milton: “Lycidas”  
 Dryden: “Can Life be a Blessing?”  
 Ben Jonson (1572 -1637): “On my first sonnet”  
 Mary Sidney Herbert, Countess of Pembroke (1561 – 1621): “The Doleful Lay of Clorinda”  
 Issac Walton (1593-1683): Selections from *Walton's Lives*.  
 John Bunyan (1628-1688): “The Pilgrim’s Progress”  
 Samuel Johnson (1709-1784): An excerpt from the ‘Lives of the Poets’  
 Robert Burton (1577 – 1640): An excerpt from “The Anatomy of Melancholy”  
 Margaret Cavendish, Duchess of Newcastle (1624?-1674): Preface to *Sociable Letters*  
 John Evelyn (1620-1706): An excerpt from “Diary of John Evelyn”

**GHG-119: Second Language (Spanish I)**  
**(Ability Enhancement Course - Elective)**  
**(w.e.f. Admitted Batch 2020-2021)**

L	T	P	C
2	0	2	3

**Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

**Course Objectives:**

1. Develop an interest in the target language among the learners
2. Enable the learner to acquire basic skills in the target language to comprehend written and spoken messages and communicate with native speakers in real life situations
3. Create awareness about the language and its socio-cultural context for effective Communication
4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play
2. Use the learned grammatical concepts to speak and write good English
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources

5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

### **Unit I**

**8 Hours**

Greetings and introductions, Personal information: nationality, occupation, address, age, marital status, formal and informal ways of addressing people, alphabet, numbers, instructions in class, countries and nationalities and family.

Functions: Asking for and giving personal information; Using formal and informal modes of address; Talking about the family

Grammar: Number and gender; Articles - definite and indefinite; Demonstrative pronouns - Personal pronouns, Uses of Hay, Interrogative pronouns

### **Unit II**

**9 Hours**

Describing objects/people/places, discover Spain and Latin America: the Spanish language in the world, the population of Latin America, and the family in the Spanish speaking world.

Functions: Asking for and giving personal information; Using formal and informal modes of address; Talking about the family

Grammar: Adjective agreement; Present Tense: regular and irregular verbs; Ser and estar

### **Unit III**

**8 Hours**

Common everyday objects, money and numbers, shopping, town & city, house and furniture, likes and dislikes, sports and leisure, the time and days of the week & months

Functions: Making simple purchases; Describing towns; Describing your city/town; Describing your house/flat

Grammar: Prepositions of place; Reflexive verbs; Object pronouns

### **Unit IV**

**9 Hours**

The weather, public time tables, discover Spain & Latin America: markets in Peru, the geography of Latin America, housing in Spain, Latin, American music, daily routine and weekends and leisure activities / activities and things that you can /cannot do.

Functions: Expressing likes and dislikes; Talking about sports and free time activities; Asking and giving information about opening times of public places

Grammar: Gerund; Present Perfect Tense

### **Unit V**

**8 Hours**

The work, transport and time tabling, Simple past tense, discover Spain & Latin America: free time activities in the Spanish speaking world, travelling in Peru and famous Latin American people.

Functions: Talking about daily routines; Talking about weekend activities; Talking about your work / studies, how you get to work and what you like the most about it; Talking about activities that you are good at; Describing what you did yesterday/last weekend

Grammar: Present tense: irregular verbs; Prepositions; Adverbs of frequency;

Verb + Infinitive; Preterite tense

### **Learning Resources**

#### **Textbook cum workbook:**

AULA INTERNACIONAL (A2-B1), CURSO DE ESPANOL BY Jaime Corpas / Eva Garcia /

Augustin Garmendia / Carmen Soriano published by Goyal Publishers & Distributors (P) Ltd. Delhi.

An exercise book may also be recommended. The teacher will supply additional material, both tailor-made and taken from other sources (textbooks, newspapers, and new media).

**GHG-120: Soft Skills**  
**(Ability Enhancement Course – Compulsory)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Course Description:**

The course aims at helping the students develop a wide variety of soft skills and awareness about the dynamics of teamwork, different environments, emotional sensitivity, creative and critical thinking skills for problem solving and decision making, reducing stress and resolving conflict in ourselves and in our interactions with others. The course is activity based and a wide range of relevant issues are discussed and strategies for application of skills learned provided in order to enable students to perform effectively in workplace and social environments. The focus areas are conversation, teamwork, persuasion, presentation, and emotional intelligence.

**Course Objectives:**

1. Enable learners to build strong interpersonal skills for professional and personal growth
2. Build awareness on emotional intelligence and equip the learners with the skills to understand others without depending upon assumptions
3. Help learners develop the ability to understand multiple perspectives and learn strategies for effective problem solving and decision making
4. Initiate an understanding where the student develops respect for the opinions, personal space and beliefs of others
5. Develop self-motivation, raised aspirations and belief in one's own abilities, defining and committing to achieving one's goals

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Learn to cope with the unfamiliar, managing disappointment and dealing with conflict
2. Connect and work with others to achieve a set task
3. Assess the requirements of a task, identifying the strengths within the team, utilizing

- the diverse skills of the group to achieve the set objective, awareness of risk/safety
4. Demonstrate clear briefing and listening skills, not being afraid to ask for help and support when necessary
  5. learn to handle emotions including tolerance and behavioral responses, building positive friendships and bonding with peers and classmates

### **Unit I**

**8 Hours**

**Introduction to Soft Skills:** Meaning, scope, portability and value of soft skills; Soft skills for inner strength and interpersonal effectiveness; Aspects of soft skills; Relationship between soft skills and hard skills; Soft Skills in various contexts; Role of communication in Soft Skills

### **Unit II**

**9 Hours**

**Self management skills:** Self confidence and self motivation - positive thinking and growth mindset; Self-Awareness and reflection - knowing and understanding oneself, observing oneself objectively; Intra-personal skills - emotional intelligence; Creative and critical thinking for problem solving and decision making; Resilience, handling stress and coping with change; Recognizing negativity; Visualization and positive affirmation

### **Unit III**

**8 Hours**

**Interpersonal skills:** Patience, perceptiveness and empathy; Handling mental and emotional 'baggage' - 'forgiving and forgetting'; Dealing with difficult personalities and situations; Influence/ persuasion skills; Soliciting opinions and feedback; Coordinating with people to arrive at common decisions; Socio-cultural aspects of interpersonal interactions

### **Unit IV**

**9 Hours**

**Advanced Skills for successful careers:** Collaborative skills; Leadership - communicating vision and ideas that inspire others to follow, creating and motivating a high performing team; Teamwork - working with people of varied skills, personalities, motivations, and work styles; Mentoring skills - providing guidance and constructive feedback that can help others improve; Negotiation Skills

### **Unit V**

**8 Hours**

**Professional Etiquette:** Customary code of polite behaviour in a professional setting; Introductions and first impressions; Meeting etiquette (on-site meetings and teleconferences); Telephone and e-mail etiquette; Networking - to be interesting and interested; Ability to understand and deal proactively with the unspoken nuances of people dynamics in order to protect oneself from unfairness as well as further one's own career

### **Reference books:**

- Claus, Peggy. *The Hard Truth about Soft Skills*. Australia: Harper Collins Publishers Pty. Ltd. 2007.
- Butterfield, Jeff. *Soft Skills for Everyone*. New Delhi: Cengage Learning. 2010.
- Chauhan, G.S. and Sangeeta Sharma. *Soft Skills*. New Delhi: Wiley. 2016.
- Goleman, Daniel. *Working with Emotional Intelligence*. London: Bantam Books. 1998.
- Hall, Calvin S. et al. *Theories of Personality*. New Delhi: Wiley. rpt. 2011.
- Holtz, Shel. *Corporate Conversations*. New Delhi: PHI. 2007.

**GHG-121: Fundamentals of ICT**  
**(Ability Enhancement Course - Compulsory)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

**Course Description:**

The course aims at equipping students with the knowledge and skills of ICT that are essential to perform efficiently in any contemporary workplace. Learners would be given the opportunity to learn and practise routine tasks related to the creation of business documents, perform data analysis and use appropriate tools for its graphical representation, and use AV aids to make presentations. The course introduces the students to the use of office automation tools such as word processing, spreadsheets and collaborative work tools. The aim of the course is to help students acquire basic industry identified computer competency.

**Course Objectives:**

1. Enable learners to confidently use the computer for internet services, electronic documentation, data analysis, and presentations.
2. Help learners understand the ethical considerations related to the use of the internet and various digital tools and resources for knowledge sharing and work.
3. Equip learners with basic computer skills for efficient and effective performance in the academic and professional contexts.
4. Bridge the fundamental concepts of computers with the present level of knowledge of the students.
5. Familiarize operating systems, programming languages, peripheral devices, networking, multimedia and internet

**Course Outcomes:**

On the Successful completion of this course the student will be able to-

1. Engage cooperatively in a small group by sharing a range of resources and equipment.
2. Explain the varying points of view of resources and information presented to them.
3. Demonstrate responsibility for personal information and safety, while using technology.
4. Explain the significance of, and follow the rules for, copyrighted material.in their own words.
5. Show respect and responsibility for their own integrity, privacy and intellectual property, and that of others, in relation to all forms of communication and information.

**Unit I**

**4 Hours**

**Introduction to Information Technology:** Definition and elements of IT; computer system; networking: definition, types of networks: LAN, MAN, WAN, the Internet and its applications, Web browsers, Network settings.

**Unit II****5 Hours**

**Introduction to MS Office and MS Word:** Components of MS Office, applications of MS Office, MS Word; working with MS Word documents: text formatting, working with tables, spelling and grammar, adding graphics to document, mail merge

**Unit III****5 Hours**

**MS PowerPoint:** Creating presentations; working with slides - slide design and slide layout; working with animation; working with graphics - pictures, clipart, audio clips, video clips

**Unit IV****6 Hours**

**MS Excel:** Working with MS Excel Workbook, worksheet management, formulae and functions, inserting charts, sorting, filters, printing in Excel

**MS Access:** Basic database concepts – definition, advantages, integrity constraints and keys, creating database in MS access, creating Reports in MS Access.

**Unit V****6 Hours**

**Google Productivity Tools:** Google Drive, Google Slides, Google Docs, Google Forms, Google Sheets

**Google Sites:** Google site creation, Integrate google documents, spreadsheets, presentations, and other Google Apps into your site.

**Text Book**

Gary B Shelly, Thomas J Cashman, Misty E Vermaat. *Microsoft Office 2007*, New Delhi: Cengage Learning India Limited. 2010.

Nancy Conner, Google Apps: The Missing Manual, "O'Reilly Media, Inc.", 27-May-2008

**Reference books:**

Bandari Vinod Babu. *Fundamentals of Information Technology*, New Delhi: Pearson Education. 2012.

ITL ESL. *Fundamentals of Computers*, New Delhi: Pearson Education. 2011.

<http://sites.google.com>

## **GHG-201: Human Values and Ethics: Understanding Harmony (Foundation)**

**(w.e.f. Admitted Batch 2020-21)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

### **Course Description:**

The course aims at equipping students with the knowledge and skills of ICT that are essential to perform efficiently in any contemporary workplace. Learners would be given the opportunity to learn and practise routine tasks related to the creation of business documents, perform data analysis and use appropriate tools for its graphical representation, and use AV aids to make presentations. The course introduces the students to the use of office automation tools such as word processing, spreadsheets and collaborative work tools. The aim of the course is to help students acquire basic industry identified computer competency.

### **Course Objectives:**

1. Enable learners to confidently use the computer for internet services, electronic documentation, data analysis, and presentations.
2. Help learners understand the ethical considerations related to the use of the internet and various digital tools and resources for knowledge sharing and work.
3. Equip learners with basic computer skills for efficient and effective performance in the academic and professional contexts.
4. Develop students' sensibility with regard to issues of gender in contemporary India.
5. Provide a critical perspective on the socialization of men and women.

### **Course Outcomes:**

On the Successful completion of the Course students will be able to -

1. Students will have developed a better understanding of important issues related to gender in contemporary India.
2. Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
3. Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
4. Students will acquire insight into the gendered division of labour and its relation to politics and economics.
5. Men and women students and professionals will be better equipped to work and live together as equals.

### **Unit I**

**8 hours**

#### **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Purpose and motivation for the course, recapitulation from Universal Human Values-I.

Self-Exploration-what is it? - Its content and process; 'Natural Acceptance' and Experiential Validation- as the process for self-exploration.

Continuous Happiness and Prosperity- A look at basic Human Aspirations  
Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority.  
Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario  
Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

**Unit II** **8 hours**

**Understanding Harmony in the Human Being - Harmony in Myself!**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body'.  
Understanding the needs of Self ('I') and 'Body' - happiness and physical facility.  
Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer).  
Understanding the characteristics and activities of 'I' and harmony in 'I'.  
Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail.  
Programs to ensure Sanyam and Health.

**Unit III** **8 hours**

**Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship  
Understanding the meaning of Trust; Difference between intention and competence  
Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship  
Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals  
Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

**Unit IV** **8 hours**

**Understanding Harmony in the Nature and Existence - Whole existence as Coexistence**

Understanding the harmony in the Nature  
Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature.  
Understanding Existence as Co-existence of mutually interacting units in all-pervasive space.  
Holistic perception of harmony at all levels of existence.

**Unit V** **8 hours**

**Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values; Definitiveness of Ethical Human Conduct; Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order  
Competence in professional ethics: a. Ability to utilize the professional competence for

- augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
1. Case studies of typical holistic technologies, management models and production systems
  2. Strategy for transition from the present state to Universal Human Order:
    - a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    - b. At the level of society: as mutually enriching institutions and organizations
  3. Sum up.

**Readings:** Text Book

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

**Reference Books**

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi.
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

**GHG-202: Creative Writing and Book Reviews**  
(Ability Enhancement Course - Compulsory)

**L    T    P    C**  
**1    0    4    3**

**Course Description:**

The course provides an understanding, skills and professional knowledge about the art of writing and develops the creative ability. It focuses on giving an understanding of how one can assimilate information about a writer's art and develop his/her creative ability. This course will train students in writing skills in relation to feature articles (women's issues, book reviews. etc), writing short stories, scripts etc.

**Course Objectives:**

1. Enable them to organize their daily writing into structures categories
2. To equip the students to write with clarity and purpose

3. Enable the students to produce poems or literary non-fictional pieces that are original and engaging.
4. Articulate an awareness of the relationship between the individual works and conventional literary work.
5. Enables the learner to discover the hidden message in the text and to ascertain how the ideas in the text accords with the writer's opinion, values and objectives.

**Course Outcomes:**

On Successful completion of the course the students will be able to -

1. Understand the technique of brainstorming, composing a draft and determining the piece's revision
2. Since creative classes sometimes involve giving peer feedback through a writing workshop, students also
3. learn how to give constructive reviews and feedback
4. Improve a piece of writing by learning to proofread and revise
5. Appreciation for creative writing and better understanding of the unique voice of the different authors.

**Unit I**

**8 Hours**

**Introduction to Creative Writing:** Creative writing genres: short story, narrative essay, feature article, memoir, travel writing; the craft: plotting, setting, physical description, characterization, and stylistic clarity and innovation; composition strategies

**Unit II**

**9 Hours**

**Creative Writing Workshop:** Produce complete original piece/s of work in chosen genres: drafting a complete piece; revising, rewriting and refining to bring out the final product; using the skills learned; analysis and constructive evaluation of peer writing

**Unit III**

**8 Hours**

**Book Reviews:** Descriptive review: objective presentation of the content and structure of a book, perceived aims and purpose of the book, key elements of the work, indication of the reading level and anticipated audience; critical review: evaluation of a book in relation to accepted norms; supporting evidences from the text; developing an assessment strategy; recommendation of the reviewer

**Unit IV**

**9 Hours**

**Book Review Workshop:** Identifying a book for review: genre, author, title; relevant background information and intended audience; checking authenticity and authority; writing the review: a concise summary of the content: accuracy and detail; analysis and critical assessment; balancing subjective opinion and objective analysis

**Unit V**

**8 Hours**

**Preparing for Publication:** Basics of IPR; the publication cycle: engaging in the mechanics of keyboarding, design, layout, and proofreading; peer review of manuscripts produced in the creative writing and book review workshops; collaborative work; bringing out a publication - book/ magazine

**Reference books:**

- Bishop, Wendy. *Working Words: The Process of Creative Writing*.
- DeMaria, Robert. *The College Handbook of Creative Writing*.
- Joselow, Beth Baruch, *Writing without the Muse: 60 Beginning Exercises for the Creative Writer*
- Gross, Gerald, *Editors on Editing*
- Kenly, Eric, & Mark Beach, *Getting It Printed*
- Lee, Marshall. *Bookmaking: Editing/Design/Production*, 3<sup>rd</sup> edition
- Neira Dev, Anjana and others. *Creative Writing: A Beginner's Manual*. Delhi, Pearson, 2009.
- Drewry, John. *Writing Book Reviews*. Boston: The Writer, 1974.
- Teitelbaum, Harry. *How to Write Book Reports*. 3rd ed. New York: Macmillan, 1998.
- Walford, A.J., ed. *Reviews and Reviewing: A Guide*. Phoenix, AZ: Oryx Press, 1986.

## **GHG-203: Understanding Globalization (Foundation)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

The course is intended to explain how social actors shape global processes. It will discuss Gender issues, Environmental issues at global level and its importance making politics between west and non-west countries. The course will also explain and analyze the concept of Global Village and its implications, Politics of language, and finally Globalization of India.

**Course Objectives:**

1. Develop Global Awareness through knowledge-building of the interrelatedness of local, global, international and intercultural issues, trends and systems
2. Introduce theories of globalization
3. Understand reasons for global conflicts
4. Understand the process of globalization.
5. Fostering the ability to critique one's own cultural values and biases by comparing and contrasting them with those of other countries.

**Course Outcomes:**

1. Understanding the historical, political, social, and economic forces which have shaped the current world system.
2. Understanding the diversity and commonalities found in the world in terms of values, beliefs, ideas, and worldviews.
3. Understanding structural inequality across the globe.
4. Advancing sensitivity and respect for personal and cultural differences and a commitment to responsible global citizenship.
5. Developing critical and comparative analytical skills, including the ability to think creatively and to integrate knowledge about other cultures and societies into an inclusive world view.

## **Unit I**

**9 Hours**

**Introduction - Theories of globalization:** Politics of Globalization - globalization and economic crisis, shift in geo-political balance of power; Globalization and Development - how social actors (institutions; civil society; businesses; migrants; consumers; terrorists) shape global processes; Gender and Globalization - The centrality of gender and women's labor (paid and unpaid) to global economies.

## **Unit II**

**8 Hours**

**Climate Change:** What is climate change, impact of global power struggles on the environment; Globalization and religious conflicts – ‘clash of civilisations’ between the West and non-West, forms of governance and economies as ideal forms of conflict resolution

## **Unit III**

**8 Hours**

**Global Village:** How globalization impacted the traditional marketing and communication strategies. Globalization and stereotyping of communities; Nationalism and Globalization - National identity versus cosmopolitanism, business expansion across national borders and the movement of people and knowledge, promises of capitalism and economic crisis in underdeveloped countries.

## **Unit IV**

**9 Hours**

**Language of international communication:** English as the business lingua franca and its consequences for minority languages; Politics of Visual Communication - impact of visual communication which disseminates knowledge and information across borders. International advertising and the impact of electronic media

## **Unit V**

**8 Hours**

**Globalization in India:** Globalization and women empowerment, livelihood and exploitation of natural resources; New economic opportunities – globalization and traditional occupations, human resource development in the globalizing age

## **Reference books:**

- Guthrie, D. *China and Globalization*, London: Routledge. 2009.  
Gupta, D. *Can India Fly?* Stanford: Stanford University Press. 2007.  
Palmer, G. *The Politics of Breastfeeding*. Pinter and Martin. 2009.  
Stiglitz, J. *Globalization and its Discontents*. Penguin. 2003.  
J. Bhagwati, *In Defence of Globalization*. chs. 1 and 4. 2007.  
M. Korzeniewicz. *Nike and the Global Athletic Footwear Industry*.  
J. Gray. “From the Great Transformation to the Global Free Market” in Lechner and Boli. *The Globalization Reader*. 2000.  
D. Croteau and W. Hynes. *The Business of Media*, 2005.  
E. Herman and W. McChesney. *The Global Media: The New Missionaries of Corporate Capitalism*. 1997.  
S. Ehrenreich. “Meeting the Challenge: English as a Business Lingua Franca in a German Multinational Corporation” *Journal of Business Communication*.  
J. McWhorter. *The Power of Babel. A history of Language*. 2001.chs 3 and 7  
Maurenan and Ranta, *English as a Lingua Franca*, 2009, ch. 6 and 10

C. Gopinath. *Globalization*: Ch. 7. Global Business Influences. 2008.  
 C. Classen, and D. Howes, *Cross-Cultural Consumption*. 1994.  
 M. De Mooij. *The Paradoxes in Global Marketing Communication*. 2011.  
 T. Luke, *The Political Economy of Cyberspace in Spaces of Culture*. 1999.

**GHG-204: Social Media: Impact and Possibilities**  
 (Foundation)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

**Course Description**

This course aims at providing a platform to learn and create effective social media posts and also to build a strong presence in the social media. It includes the creation of content.. This includes setting up a content calendar, managing and moderating your posts, analyzing data for insights and iteration, and how to increase post effectiveness.

**Course Objective:**

1. Establish and manage a social media presence
2. Understand how and why content is created for social media
3. Evaluate the performance of your content and its impact on social media
4. Apply knowledge of human communication and language processes as they occur across various contexts, perspectives.
5. Comprehend and evaluate key theoretical approaches used in the interdisciplinary field of communication.

**Course Outcomes:**

On the successful completion of this course the student will be able to-

1. Understand the research methods associated with the study of human communication.
2. Apply at least one of those approaches to the analysis and evaluation of human communication.
3. Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.
4. Evaluate primary academic writing associated with the communication discipline.
5. Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.

**Social media - a new paradigm:** Digital technologies; literacy redefined; the user and the fourth screen; virtual proximities and expanding networks;

**Unit II** **8 Hours**

**Social media tools and platforms:** Categorization; features and uses - pros and cons; a few examples: Facebook, Twitter, Wordpress, YouTube, Linkedin, Instagram, Snapchat etc.

**Unit III** **9 Hours**

**Impact of social media:** Influential capacity; shifts in information flows; volume, nature and formats of contents; social and ethical implications; online activism; citizen journalism; changing character of communication; democratization and the digital divide; cyber crime  
A few case studies

**Unit IV** **9 Hours**

**Social media and organizations:** ‘Digital natives’ and the falling apart of hierarchies: less pyramidal and more cooperative control structures; communication and collaboration; growing relevance in the context of geographically dispersed teams; learning and knowledge management in organizations; strategies to successfully navigate the media landscape  
A few case studies

**Unit V** **8 Hours**

**Corporate social networks:** Production of positive network externalities, increase of business information capital; audience analysis and content planning; marketing strategies used by businesses: engagement and nurture; social strategies and business metrics; integrated marketing communications strategies for social media - an overview of the trends (Indian and global); ethical and legal implications. A few case studies

**Reference books:**

- Guy Kawasaki & Peg Fitzpatrick. *The Art of Social Media*. Penguin. 2014.  
Carrigan, Mark. *Social Media for Academics*. Sage Publications Ltd. 2016.  
Bennett, W. Lance. *New Media Power: The Internet and Global Activism*. 2003.  
Castells, Manuel. “The Network Society: a cross-cultural perspective”, Edward Elgar, MA (Chapter 1. Informationalism, networks, and the network society: a theoretical blueprint pp.3-45), 2004.  
Kahn, R and D Kellner, “New Media and Internet Activism: From The Battle of Seattle to Blogging” *New Media & Society*, Vol. 6, No. 1, 2004.  
Lister Martin. *New Media – A critical Introduction*. Routledge, 2009.

**GHG-205: Health and Well-being  
(Foundation)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

## **Course Description:**

The course focuses on well-being as determined by physical and mental health, resilience, and overall life quality. It aims to provide learners with basic knowledge and understanding of social well-being and health as a whole package and enable them to gain insights into what contributes to fulfillment.

## **Course Objectives:**

1. Enable students to understand relevant concepts such as work-life balance and what constitutes healthy behaviour.
2. Provide foundational knowledge of what can help one lead a healthy and fulfilling life.
3. Motivate learners to become more aware of their physical and mental health, emotional wellness, social well-being, and overall outlook on life.
4. Develop awareness of how college life can pose unique challenges to well-being
5. Identify key strengths that can support well-being

## **Course Outcomes:**

On the successful completion of this course the student will be able to-

1. Understand principles of mental and physical well-being
2. Learn basic and enhanced strategies for self-care
3. Identify and practice techniques for bolstering or supporting mental and physical health
4. Explore concrete strategies for managing more common challenges like loneliness,
5. identity negotiations, stigma, unhealthy social media behavior, and many others

### **Unit I**

**9 Hours**

**Introduction (Components of health):** Mind-body-spirit, feeling content, connected, energized, resilient, and safe; physical, mental and emotional dimensions; WHO model; Heredity and environment - impact of family, peer group and surrounding community; subjective and objective indicators of wellbeing.

### **Unit II**

**8 Hours**

**Health enhancing behaviours (physical):** Body awareness; understanding one's unique metabolism; notions of beauty and fitness; exercise, safety, nutrition; illness and pain - causes, consequences; coping strategies

### **Unit III**

**8 Hours**

**Health enhancing behaviours (psychological):** Implications for well-being: psychological aspects - resilience, hope, optimism; stress and coping with stress; impact of psychological disturbances on the body; psychosomatic disorders; integrated approaches to well-being; mindfulness.

### **Unit IV**

**9 Hours**

**Maintaining work-life balance:** Establishing boundaries; Handling multiple roles, expectations and needs; when and how to say 'no'; planning and prioritizing; Time management - overcoming procrastination, knowing one's distractions and minimizing them, managing personal and professional social media accounts; enriching one's personal life.

**Unit V**

**8 Hours**

**Socio economic factors:** Impact of social, cultural and economic environment; variables and contributing factors; health equity and social justice; accessibility; anti-oppression and culturally safe practices; needs-based planning; community vitality and belonging.

**Reference Books:**

Sarafino, E.P. *Health psychology: Bio- psychosocial interactions* (4th Ed.). N Y: Wiley. 2002.

Snyder, C.R., & Lopez,S.J. *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage. 2007.

DiMatteo, M.R. and Martin, L. R. *Health psychology*. New Delhi: Pearsons. 2002.

**GHG-206: Public Opinion and Survey Research  
(Foundation)**

**L T P C**  
**2 0 0 2**

**Course Descriptions:**

This course focuses on exploring the central theories and themes in the fields of public opinion. It introduces the students to the practice of survey research through various methods.

**Course Objective:**

1. Understand and evaluate different methodologies used to measure and explain public opinion, their strengths and limitations, and how they can be applied to new research questions.
2. Develop an appreciation of the challenges of relating theory to empirical data in public opinion research.
3. Demonstrate through one’s written work and seminar discussions the ability to synthesize,
4. Understand and evaluate different methodologies used to measure and explain public opinion, their strengths and limitations, and how they can be applied to new research questions.
5. Develop an appreciation of the challenges of relating theory to empirical data in public opinion research.

**Course Outcomes:**

On the successful completion of the course the learners will be able to -

1. Engage critically with, and extend the scholarly literature on public opinion.
2. Understand the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system
3. Learn about the methods used for conducting surveys and interpreting survey data
4. Acquire basic skill sets related to understanding public opinion formation and conducting
5. Acquire basic skill sets related to measurement of public opinion such as data analysis using statistical methods.

**Introduction to the course:** Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

**\*Essential Reading:**

R. Erikson and K. Tedin, *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers, pp. 40- 46. 2011.

G. Gallup, *A guide to public opinion polls* , Princeton University Press, pp. 3-13. 1948.

**Unit II**

**9 Hours**

**Measuring Public Opinion with Surveys: Representation and sampling**

- a. What is sampling? Why do we need to sample? Sample design.
- b. Sampling error and non-response
- c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

**\*Essential Reading:**

G. Kalton, *Introduction to Survey Sampling* Beverly Hills, Sage Publication. 1983.

Lokniti Team ‘National Election Study 2009: A Methodological Note’, *Economic and Political Weekly*, Vol. XLIV (39). 2009.

Lokniti Team, ‘National Election Study 2004’, *Economic and Political Weekly*, Vol. XXXIX (51). 2004.

‘Asking About Numbers: Why and How’, *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

**Unit III**

**8 Hours**

**Survey Research**

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

**\*Essential Reading:**

H. Asher, ‘Chapters 3 and 5’, in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press. 2001.

R. Erikson and K. Tedin, *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46. 2011.

**Unit IV**

**9 Hours**

**Quantitative Data Analysis**

- a. Introduction to quantitative data analysis
- b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

**\*Essential Reading:**

A. Agresti and B. Finlay, *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson. Prentice Hall. 2009.

S. Kumar and P. Rai, ‘Chapter 1’, in *Measuring Voting Behaviour in India*, New Delhi: Sage. 2013.

**Unit V**

**8 Hours**

## **Interpreting polls (6 lectures) Prediction in polling research: Possibilities and pitfalls**

Politics of interpreting polling

### **\*Essential Reading:**

R. Karandikar, C. Pyne and Y. Yadav, 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21, pp.69-89. 2002.

M. McDermott and K. A. Frankovic, 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244-264. 2003.

### **Reference books:**

K. Warren, 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80. 2001.

W. Cochran, 'Chapter 1', *Sampling Techniques*, John Wiley & Sons. 2007.

G. Gallup, *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75. 1948.

D. Rowntree. *Statistics without Tears: An Introduction for Non Mathematicians*, Harmondsworth: Penguin. 2000.

## **GHG-208: English Literature from 20<sup>th</sup> Century to the present**

(Core)

L	T	P	C
3	0	0	3

### **Course Description:**

This course provides an introduction to and a survey of twentieth century British literature and thought. It aims to introduce the students to the focal shift of modern aesthetics and sensibility and familiarizes students with preoccupations with the ideas of body and labour, race and gender, war and so on.

### **Course Objectives:**

1. Explain the aesthetics and political connotations of 20th century British literature.
2. Analyze the use of language, tropes and literary styles prevalent in the 20th century British literature.
3. Demonstrate how ideas of self and self-criticism challenged as well established 20th century British literary production.
4. The students will be acquainted with the historical, social, cultural, political and literary background of the period

5. It will lay emphasis on Modernism, Symbolist and Imagist Movements; Women's Movement in the early 20th Century, The Avant Garde, Psychoanalysis, Stream of Consciousness, World War-I etc.

### **Course Outcomes:**

Upon the successful completion of this course the student will be able to-

1. Appreciate the full range of literary production during the first half of the twentieth century, along with specific knowledge of certain works and writers
2. Awareness of historical events, cultural developments, and artistic movements that provided material, themes, and inspiration for writers of this period
3. Understanding of traditions and innovations within different literary genres, as well as an enhanced grasp of techniques employed in poetry, drama, fiction, and nonfiction; — the ability (both spoken and written) to ask incisive interpretive questions
4. Formulate arguable claims, and react to others' ideas about literary devices, styles, and structure
5. Acquire the skills to research critical responses, synthesize them with one's own, and write

### **Unit I**

**8 Hours**

**Historical Background:** Neo-realism; Marxism; Modernism; The World Wars; Russian Revolution; Surrealism; Cubism; Expressionism; Stream of consciousness; Diaspora; Commonwealth literature; Post colonialism; Postmodernism; the Subaltern.

### **Unit II**

**9 Hours**

**Poetry:** An overview of the historical background; characteristic features, major movements and their influence on poetry; major poets and significant works; revolution in poetic taste and practice; modernist poetry in English; war poets, beat poets of the 20<sup>th</sup> century

#### **\*Essential Reading**

W B Yeats (1865-1939): "To a child dancing upon the shore"

Wilfred Owen (1893-1918): "Strange Meeting"

T.S. Eliot (1888-1965)- "Journey of the Magi"

Ezra Pound (1885-1972): "In a Station of the Metro"; "The Return"

Sylvia Plath (1932-1963): "The Applicant"

Ted Hughes (1930-1998): "Snowdrop"/ "Hawk Roosting"

Allen Ginsberg (1926-1997): "My Sad Self"

Rabindranath Tagore (1861-1941): An excerpt from "The Child"

Benjamin Zephaniah (born 1958): "Who's Who"; "Neighbours"

### **Unit III**

**8 Hours**

**Prose:** New approaches and major trends; world of changing perspectives; devastating wars and uncertain values; movements, intellectual trends and events; themes of conflict and uncertainty.

**\*Essential Reading**

Virginia Woolf (1882-1941): *Room of One's Own*

Amitav Ghosh (1956-): "Stories in Stone" (From *Dancing in Cambodia and Other Essays*)

Bertrand Russell (1872-1970): *The Impact of Science on Society*

**Unit IV**

**8 Hours**

**Drama:** Introduction to modern drama: Modernism, Expressionism, Impressionism, select plays; Experimental theatre and the Theatre of the Absurd; social and historical context of the texts.

**\*Essential Reading:**

George Bernard Shaw (1856-1950): *Candida*

Eugene O'Neil (1888-1953): *The Long Voyage Home*

William Saroyan (1908-1981): *The Oyster and the Pearl*

**Unit V**

**9 Hours**

**Fiction:** Twentieth century fiction and relevance to global and cultural awareness; changing uses of genres; Coming-of-Age novel; novels of social and political conflict; the avant-garde novel; select novels.

**\*Essential Reading**

James Joyce (1882-1941): *The Dead*

Ruskin Bond (1932-): *The Blue Umbrella*

Harper Lee (1926-2016): *To Kill a Mockingbird*

**Additional Reading/ Reference books:**

William Faulkner (1897-1962): *The Sound and the Fury*

Terry Pratchett (1948-2015): *Wyrd Sisters*

Joseph Conrad (1857-1924): *Lord Jim*

E.M. Forster (1879-1970): *A Passage to India*

Rudyard Kipling (1865-1936): *The Children of the Zodiac* (Many Inventions)

Rohinton Mistry (b 1952) "Swimming Lessons" "Tales from Firozsha Baag"

Evelyn Waugh (1903-1966): *Scoop*

Dylan Thomas (1914-1953): "Do not go gentle into that good night"

Philip Arthur Larkin (1922-1985): "Faith Healing"

T.S. Eliot (1888-1965): "The Hollow Men"

Robert Graves (1895-1985): "A Pinch of Salt"

Sarojini Naidu (1879-1949): "The Royal Tombs of Golconda"

Marilyn Dumont (b 1955): Excerpts from "A Really Good Brown Girl"

Nirad C Chaudhari (1897-1999): An excerpt from "Autobiography of an Unknown Indian"

Jawaharlal Nehru (1889-1964): "Letters from a Father to His Daughter"

Viktor Frankl (1905-1997): Excerpt from "Man's Search for Meaning"

Salman Rushdie (b 1947): “Commonwealth Literature does not exist”, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Samuel Beckett (1906-1989): *Waiting for Godot*

John Galsworthy (1867-1933): *The Spirit of Punishment*

## **GHG-209: Cross-Cultural Communication**

**(Ability Enhancement Course - Compulsory)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

### **Course Description:**

This course aims to prepare students to communicate effectively, efficiently, and empathetically with people from different cultures, geographical locations or social backgrounds. The course is activity based and provides opportunities to practise skills and strategies to understand how one’s verbal and non-verbal communication is interpreted by others and how that impacts one’s interactions with others in social and professional settings.

### **Course Objectives:**

1. Equip learners with the knowledge, skills and tools needed to communicate appropriately and effectively in a cross-cultural environment.
2. Help learners develop strategies for overcoming social blind spots in order to mitigate the risk of ineffective communication in cross-cultural settings.
3. Enable learners to discover the ways in which they can adapt their communication style without compromising their core values for impactful, empathetic and positive communication.
4. Imparting knowledge about critical factors in human communication
5. Acquaint students with the various types of Communication. 5. To strengthen the 5Cs of Communication.

### **Course Outcomes:**

On the successful completion of the course the students will be able to-

1. Introduce themselves to the theories of Communication.
2. Inculcate the knowledge of Communication models.
3. Develop the knowledge of basic elements of Communication.
4. Acquaint themselves with the various types of Communication.
5. Strengthen the 5Cs of Communication.

### **Unit I**

**8 Hours**

**Introduction:** Leading definitions of what constitutes 'intercultural communication'; variations in personal, social, and cultural identity; awareness of one’s own and other’s cultural identities; cultural barriers

## **Unit II**

**9 Hours**

**Exploration and Analysis:** Exploration of story narratives; metaphors, and meanings related to interculturality; representation of select cultures in print and electronic media; impact of media; social perceptions of stereotypes; prejudice and discrimination related to intergroup contact

## **Unit III**

**8 Hours**

**Benefits:** Benefits of intercultural applications; implications in personal life, business and education; exposure to and application of leading values frameworks and levels of analysis

## **Unit IV**

**8 Hours**

**Communication Behaviours:** Analysis of situated cases; sources of intercultural misunderstanding; variations and perceptions of typical communication behaviours; taxonomies for understanding context, space, time and other contextual factors (hi-low context, proxemics, monochronic-polychronic, silence)

## **Unit V**

**9 Hours**

**Social learning engagement:** Exposure and appreciation: cross-cultural complexity; cultural assumptions, expectations; experiential descriptions of culture shock and coping dynamics; adaptation processes; growth outcomes in cross-cultural transitions

### **Reference books:**

Cooper, J., Calloway-Thomas, Carolyn, & Simonds, C. *Intercultural Communication: A Text with Readings*. New York: Pearson. 2007.

Asante, M., Mike, Y., & Yin, J. (Eds). *The Global Intercultural Communication Reader*. New York: Routledge. 2008.

Chen, G., & Starosta, W. *Foundations of Intercultural Communication*. London: Allyn and Bacon. 1998.

Condon, J. & Yousef, F. *An Introduction to Intercultural Communication*. New York: Macmillan Publishing Company. 1975.

Fisher, G. *Mindsets: The Role of Culture and Perception in International Relations* (2nd edition). Yarmouth, Maine: Intercultural Press. 1997.

Gannon, M. *Understanding Global Cultures: Metaphorical Journeys Through 28 Nations, Clusters of Nations, and Continents*. London: Sage Publications. 2004.

Holliday, A., Hyde, M. & Kullman, J. *Intercultural Communication: An Advanced Resource Book*. London: Routledge. 2004.

Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2004.

Klopf, D. & McCroskey, J. *Intercultural Communication Encounters*. New York: Pearson. 2007.

Mathews, G. *Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket*. New York: Routledge. 2000.

Min-Sunkim. *Non-Western Perspectives on Human Communication: Implications for Theory and Practice*. London: Sage Publications. 2002.

Nisbett, R. *The Geography of Thought: How Asians and Westerners Think Differently...and*

- Why. New York: Free Press. 2003.
- Paige, R. *Education for the Intercultural Experience* (2nd edition). Yarmouth, Maine: Intercultural Press, Inc. 1993.
- Reagan, T. *Non-Western Educational Traditions: Alternative Approaches to Educational Thought and Practice* (2nd edition). London: Lawrence Erlbaum. 2000.
- Samovar, L., & Porter, R. (Eds.). *Intercultural Communication: A Reader* (9th edition). Belmont, CA: Wadsworth Publishing Company. 1999.
- Shaules, J. *Deep Culture: The Hidden Challenges of Global Living*. Toronto: Multilingual Matters. 2007.
- Tromenaars, F. & Hampden-Turner, C. *Riding the Waves of Culture: Understanding Diversity in Global Business* (2nd edition). New York: McGraw-Hill. 1998.
- Wierzbicka, A. *Understanding Cultures Through Their Key Words*. New York: Oxford University Press. 1997.
- Wierzbicka, A. *Cross-cultural Pragmatics: The Semantics of Human Interaction*. New York: Mouton de Gruyter. 2003.
- Wierzbicka, A. *English: Meaning and Culture*. New York: Oxford University Press. 2006.

## **GHG-211: English Literature from 18<sup>th</sup> to 19<sup>th</sup> Century**

**(Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

This course familiarizes learners with the historical and cultural contexts of British literature of the 18<sup>th</sup> and 19<sup>th</sup> centuries through the study and critical analysis of selected texts by major authors of the period. It also introduces learners to the major genres and forms of English Literature.

### **Course Objectives:**

1. Help students understand the significance of the literary movements and conventions and the intellectual environment of the period under study.
2. Enable learners to critically analyze selected literary texts from various perspectives and examine their socio-cultural and historical context, their influence, and contemporary relevance.
3. Equip students with the skills to research specific topics and write critical essays analyzing selected texts adhering to accepted academic conventions.
4. To help students learn more about British literary scholars and their texts from an analytical, Christian perspective.

5. Through these classic works, you will be getting to know some of the greatest literary heroes of all time, both fictional and real. From that advantageous viewpoint, you will see that both life and literature can be great teachers.

### **Course Outcomes:**

Upon the successful completion of this course the student will be able to -

1. Appreciate the full range of literary production during the first half of the 18th and 19th century, along with specific knowledge of certain works and writers
2. Awareness of historical events, cultural developments, and artistic movements that provided material, themes, and inspiration for writers of this period
3. Understanding of traditions and innovations within different literary genres, as well as an enhanced grasp of techniques employed in poetry, drama and prose — the ability (both spoken and written) to ask incisive interpretive questions
4. Formulate arguable claims, and react to others' ideas about literary devices, styles, and structure
5. Acquire the skills to research critical responses, synthesize them with one's own, and write

### **Unit I**

**8 Hours**

**Historical Background:** The Enlightenment, Romanticism, the French Revolution, Industrial Revolution, The publication of *Origin of Species*, Naturalism and Realism.

### **Unit II**

**9 Hours**

**Poetry:** Major poets and significant works; characteristic features; mock epic- scope beyond mock heroic, satire on various themes; poetry of first and second generation romantic poets; Ode- Horatian & Pindaric; Elegy, Ballad, Lyric, dramatic monologue and free verse; select examples.

#### **\*Essential Reading**

William Blake (1757-1827): "The Tyger" and "The Lamb" (*Songs of Innocence and Songs of Experience*)

William Wordsworth (1770-1850): "Composed Upon Westminster Bridge, September 3, 1802".

John Keats (1795-1821): "Ode to a Nightingale"

PB Shelley (1792-1822): "Music, when soft voices die"

George Gordon Byron (1788-1824): "She Walks in Beauty"

Alfred Tennyson (1809-1892): "Lotus Eaters"

Robert Browning (1812-1889): "My Last Duchess"

Elizabeth Barrett Browning (1806-1861): "The Cry of the Children"

Emily Elizabeth Dickinson (1830-1886): "Hope is the thing with feathers" - (314)

Gerard Manley Hopkins (1844-1889): “Pied Beauty”

### **Unit III**

**8 Hours**

**Prose:** Introduction to the genre of essay and the essayists; impact of the development in journalism; scientific writing; personal essay.

#### **\*Essential Reading**

William Hazlitt (1788-1830): “On the difference between writing and speaking” (*The Plain Speaker*, 1826)

Charles Lamb (1775-1834): “Modern Gallantry” (*Essays of Elia*)

G.K. Chesterton (1874-1936): “A Defence of Nonsense”

Henry David Thoreau (1817-1862): “Civil Disobedience”

### **Unit IV**

**8 Hours**

**Drama:** Major playwrights and significant works; characteristic features; return of monarchy and Restoration drama; the primary 19<sup>th</sup> century theatrical form; Melodrama and One-act Play; select plays.

#### **\*Essential Reading**

Oliver Goldsmith (1728-1774): *She Stoops to Conquer*

### **Unit V**

**9 Hours**

**Fiction:** Introducing Fiction: the novel and the short story; rise of the novel; French revolution; the Victorian novel; types of novels - epistolary, picaresque, gothic, historical, realistic and psychological; select novels.

#### **\*Essential Reading**

Oscar Wilde (1854-1900): “The Nightingale and the Rose”

Edgar Allan Poe (1809-1849): “The Tell-Tale Heart”

Jane Austen (1775-1817): *Pride and Prejudice*

Charles Dickens (1812-1870): “A Message from the Sea”

#### **Additional Reading/ Reference books:**

Thomas Nashe (1567-1601): *The Unfortunate Traveller*

Daniel Defoe (1660 -1731): *Robinson Crusoe*

Samuel Richardson (1689-1761): *Pamela*

Mary Shelley (1797-1851): *Frankenstein*

George Eliot (1819-1880): *Middlemarch*

Emily Bronte (1818 -1848): *Wuthering Heights*

Charlotte Bronte (1816 -1855): *Jane Eyre*

Thomas Hardy (1840-1928): *The Mayor of Casterbridge*

William Golding (1911 -1993): *Lord of the Flies*

Alexander Pope (1688-1744): “The Rape of the Lock” (Canto I)

Thomas Grey (1716-1771): “Elegy Written in a Country Churchyard”  
 Walter Scott (1771-1832): “The Lady of the Lake”  
 P. B. Shelley: “To a Skylark”  
 John Keats: “Ode to Melancholy”  
 Robert Burns (1759-1796): “A Red, Red Rose”  
 Walt Whitman (1819-1892): “I Hear America Singing”  
 Ralph Waldo Emerson (1803-1882): “Brahma”  
 Philip Freneau (1752 -1832): “To Sir Toby”  
 Matthew Arnold (1822-1888): “Dover Beach”/ “The Forsaken Merman”  
 Christina Rossetti (1830-1894): “In an Artist’s Studio”/ “The Goblin Market”  
 W. B. Yeats: “Second Coming”/ “Sailing to Byzantium”  
 Samuel Butler (1835-1902): An excerpt from “Hudibras”  
 Henry Longfellow (1807-1882): “A Psalm of Life”  
 Toru Dutt (1856-1877)- “Sita”  
 Thomas De Quincey (1785-1859): “Murder Considered as One of the Fine Arts”  
 John Ruskin (1819 - 1900): “The Veins of Wealth” (Essay 2. Unto This Last)  
 Thomas Paine (1737-1809): Excerpt from Common (Pamphlet) “On the Origin and Design of Government in General, with Concise Remarks on the English Constitution.”  
 Thomas Carlyle (1775-1881): Excerpts from ‘Heroes and Hero Worship’  
 William Congreve: *The Way of the World* (1700)  
 John Dryden (1631-1700): *Mac Flecknoe*

## **GHG- 252: Public Speaking in English** **(Generic Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

### **Course Description:**

This course aims at helping the students to become confident public speakers. It will provide an understanding of how to engage effectively with the audience and deliver a presentation with confidence.

### **Course Objective:**

1. To enable students to improve their language skills necessary for effective communication
2. Help the students to organise information at the sentence and discourse level
3. Equip the students to learn Interactive skills to to enhance comprehension
4. Introduce students to fundamental & advanced theories of public speaking.
5. Show students how to incorporate these theories to their own speaking experiences.

### **Course Outcomes:**

1. Explain the process-oriented nature of communication as it relates to public speaking through invention, organization, drafting, revision, editing, and presentation.
2. Demonstrate an understanding of the basic principles and techniques for the research, composition, organization and delivery of speeches for various purposes.
3. Effectively manage communication apprehension.
4. Conduct an audience analysis and select appropriate communication choices.
5. Use computer-based technology in communicating and acquiring information.

### **Unit I**

**8 Hours**

**Introduction:** Difference between personal interaction and public speaking; kinds of speech delivery: impromptu, extemporaneous, manuscript, and memorized; idea building; research the topic area; target audience; cultivate poise and self-confidence: techniques to lessen speaker anxiety ; delivery style; making ideas compelling and memorable; objective and purpose: informative, persuasive, demonstrative, special occasion; become aware of personal speech habits and characteristics; use of appropriate language; posture, voice, diction, articulation; effective use of presentation aids

### **Unit II**

**8 Hours**

**Preparation: Action Points:** Listen to and watch speeches of influential speakers: analyze and critique techniques, content, purpose, strengths and weaknesses; peer review: developing listening and feedback skills; identifying the topic; defining the scope; formulating specific purpose statement and central idea; compile reference list; do an audience analysis; drafting the speech; choosing and preparing suitable presentation aids; practice delivery; managing time

### **Unit III**

**9 Hours**

**Public Speaking for the Audio:** Bringing intention into tone, voice and articulation; cultivate unique style; maintain conversational energy; impact of lack of body language; voice: power vs volume; maintaining pace and flow; strategic pauses; techniques to establish and maintain a connection with the audience; attention grabbing title; could act as a one to one medium; virtual stage

### **Unit IV**

**8 Hours**

**Public Speaking for the Video:** Challenges of being in front of a camera; on-screen visual aids; attention to expressions, emotions and appearance; focus on body language; up-close audience; rehearse and refine content; content: prepare but not memorize; conscious, decisive and natural gestures; mindful of energy and personality projection; understand reach and context; exude calm confidence; set up comfortable atmosphere to produce

### **Unit V**

**9 Hours**

**Live Public Speaking:** Strategies to gain attention: strong opening; meaningful link backs; interesting filler content; personal connect with the topic and the audience; pauses: when and why; engage and perform: move and gesture; level of force/passion; be memorable: finish strong; avoid putting audience on the defensive: focus on areas of agreement

### **Reference books:**

Gallo, Carmine. *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*  
Carnegie, Dale. *The Art of Public Speaking*

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*

**GHG-254: Literature in Translation**  
(Generic Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

**Course Description:**

The course is designed to introduce and familiarize students with Indian vernacular literary texts with an emphasis on its translations into English. While introducing the literary texts from multiple language backgrounds and emphasizing on its translations, the course takes into consideration the larger process of translation and engages with theoretical formulations to demonstrate the basic aspects of translation. To achieve this the course is divided into five modules including discussion on selected translated poetry, prose (Novel and Short-story), drama and a practical exposure to the act of translation and critical analysis of the process.

**Course Objectives:**

1. To highlight the historical overview of Translation, its meaning, nature and the process.
2. To introduce various Indian vernacular literary texts translated into English and discuss its significance.
3. To outline the significance of translated poetry, prose and plays and familiarise with the challenges of genre specific translatability, adaptability and reception.
4. To promote students to translating a literary text of their choice from one's own mother-tongue into English and assess/evaluate its effectiveness and challenges faced while translating
5. Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

**Course Outcomes:**

1. Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
2. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
3. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand

the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

4. Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
5. Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.

### **Unit I**

**9 Hours**

**Translation:** Historical overview; Translation theory: introduction; Translation: nature and types; notions of translatability; equivalence and problems involving equivalence.

### **Unit II**

**8 Hours**

**Poetry:** poetic spirit; apprehension of original poem; language, thought and poetry; interpretation reliability; a critique of select poems

### **Unit III**

**8 Hours**

**Prose:** Origins of prose translation; the enlightenment; post war years to the present; working with the author; qualities and making of a literary translator

### **Unit IV**

**9 Hours**

**Drama:** Translation studies and drama; target language acceptability; ‘Speakability’; adaptation; Critique of Anton Chekhov’s *The Cherry Orchard*.

### **Unit V**

**8 Hours**

**Fiction:** Characteristics of literary translation and knowledge translation; adequacy of translation: adequate, relevant translation; critique of select translated novels: Bama (b 1958): *Karukku*; Gabriel Garcia Marqueza (1927) : *One Hundred Years of Solitude*

### **Additional Reading/ Reference books:**

Munday, Jeremy. *Introducing Translation Studies: theories and applications*. Routledge, London. 2001.

Bassnett, Susan.. *Translation Studies*. Routledge, London. 2002.

Baker, Mona, editor. *Critical Readings in Translation Studies*. Routledge, London and New York. 2010.

Benjamin, Walter.). *The Translator’s Task*. Trans. Rendall, Steven. TTR: traduction, terminologie, redaction, vol.10, no. 2, 151-165. 1997.

Bassnett, S. & A. Lefevre, editors. *Translation, History and Culture*. Princeton UP, Princeton. 1992.

Venuti, Lawrence. *The Translation Studies Reader*. Routledge, London and New York. 2000.

Eka Kurniawan (b1975): *Man Tiger*

Jean-Luc Racine (Author), Josiane Racine (Author), John L. Varriano (Author), Will Hobson (Translator) - *Viramma: Life of an Untouchable*

## **GHG-305: Fundamentals of Literary Criticism and Theory**

(Core)

L	T	P	C
3	0	0	3

### **Course Description:**

This course aims to introduce the developments in literary theory and criticism ranging from the classical period to 19th Century. The emphasis of the course is on reading primary texts which would provide a clear understanding of major developments in literary studies. The historical approach adopted here, it is hoped, would enable the students to understand the practice of theory and criticism as a cultural phenomenon conditioned by a larger and more influential socio-political and economic context in which it is situated. By the end of the course, the students will be able to appreciate, and possibly apply, different perspectives from which literary texts can be interpreted and assessed.

### **Course Objectives:**

1. Provide the students a historical sense of the evolution and development of literary theory and criticism
2. Familiarize the students with important literary theories and criticism
3. Introduce important critical concepts to students which they can apply to literary texts
4. Equip the students with critical tools that are useful for reading, comprehending and analyzing literary texts
5. Understand the concept of structuralism and post structuralism , synchrony, diachrony, paradigm and syntagm.

### **Course Outcomes:**

1. Students would have understood different aspects of literary studies known as theory
2. Students would have sensitized the importance of feministic movement and its impact on society.
3. Students would have learnt the scope of orientalism and its importance
4. The background reading of East and west , state and culture and language would have widened their ideas and thoughts.
5. learnt the critical terms and concepts and its applications in literature.

**Unit I**

**8 Hours**

Introduction to literary criticism and theory; ancient Greek criticism, Greek and Latin criticism during the Roman empire.

**\*Essential Reading**

Aristotle (384–322 BC): Concepts of plot, tragedy: “Poetics” (excerpts)

**Unit II**

**8 Hours**

The earlier nineteenth century and romanticism; romantic theory of art; introduction to modern period.

**\*Essential Reading**

William Wordsworth: Preface to *The Lyrical Ballads* (1802)

**Unit III**

**9 Hours**

The twentieth century: overview of major trends; key topics and literary domains in classicism and modernism; objective correlative.

**\*Essential Reading**

T.S. Eliot: “Tradition and the Individual Talent” (1919)

I.A. Richards: “Principles of Literary Criticism” Chapters 1, 2.

**Unit IV**

**9 Hours**

Marxism: Class struggle and ideology; ideological state apparatus; art as social production; hegemony and social constructs.

**\*Essential Reading**

Louis Althusser: “Ideology and Ideological State Apparatuses”, in *Lenin and Philosophy and Other Essays*.

Feminism: History of feminism; waves in feminism; contemporary feminist thought; issues in feminist theory; construction of gender.

**\*Essential Reading**

Elaine Showalter: “Twenty Years on: A Literature of Their Own Revisited”, in *A Literature of Their Own: British Women Novelists from Bronte to Lessing*.

**Unit V**

**8 Hours**

Post structuralism

Derridian school of thought; death of the author; reader- response theory; concept of structure, sign and play; elements of semiology; correlation between power and knowledge; discourse.

**\*Essential Reading**

Jacques Derrida: “Structure, Sign and Play in the Discourse of the Human Science”, tr. Alan Bass, in *Modern Criticism and Theory: A Reader*.

Postcolonial Studies

Colonialism and Imperialism; the Third World; the voice of the subaltern; postcolonialism; euro-centric approach; construction of the ‘Other’; plurality of narratives

### **\*Essential Reading**

Mahatma Gandhi: “Passive Resistance” in *Hind Swaraj and Other Writings*.

### **Additional Reading/ Reference books:**

Aristotle. “Poetics” classical appendix in *English Critical Texts*, OUP, Madras, 1962.

Plato (428–ca. 347 BC): *Concepts of Art, Criticism of Poetry and Drama: ‘Republic’*

Longinus (First Century AD): *Concepts of style, diction: ‘On the Sublime’*

Prasad, B. *An Introduction to English Criticism*. Macmillan, India, 1965. pp 1-28

C.S. Lewis: *Introduction in an Experiment in Criticism*, Cambridge University Press 1992

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

Virginia Woolf: *Modern Fiction*

Rene Wellek, Stephen G. Nicholas. *Concepts of Criticism*, Connecticut, Yale, University 1963 and 34 London 1924.

I.A. Richards. *Practical Criticism*. London, 1929.

Cleanth Brooks: ‘The Heresy of Paraphrase’, and ‘The Language of Paradox’ in *The Well-Wrought Urn: Studies in the Structure of Poetry*. 1947.

Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*. Routledge, 1996.

Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.

Peter Barry. *Beginning Theory*. Manchester: Manchester University Press, 2002.

Achebe, Chinua. "An Image of Africa: Racism in Conrad's 'Heart of Darkness'" *Massachusetts Review*. 18. 1977. Rpt. in *Heart of Darkness, An Authoritative Text, background and Sources Criticism*. 1961. 3rd ed. Ed. Robert Kimbrough, London: W. W Norton and Co., 1988, pp.251-261.

Spivak, Gayatri Chakravorty. *Can the subaltern speak?* Basingstoke: Macmillan, 1988.

Antonio Gramsci. ‘The Formation of the Intellectuals’ and ‘Hegemony (Civil Society) and Separation of Powers’, in *Selections from the Prison Notebooks*.

Michel Foucault. ‘Truth and Power’, in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino.

Edward Said: ‘The Scope of Orientalism’ in *Orientalism*.

Aijaz Ahmad: “‘Indian Literature’: Notes towards the Definition of a Category’, in *Theory: Classes, Nations, Literatures*.

## **GHG-307: Youth, Gender and Identity (Foundation)**

L	T	P	C
1	0	2	2

### **Course Description:**

This course examines the ways in which women shape and are shaped by American politics and public policy. We explore the history, approaches, findings and controversy in research about women in politics and political science from a range of theoretical and methodological approaches.

Throughout this course, we will analyze the ways in which sex and gender-based issues and discrimination intersect with other politically-relevant categories, identities, and forms of marginalization, such as race, class, and ideological and partisan identification.

## Course Objectives:

1. Understand basic theories about sex and gender as they apply to U.S. politics.
2. Articulate how sex/gender matters to U.S. politics, generally and for specific aspects.
3. To master basic empirical facts about sex/gender in contemporary U.S. politics.
4. Gain knowledge about political institutions and processes.
5. learn to conduct original empirical research.

## Course Outcomes:

1. Gain historical understanding of social movements and social justice
2. Articulate interrelated and intersectional nature of feminist, LGBTQ+, racial, disability, environmental, immigration, labor, and economic justice movements
3. Translate feminist and social justice theories into service or activism
4. demonstrate an understanding of women's historical and contemporary agency and how these have shaped women's lives in various geographic settings.
5. demonstrate the ability to design and conduct independent feminist analysis research, or creative work.

### Unit I

**8 Hours**

**Introduction:** Concepts of youth: transition to adulthood, extended youth in the Indian context; concepts of gender: sex, gender identity, sexual orientation, gender roles, gender role attitudes, gender stereotypes; concepts of identity: multiple identities

### Unit II

**9 Hours**

**Youth and Identity:** Family: parent-youth conflict, sibling relationships, intergenerational gap; peer group identity: friendships and romantic relationships; workplace identity and relationships; youth culture: influence of globalization on youth identity and identity crisis

### Unit III

**8 Hours**

**Gender and Identity:** Issues of sexuality in youth, gender discrimination, culture and gender: influence of globalization on gender identity.

### Unit IV

**9 Hours**

**Issues related to Youth, Gender and Identity:** Youth, Gender and violence; Stereotyped attitudes; Changing roles and women empowerment,

### Unit V

**8 Hours**

**Approaches for Better Living:** Enhancing work-life balance; Encouraging non-gender, non-stereotypical attitudes and behaviour

## Reference books:

- Berk, L. E. *Child Development* (9th Ed.). New Delhi: Prentice Hall. 2010.  
Baron, R.A., Byrne, D. & Bhardwaj. G. *Social Psychology* (12th Ed). New Delhi: Pearson. 2010.

**GHG-341: Language, Literature and Society**  
(Discipline Specific Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description**

This course focuses on the formal, historical and thematic relations between the literary works of a particular society. These different texts will be examined from its economic, social and political contexts which will enable an overall understanding of the language and literature in its social-cultural context.

**Course Objectives:**

1. Provide understanding on how a milieu impacts the kind of work of art that is produced during that time
2. Impart a historical perspective on the relationship between language, literature and society
3. Enable the students to recognize the importance of critical reflection on the relationship between literary productions and society
4. Empower them to critically evaluate the credibility and relevance of different sources of knowledge
5. Equip them with the knowledge and skills to engage in a critical reflection of diverse cultural works from diverse social contexts

**Course Outcomes:**

At the end of the course, students will be able to

1. understand how a milieu impacts the kind of work of art that is produced during that time
2. gain a historical perspective on the relationship between language, literature and society
3. recognize the importance of critical reflection on the relationship between literary productions and society
4. can critically evaluate the credibility and relevance of different sources of knowledge
5. engage in a critical reflection of diverse cultural works from diverse social contexts

**Unit I**

**8 Hours**

**Language and Social Change:** Power and Language; standard and non-standard varieties; participatory democracy; universal education; ideas, assumptions and explanations about social change.

## **Unit II**

**8 Hours**

**De-colonization, Globalization and Literature:** Cultural decolonization, process and impact of globalization, regionalism, assertion of local social values, beliefs and customs.

## **Unit III**

**8 Hours**

**Social Construction of Gender:** Patriarchy, construction of female subjectivity, gender and literary canon; recreation and construction of gender in everyday life; gender as an institution and system; gender in relation to other social locations.

## **Unit IV**

**8Hours**

**Literature and Identity Politics:** Major influences on social identities through language and text; categories of identity; politics of representation; class, race and caste; dominant social order; dalit discourse; adivasi voices.

## **Unit V**

**8 Hours**

**Tradition and modernity in language and literature:** Nationalism; cultural reformation; postmodern perspectives; plural narratives.

### **Essential Reading**

A.K. Ramanujan. "Language and Social Change" from *The Collected Essays of A.K. Ramanujan*. Oxford University Press. 2004.

Ngugi wa Thiong'o: 'The Language of African Literature' in *Decolonising the Mind: The Politics of Language in African Literature*. James Currey. 1986.

Gauri Viswanathan: 'Rewriting English' from *Masks of Conquest: Literary Study and British Rule in India*. Faber and Faber. 1990.

Hansda Sowvendra Shekhar. 'The Adivasi will not Dance' from *The Adivasi will not Dance*. Speaking Tiger Publishing Private Limited. 2017.

Susie Tharu and K. Lalita (eds.) 'Introduction' from *Women Writing in India: 600 BC to the Present*. Rivers Oram Press. 1993.

### **Additional Reading/ Reference books:**

Franz Fanon, '*Black Skin, White Masks*, tr. Charles Lam Markmann. London: Pluto Press, 2008.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell Cambridge: Cambridge University Press, 1987.

G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar. Delhi: Orient BlackSwan, 2010.  
Svati Joshi (Ed.). *Rethinking English: Essays in Literature, Language, History*. Delhi: OUP, 1994.

Thomas Babington Macaulay. *Speeches with the Minute on Indian Education*. G.M. Young ed. London: OUP, 1935.

Raymond Williams. 'Language' from *Marxism and Literature*. New Delhi: OUP, 2010.

Rokeya Sakhawat Hossain. *Sultana's Dream and Padmarag*. Penguin Modern Classics. 2005.

Arjun Dangle. *Poisoned Bread*. Orient BlackSwan. 2009.

Velcheru Narayana Rao: 'The Indigenous Modernity of Gurajada Apparao and Fakir Mohan Senapati' from Satya P. Mohanty (Ed.) from *Colonialism, Modernity and Literature: A View from India*. Palgrave Macmillan. 2011.

Chinua Achebe. *Things Fall Apart*. Penguin UK. 2001.

Volga: *Political Stories* (Tr. Ari Sitaramayya, Madhu H. Kaza). Hyderabad: Swechcha Prachuranalu, 2007.

## **GHG-342: Fundamentals of English Language Teaching** (Discipline Specific Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

This course seeks to provide the students concepts and principles to gain basic knowledge of English language education and understand its underlying principles. It aims to equip them with the knowledge and the essential information on the major areas of ELT. The course thus provides an account of the issues that are involved in teaching English language skills and aspects; describes various approaches and methods of teaching English; covers some of the major aspects of material development; and testing, assessment and evaluation.

### **Course Objectives:**

1. Understand and critique the principles behind the teaching of language skills and elements
2. Gain awareness about some of the prominent methods and approaches to language teaching
3. Introduce key terms of testing, evaluation and assessment
4. Develop the basic language skills of listening, speaking, reading and writing
5. Attain high proficiency in English to help them in their study of other subjects as well as in the study of English at higher levels.

### **Course Outcomes:**

1. Should be able to read and understand what is conveyed in a piece of writing.
2. Speak a language clearly, and in a way that will be understood by listeners.
3. Introduces the fundamental theories, principles, practices, and policies of Teaching English as a Second or Foreign Language
4. Prospective teachers will develop a personalized teaching philosophy while learning to identify how their attitudes, assumptions, and beliefs impact their interaction with students.

5. They will gain a heightened awareness of the need for English as a second and foreign language

### **Unit I**

**8 Hours**

**Overview of English Language Teaching:** Brief history of early developments in language teaching; overview of English Language Teaching in India; paradigm shift in ELT; common terms used in ELT.

### **Unit II**

**8 Hours**

**Aims and Objectives of Teaching English:** Objectives of teaching English in India; English as global language: implications in teaching and learning; teaching and learning environment: teacher, learner, classroom, curriculum.

### **Unit III**

**9 Hours**

**Teaching English as a Second Language:** Teaching English as a skill; teaching English in multilingual contexts; role of L1 in the classroom; changes in English language education: issues and contexts.

### **Unit IV**

**9 Hours**

**Approaches, Methods and Techniques:** Teaching language skills (speaking, writing, listening and reading); methods of teaching English; materials for teaching English; language testing: definition and types of language testing.

### **Unit V**

**8 Hours**

**ELT in the current context:** English for Specific Purposes; study skills; learner autonomy; technology for English Language Teaching.

### **Essential Reading**

Thornbury, S: *An A-Z of ELT: A dictionary of terms and concepts used in English language teaching.*

Gass, Susan M. and Selinker, Larry: *Second Language Acquisition: An Introductory Course.*

Richards. J.C. and T. Rogers: *Approaches and Methods in Languages Teaching.*

### **Additional Reading/ Reference books:**

Agnihotry, R.K., and Khanna: *English Language Teaching in India.* Sage, New Delhi.

Nagaraj Geetha. *English Language Teaching: Approaches, Methods, Techniques in Education.*

Vyas, M. A., & Patel, Y. L.: *Teaching English as a second language: A new pedagogy for a new century.*

National Curriculum Framework. *National Curriculum Framework.*

Hutchinson, T. & Waters, A: *English for Specific Purposes.*

## **GHG-343: Literary Representations of Resistance (Discipline Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

This course provides an introduction to the theoretical framework of Resistance literature which emerged through the writings of Latin American, Middle-eastern and African critics such as Ghassan Kanafani, Ngugi Wa Thiongo. It provides a survey of resistance literature and thought that aimed to create a conscious cultural challenge to imperial hegemony. Students will be familiarized with resistance literature from different continents and their political as well as cultural implications.

**Course Objective:**

1. Explain the aesthetics and political connotations of representation and resistance literature
2. Analyze the core arguments prevalent in the resistance literature
3. To provide the students with a historical perspective of the age
4. To familiarize the students with representative texts of the period.
5. Demonstrate how ideas of national culture, postcolonialism, populism and hegemony are problematised by the oeuvre of resistance literature

**Unit I**

**8 Hours**

**Resistance - An Overview:** Elements of Resistance in the Earliest Works; Resistance as Political Movements; Resistance: Historical Evolution (Literary Perspectives); Albert Camus: an essay from *The Rebel*

**Unit II**

**9 Hours**

**Resistance - Class:** “Bourgeois and Proletarians” from *The Communist Manifesto*; Jo Goodwin Parker: “What is Poverty?”; Oscar Wilde – “Modern Millionaire”

**Unit III**

**9 Hours**

**Resistance - Race:** Zora Neal Hurston: “How It Feels to be Coloured Me?”; Jane Harrison: *Stolen*; Maya Angelou: “I Know Why the Caged Bird Sings”; “Still I Rise”; Wole Soyinka: “Telephone Conversation”

**Unit IV**

**9 Hours**

**Resistance - Gender:** Simone de Beauvoir: Introduction to *The Second Sex*; Judy Brady: “Why I Want a Wife?”; Alice Walker: “Brothers and Sisters”; Dorothy Sayers: “Are Women Human?”

**Unit V**

**8 Hours**

**Resistance - Caste:** M.C. Raj – Excerpts from *Dyche: The Dalit Psyche*; B.R. Ambedkar: *Annihilation of Caste* (Introduction and Excerpts)

**Reference books:**

- Anand, S., ed., *Annihilation of Caste: The Annotated Critical Edition B. R. Ambedkar*. New Delhi: Navayana Publishing Pvt. Ltd., 2014.
- Angelou, Maya. *And Still I Rise*. London: Little Brown Book Group, 1978.
- Bama. *Sangati*. New Delhi: Oxford India, 2008.
- Barbara, Harlow. *Resistance Literature*. New York: Methuen Press, 1987.
- Beauvoir, Simone, de. *The Second Sex*. New York: Vintage Books, 1952.
- Buscemi, Santi V. and Charlotte Smith. *75 Readings: An Anthology*. New York: McGraw Hill, 2013.
- Camus, Albert. *The Rebel*. London: Penguin, 1972.
- Bird, Carmel, ed. *The Stolen Children: Their Stories*. Sydney: Random House, 1998.
- Human Rights and Equal Opportunities Commission. *Bringing Them Home*. Sydney: Commonwealth of Australia, 1997.
- Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. New Delhi: Cambridge University Press, 2007.
- Memmi, Albert. *Racism*. London: University of Minnesota Press, 2000.
- Sanders, Andrew. *The Short Oxford History of English Literature*. New Delhi: OUP, 2004.
- Eugene O'Neill – *The Hairy Ape*  
Vijay Tendulkar: *Silence! The Court is in Session*

**GHG-344: Fundamentals of Linguistics**  
(Discipline Specific Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

The course introduces the students to the various branches of linguistics such as Phonetics and Phonology, Morphology, Syntax and Semantics. It covers the basic concepts and approaches in these branches and aims to lay the foundation for further study in any specialisation in linguistics. It is hoped that equipped with the fundamental concepts with regard to the various dimensions of language, the student will be able to become aware of the nuances of any language and examine them.

**Course Objectives:**

1. To stimulate curiosity about language, what it reveals about the human mind, and the human cultures it reflects

2. To formalize linguistic facts into concise rules and diagrams
3. To make the students think and question popular beliefs about language and determine whether they have any scientific validity
4. Transcribe English words using a phonetic alphabet.
5. Analyze English phonemes by their articulations.

**Course Outcomes:**

1. Analyze English words by their morphemes.
2. Analyze English words by their class. (noun, verb, etc.)
3. Analyze English sentences by their syntactic patterns.
4. Demonstrate knowledge of theories of first language acquisition.
5. Research issues related to interaction of first and other languages.

**Unit I**

**9 Hours**

**Introduction to Linguistics & Applied linguistics:** Language and communication; varieties of language; social and biological roots of language; language and society; language and mind; structure of language multilingualism and language learning; first language acquisition; second language acquisition.

**Unit II**

**8 Hours**

**Intermediate Phonetics and phonology:** Mechanics of human language; classification of sounds in air stream mechanism; Phonetic transcription (IPA); intonation; voiced and voiceless sounds.

**Unit III**

**9 Hours**

**Introduction to morphology and syntax:** Word formation; words and lexemes; processes of word formation; derivation and the lexicon; structure of word segmentation and analysis; structure and components of a sentence; word order; subject-object-verb; inflection.

**Unit IV**

**8 Hours**

**An Introduction to sociolinguistics:** Varieties of sociolinguistics; language and dialect; register and style; pidgin and creole.

**Unit V**

**8 Hours**

**Pragmatics and semantics:** Pragmatics; literal meaning of words, phrases and grammar; language variation; dialects; meaning and context.

**Essential Reading**

George Yule. *The Study of Language*. New York: CUP. 2006.

**Additional Reading/ Reference books:**

Harris, Randy A. *The linguistic wars*. Oxford: Oxford University Press. 1993.

Lepschy, Giulio C. *A survey of structural linguistics*. London: Faber and Faber. 1972.

E. K. Brown, Keith Brown, Jim Miller. *Syntax: A Linguistic Introduction to Sentence Structure*. 1991.  
 Martin J Ball, Joan Rahilly. *Phonetics: The Science of Speech*. 1999.  
 Bauer, Laurie. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press. 2003.  
 Stockwell, Peter. *Sociolinguistics: A Resource Book for Students*. London: Routledge. 2002.  
 Jakobson, R. and Halle M. *The Fundamentals of language*. The Hague: Mouton, (2nd edition).

**GHG-346: Short Fiction: Across the World**  
**(Discipline Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

This course is an introduction to short stories written across the world. Students will write stories and short descriptive sketches. Students will read great short stories and participate in class discussions of students' writing and the assigned stories in their historical and social contexts.

**Course Objective:**

1. Familiarize students with genre of short story writing
2. Reading and analyzing representative short stories in their socio-cultural contexts
3. Equip students to understand ways in which different writers have addressed issues of narrative technique, plot, character, place and theme.
4. Designed to teach students how to understand and apply basic tools of fiction writing and critical reading
5. illustrate how these techniques can serve to make the student a better writer and a better reader of literary fiction. We will also be using journals in class

**Course Outcomes:**

1. Understand the socio-cultural aspect of the society with the help of fiction
2. Identify the literary elements in short fiction
3. Analyse the plot, character and the techniques in the fiction
4. Evaluate the work of short fiction of contemporary writers across the world
5. Understand the difference in the writing styles of these writers by making a comparative study of their works

**Introduction:** A Historical Overview; Short Story: Its points of departure/ variance from other literary genres; Edgar Allan Poe: “Tale Writing”; Alan H. Pasco : “On Defining Short Story”

**Unit II** **8 Hours**  
**Indian Short Stories:** Shashi Deshpande: “Last Enemy”; Satyajit Ray: “Prof Shonku and the Macaw”

**Unit III** **9 Hours**  
**British / American Short Stories:** Arthur Conan Doyle -“A Scandal in Bohemia”; Edgar Allan Poe - “Tell Tale Heart”; James Finn Garner- “Cinderella”

**Unit IV** **8 Hours**  
**Russian/ French Short Stories Short Stories:** Nikolai Gogol -“The Nose”; Guy de Maupassant - “The Necklace”

**Unit V** **9 Hours**  
**South African/ Latin American Short Stories:** Nadine Gordimer- “Country Lovers”, Gabriel Garcia Marquez - “A very Old Man with Enormous Wings”

**Reference books:**

Deshpande, Shashi. “Last Enemy”, *Collected Short Stories* Vol 2. New Delhi: Penguin Books, 2004.

Ray, Satyajit. “Prof. Shonku and Macaw”. *Diary of a Space Traveller and Other Stories*. London: Penguin, 2009.

Doyle, Arthur Conan. “A Scandal in Bohemia.” *The Complete Sherlock Holmes: All 56 Stories & 4 Novels*. New York: Random House, 1986.

Poe, Edgar Allan. “Tell Tale Heart.” *Edgar Allan Poe: Complete Stories and Poems*. New York: Barnes & Noble Inc, 2012.

Garner, James Finn. “Cinderella”. *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*. New York: Macmillan, 1994.

Gogol, Nikolai. “The Nose.” *The Collected Tales of Nikolai Gogol*. New York: Vintage Classics, 1999.

Maupassant, Guy de. *The Complete Short Stories*. Delhi: Rupa Publications, 2000.

Gordimer, Nadine. “Country Lovers”. *Town and Country Lovers*. Sylvester & Orphanos, 1980.

Marquez, Gabriel Garcia. “A Very Old Man with Enormous Wings”. *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.

Fink, Ida. “Key Game.” *A Scrap of Time and Other Stories*. Pantheon Books, 1987.

Achter, Erik Van. “How First Wave Short Story Poetics came into Being: E. A. Poe and Brander Matthews” Web.

Afridi, Humera. “The Price of Hubris.” *And the World Changed*. Ed. Muneeza Shamsee. New York: Feminist Press at The City University of New York, 2008.

Baldwin, James. “Sonny’s Blues.” *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.

Bama. “Scorn.” *The Little Magazine*.

Bates, H.E. *Modern Short Story: Critical Survey*. London: Robert Hale, 1988.

Bloom, Harold. *Short Story Writers and Short Stories*. Philadelphia: Chelsa House Publishers,

2005.

Boynton, Robert W. *Introduction to the Short Story*. Sandton: Heinemann Educational Books, 1992.

Chopin, Kate. "The Story of an Hour." *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.

Christie, Agatha. "The Kidnapped Prime Minister". *Fiction 100: An Anthology of Short Stories*. Ed James H. Pickering. New York: Macmillian Publishing Company, 1992.

Gordimer, Nadine. *Jump and Other Stories*.UK: Bloomsbury Publishing, 2013.

Hogle, Jerrold E. Ed. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.

Hunter, Adrian. *The Cambridge Introduction to Short Story in English*. Cambridge: Cambridge University Press, 2007.

James, Edward. Ed. *The Cambridge Companion to Science Fiction*. Cambridge: Cambridge University Press, 2003.

Manto, Saadat Hasan. *Manto: Selected Short Stories*. Trans. Aatish Taseer. Delhi: Random House/Vintage, 2012.

Priestman, Martin. Ed. *The Cambridge Companion to Detective Fiction*. Cambridge: Cambridge University Press, 2003.

Tolstoy, Leo. *The Greatest Short Stories of Leo Tolstoy*. Mumbai: Jaico Publishing House, 2009.

## **GHG-352: Cultural Studies** (Generic Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

The discipline of Cultural Studies has grown quite massive over a period of time. It has become one of the significant fields of critical inquiry in India and abroad. Keeping in mind it's ever growing significance, this course is designed to familiarize and introduce the discipline of Cultural Studies to the students. The primary objective of this course is to outline what constitutes Cultural Studies and dig deep into making sense of how various concepts (Culture, Democracy, Ethnicity, Nationalism, Caste and so on) act as power structures in the contemporary socio-political society. Besides, the course aims to provide a comprehensive understanding of history and theoretical foundations of Cultural Studies with the help of essential readings.

### **Course Objectives:**

1. Introduce and familiarize students with the discipline of Cultural Studies and locate its significance as an interdisciplinary
2. Explain the major concepts within Cultural Studies and create an interest among students to relate and contemplate
3. Analyze the framework in which Cultural Studies connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)

4. Identification and analysis of culture and cultural issues through critical, well-structured, and creatively compelling forms of expression.
5. Exposure, as required by the curriculum, to diverse operators in cultural sectors including researchers, educators, artists, activists, and representatives of local organizations and institutions.

**Course Outcomes:**

1. Explore and express cultural issues and debate.
2. Engage effectively with different audiences and critical perspectives.
3. Apply the cultural knowledge and competency in diverse theoretical and practical sites of learning and research.
4. Develop awareness of the history, politics, philosophy, and sociological factors that drive and shape culture.
5. Interpret cultural changes and shifts influenced by globalization, technological advances, and world politics.

**Unit I**

**8 Hours**

**Cultural Studies:** An introduction; understanding cultural studies; evolution and culture; Structuralism; Structuralism and its relation with Anthropology, Sociology and Linguistics Marxism, Post-structuralism; basics of Marxism, Marxist literary criticism, historical materialism.

**Unit II**

**9 Hours**

**Key Concepts:** Subjectivity, Subjectivity and culture, political subjectivity, subjectivity and power; identity and gender, identity negotiation; representation, concept of power and discourse; gender and power; gender and race, gender and caste.

**Unit III**

**8 Hours**

**Space:** The body, space and time; culture and development; language, ethnicity, race and nation; globalization; consumption.

**Unit IV**

**8 Hours**

**Culture Industries, Cultural Forms, the commodity, Media:** Television, science, technology and cultural Studies; cyber culture; cultural policy.

**Unit V**

**9 Hours**

**Cultural Studies in India:** India as an object of study; contemporary caste dynamics; gender in Indian society; class relations, religion.

**Essential Reading**

Pramod K Nayar: *An Introduction to Cultural Studies*(excerpts)

Chris Barker: *Cultural Studies: Theory and Practice* (excerpts)

**Additional Reading/ Reference books:**

Chris Barker: *The Sage Dictionary of Cultural Studies*.

Tony Bennett and John Frow: *The Sage Handbook of Cultural Analysis*.

Andrew Milner: *Contemporary Cultural Theory: An Introduction*.

Meenakshi Gigi Durham and Douglas M Kellner, eds.: *Media and Cultural Studies*.

Imre Szeman and Timothy Kaposy: *Cultural Theory: An Anthology*.

Toby Miller, ed.: *A Companion to Cultural Studies*.

Andrew Edgar and Peter Sedgwick: *Key Concepts in Cultural Theory*.

**GHG-354: Text and Performance**  
(Generic Elective)

L	T	P	C
3	0	0	3

**Course Description:**

This course looks at literary texts and their depiction in performance. An in depth critical analysis of these works will help the students understand the nuances of the dramatic text and performance text in relation to one another as also analyze how the same text gains different dimensions and interpretations when placed in a different medium.

**Course Objective:**

1. Familiarize students to the different strategies, techniques and theories of writing and performance in terms of content, context, meaning and intent
2. Give an understanding of the relevance of the elements of music, dance, language and the body in performance
3. Familiarize students with other forms of performances which involves ritual, spectacle, carnival, discussed within a cultural framework
4. Gain a comprehensive knowledge of theater history and the ability to work in a collective and collaborative environment;
5. Facilitate the understanding of creating solo performance work

**Course Outcomes:**

1. Document individual, and group performance progress
2. Interpret a given text and/or develop original material for performance;
3. Develop informed analysis and evaluation of live theater performances.
4. Increase awareness of meeting an audience within a performance situation
5. Engage with, reflect on, and analyze live performances.

## Unit 1

8 Hours

**Introduction:** Introduction to theories of performance; historical overview of western and Indian theater; forms and periods: classical, contemporary, stylized, naturalist.

### \*Essential Reading

Selections From

John Gassner and Edward Quinn (Eds.). *The Reader's Encyclopedia of World Drama*.

Ananda Lal. *Theatres of India: A Concise Companion*.

Nandi Bhatia (Ed.). *Modern Indian Theatre: A Reader*.

Julia Hollander. *Indian Folk Theatres*.

Durga Das Mukhopadhyay. *Folk Arts and Social Communication*.

### Topics for Student Presentations

- a. Perspectives on theatre and performance
- b. Historical development of theatrical forms
- c. Folk traditions

## Unit II

9 Hours

**Theatrical Forms and Practices:** Types of theater; semiotics of performative spaces: proscenium 'in the round', amphitheater and open-air; Voice, speech: body movement, gestures and techniques (traditional and contemporary); floor exercises: improvisation / characterization.

### \*Essential Reading

Selections From

Augusto Boal. *Games for Actors and Non-actors*.

Boal, Augusto. *The Theater of the Oppressed*.

Dutt, Utpal. *On Theater*.

Sircar, Badal. *On Theater*.

### Topics for Student Presentations

- a. On the different types of performative space in practice
- b. Poetry reading, elocution, expressive gestures, and choreographed movement

## Unit III

8 Hours

**Theories of Drama:** Theories and demonstrations of acting: Stanislavsky, Brecht- Bharata.

### \*Essential Reading

Selections From

Roose-Evans, James. *Experimental Theatre: From Stanislavsky to Peter Brook*.

Richmond, Farley P., Darius L. Swann and Phillip B. Zarrilli (Eds.). *Indian Theatre: Traditions of Performance*.

### Topics for Student Presentations

- a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

## Unit IV

9 Hours

**Theatrical Production:** Direction; production; stage props; costume; lighting; backstage support - recording/archiving performance/case study of production / performance /impact of media on performance processes.

### \*Essential Reading

Selections From

John Holloway. *Illustrated Theatre Production Guide*.

Augusto Boal. Games for Actors and Non-actors.

### Topics for Student Presentations

- a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

## Unit V

8 Hours

**Street Theatre:** Art, politics, economy, and resistance – Marginalization of art forms – Street theatre practice in the West – Street theatre practice in India

### \*Essential Reading

Selections From

Cohen-Cruz, Jan (Ed.). *Radical Street Performance: An International Anthology*.

Deshpande, Sudhanva. *Theater of the Streets: The Jana Natya Manch Experience*.

Duncombe, Stephen (Ed.). *Cultural Resistance Reader*.

Eugène van Ervin. *The Playful Revolution: Theatre and Liberation in Asia*.

### Topics for Student Presentations

- a. Producing street plays followed by discussion and analysis

### Additional Reading/ Reference Books:

Yoshi Oida and Lorna Marshall. *The Invisible Actor*. London: Routledge, 1997.

John Willet. *The Theatre of Bertolt Brecht*. University of California, 1977.

Deeptha Achar and Shivaji K. Panikkar. *Articulating Resistance: Art and Activism*. New Delhi: Tulika Books, 2012.

Rustom Bharucha. *The Politics of Cultural Practice: Thinking through Theatre in an Age of Globalization*. New Delhi: OUP, 2001.

Sudhanva Deshpande, Akshara K.V., and Sameera Iyengar (Eds.). *Our Stage: Pleasures and Perils of Theatre Practice in India*. New Delhi: Tulika Books, 2009.

Aparna Bhargava Dharwadker. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. New Delhi: OUP, 2008.

Utpal Dutt. *Towards a Revolutionary Theatre*. Calcutta: Seagull Books, 2009.

Sadanand Menon. "Playmaking as a Primary Act of Politics". *Economic and Political Weekly*, Vol. 44, No. 26/27 (Jun. 27 - Jul. 10, 2009), pp. 34-36.

Safdar Hashmi. *The Right to Perform: The Selected Writings of Safdar Hashmi*. New Delhi: Sahmat, 1989.

Bhasa. *Madhyama Vyayoga*.

Sophocles, *Electra*

Gurajada Apparao. *Girls for Sale (Kanyasulkam)*.

Girish Karnad, Badal Sarkar, Vijay Tendulkar. *Three Modern Indian Plays (Tuglaq, Evam Indrajit, Silence! The Court is in Session)*.

## **GSS-109: Foundations of Psychology (Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

An introductory paper on the scientific study of human behavior and cognitive functions, including developmental psychology, neuroscience, learning, personality, memory, perception, psychopathology, and social behavior. Emphasis is on understanding psychological concepts, the integration and application of psychology to real life, and theoretical and methodological issues in scientific psychology.

### **Course Objectives:**

1. Understand about the history, origin of psychology, its different branches, and their applied aspects.
2. Gain a comprehensive foundation of Psychology as it applies to different behavioral domains.
3. Analyze the basic theories, principles, and concepts of psychology as they relate to behaviors and mental processes.
4. Understand well-established theories of cognitive and affective domains such as attention, perception, memory, learning, thinking, motivation and emotions.
5. facilitate an understanding of developmental foundations, issues and crises through different stages of Development.

### **Course Outcomes:**

1. Make students conversant with problems of research design, the tools of collecting data and techniques of analysis,
2. Enable them to interpret educational research and investigation and to examine its scope of application in the educational field.
3. Gain understanding of the concepts and methods used in statistical analysis of the test scores.
4. Apply the above gained knowledge in tabulating and interpreting tests' scores.
5. Develop analytic, synthetic, interpretative and critical sk

### **Unit I**

**8 Hours**

**Introduction** - Definition, Historical Antecedents, Scope, Branches and Methods of Psychology.

### **Unit II**

**9 Hours**

**Attention & Sensation** - Sensation, Concept of threshold, Absolute and Differential; Signal detection and vigilance; Attention: Factors Influencing Attention including set and characteristics of stimulus.

**Perception** - Definition and concept; Principles of Perceptual Organization; factors in perception; Perceptual defense: Perception of form, space, movement and time; Depth Perception; Perceptual Constancies; perceptual readiness; Distortions in perception; Extrasensory Perception, culture and perception, subliminal perception.

### **Unit III**

**8 Hours**

**Motivation and Emotions** - Psychological and Physiological basis of Motivation and Emotions; measurement; effects of Motivation and Emotions on behaviour; types of motivation; Factors influencing motivation; Emotions- Nature; Theories of Emotion.

### **Unit IV**

**9 Hours**

**Learning** - Nature and factors in learning; Theories of Learning; Conditioning: Principles/processes, Types and schedules of reinforcement, Modelling and Social Learning; Applications; Cognitive influences on learning; Learning processes: transfer of training, programmed learning and self-instructional learning.

**Memory & Forgetting** - Encoding and remembering; Nature and types of memory; Multi-store Model, Levels of Processing; Theories of forgetting: Decay, interference and retrieval failure, Organization and consolidation of memory, Meta memory, Amnesia: Anterograde and Retrograde; Strategies to enhance memory.

### **Unit V**

**8 Hours**

**Thinking and Problem Solving** - Piaget's theory of cognitive development; Concept formation processes, Information Processing, Reasoning and Problem Solving, Facilitating and Hindering Factors in Problem- solving; Creative thinking and Fostering Creativity; Factors Influencing Decision Making and Judgment.

#### **Reference books:**

Ciccarelli, S. K., Meyer, G. E. & Misra, G. *Psychology*: South Asian Edition. New Delhi: Pearson Education. 2010.

Baron, R. & Misra. G. *Psychology*. New Delhi: Pearson. 2013.

Chadha N.K. and Seth S. (eds) *The Psychological Realm*. New Delhi: Pinnacle Learning. 2013.

Mishra G. (Ed.). *Psychology in India, vol.1, ICSSR Survey of Advances in Research*. New Delhi: Pearson Education. 2011.

Mishra B.K. *Psychology: The Study of Human Behaviour*. New Delhi: PHI learning Pvt. Ltd. 2013.

Eysenck, M.W. and Kean M.T. *Cognitive Psychology: A Student's Handbook*. 5th Ed. Hove [u.a.]: Psychology Press. 2007.

Passer, M.W. & Smith, R.E. *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill. 2010.

Robinson-Riegler, B. & Robinson-Riegler, L. *Cognitive Psychology: Applying the Science of the mind*. Pearson Education. 2008.

Srinivasan, N., Gupta, A. K., & Pandey, J., Vol.1. *Advances in Cognitive Science*. New Delhi: Sage Publications. 2008.

Solso. *Cognitive psychology*. New Delhi: Pearson Publications. 2009.

Sternberg, R. J. *Cognitive Psychology*. New York: Cengage Learning. 2010.

## **GSS-114: Outlines of Indian Psychology (Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

Indian Psychology is an approach to psychology based on the consciousness-centered understanding of reality that originated in the Indian civilization. Its psychological insights, practical know-how, and life-affirming spirituality can make valuable contributions to almost every aspect of modern psychology. The Indian tradition is extremely complex, and different interpretations are possible. The primary objective of this course is to provide the students with a sufficient foundation to help others with their learning of Indian Psychology.

### **Course Objectives:**

1. Apply the basic principles of Indian Psychology for self-development;
2. Apply the basic principles of Indian psychology in psychology-related professional work;
3. Develop further knowledge, experience, and know-how in the field of Indian psychology;
4. Conduct research in Indian psychology (together with other prerequisites for doing research).
5. Use psychological techniques to explain various aspects of human cognition and behavior.

### **Course Outcomes:**

1. Identify research models and relate the findings of research to life situations;
2. Demonstrate understanding of the different theoretical approaches to psychology and be able to articulate the different assumptions behind them;
3. Apply psychology practically to problems confronting them in Indian Society
4. Use psychological techniques to explain various aspects of human cognition and behavior;
5. Demonstrate understanding of the workings of their own consciousness, behavior, and Interpersonal relationships

### **Unit I**

**8 Hours**

Introduction to Indian Psychology – Assumptions; Scope and substance; Methods of Study; Psychological thought in Ancient India; Origins of Sruti and Smriti; Models in Indian Thought.

### **Unit II**

**9 Hours**

Jaina Psychology; The Foundations of Early Buddhist Psychology; Varieties of Cognition in Early Buddhism; Consciousness Evolution of the Buddha; Buddhist theory of unconscious mind; Indian Buddhist theories of persons.

### **Unit III**

**8 Hours**

Transpersonal Psychology in the Bhagvad Gita – Reflections on Consciousness, meditation, work and love; The Model of Anchoring Cognition, Emotion and Behavior in Desire.

### **Unit IV**

**9 Hours**

Yoga Psychology: Theory and Application – Patanjali Yoga and Siddhis; Yoga Psychology and the Samkhya Metaphysic. Therapeutic Psychology and Indian Yoga.

**Unit V**

**8 Hours**

Psychology in the Advaita Vedanta; The Nyaya-Vaisesika Theory of Perceiving the World; Psychological theories and practices in Ayurveda.

**Text book**

Rao, K.R., Paranjpe, A.C. & Dalal, A.K. *Handbook of Indian Psychology*. New Delhi: Cambridge University Press. 2008.

**Reference books:**

Sinha, J. *Indian Psychology*. Vols. I, II & III. Delhi: Motilal Banarasidas. 1958.

Cornelissen, R.M., Mishra, G. & Varma, S. *Foundations and Applications of Indian Psychology*. New Delhi: Pearson. 2014.

Lawson, R.B, Graham, J.E. & Baker, K.M. *A History of Psychology: Globalization, Ideas and Applications*. Upper Saddle River: Pearson Prentice Hall. 2007.

Leahey, T.H. *A History of Psychology: Main Currents in Psychological Thought*. Harlow: Prentice Hall. 2007.

Radhakrishnan, S. *Bhagavad Gita*. Bel Air: Harper & Row. 1973.

**GSS-208: Social Psychology  
(Core)**

L	T	P	C
3	0	0	3

**Course Description:**

This course provides an overview of the major concepts and perspectives in the field of social psychology. It helps students understand self and group dynamics. It familiarizes students with the issues involved in social perception, social influence, and attitude formation. The course allows students to appreciate the influence of social context in determining behavior.

**Course Objectives:**

1. Appreciate the impact of social situations in determining how people think, feel, and respond to various stimuli
2. Understand the major concepts, theoretical perspectives, and empirical findings in the field of social psychology
3. Apply the concepts of social psychology for solving societal problems arising from aggression, prejudice, and discrimination.
4. Explain the basic concepts and theories in social psychology.
5. Critically evaluate existing theories in social psychology.

## Course Outcomes:

1. Define social psychology and other related fields.
2. Exemplify the relationship between social psychology and human values.
3. Exemplify the sense of self and the self in the social world.
4. Predict how social beliefs can affect how we perceive events and situations happening in our world.
5. Identify the factors that lead to influencing behaviors of people.

### Unit I

8 Hours

**Introduction:** The meaning of ‘social’; Key assumptions and approaches to social psychology; overview of the history of social psychology (including India); scope of social psychology, levels of social behaviour, approaches towards understanding social behaviour

### Unit II

9 Hours

**Understanding and evaluating the social world:** Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception

### Unit III

8 Hours

**Individual level processes:** Person perception: attribution-theories, biases and errors Attitude: Attitude-behaviour link; formation, change and resistance to change

### Unit IV

9 Hours

**Interpersonal processes:** Social interaction and Influence; Interpersonal attraction, Pro-Social Behaviour, Aggression

### Unit V

8 Hours

**Group Dynamics and inter-group relations:** Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter- group conflict, Intervention techniques.

## Reference books

- Baron, R.A., Byrne, D. & Bhardwaj. G. *Social Psychology* (12th Ed). New Delhi: Pearson. 2010.
- Chadha, N.K. *Social Psychology*. MacMillan: New Delhi. 2012.
- Myers, D.G. *Social psychology*. New Delhi: Tata McGraw-Hill. 2008.
- Deaux, K. & Wrightsman, L. *Social Psychology*. Pacific Grove: Cole Publishing. 2001.
- Misra, G. *Applied Social Psychology in India*. New Delhi: Sage. 1990.
- Taylor, S.E. & Sears, D.O. *Social Psychology*. New Delhi: Pearson. 2006.

**GSS-209: Psychological Measurement of Individual Differences**  
**(Core)**

**L   T   P   C**  
**3   0   0   3**

**Course Description:**

This course provides an understanding of the psychological roots of aggression and violence in interpersonal, intergroup, and societal context. It familiarizes students with the processes involved in peace building and conflict resolution. The course helps students appreciate the need for developing tolerance and valuing diversity.

**Course Objectives:**

1. Explore the concept of peace and conflict from a psychological perspective
2. Create awareness about the national and international peace building and conflict resolution processes
3. Appreciate the role of psychology in developing tolerance and peace building
4. Understanding the Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenologicalhumanistic, traits and types.
5. Exploring the Concept of intelligence: Psychometric and cognitive approaches to intelligence

**Course Outcomes:**

1. Identify and accept different Human traits and behavior
2. Importance of Self and identity in Indian thought.
3. Appreciate the role of psychology in developing tolerance and peace building
4. Understanding the Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenologicalhumanistic, traits and types.
5. Exploring the Concept of intelligence: Psychometric and cognitive approaches to intelligence

**Unit I**

**8 Hours**

**Introduction:** Meaning and purpose of Psychological Testing and Assessment: History, Principles of Assessment; types of Psychological tests; use, misuse and limitations of Psychological tests; Ethical considerations.

**Unit II**

**9 Hours**

**Psychological Testing;** Nature of Individual Differences; Characteristics and construction of standardized Psychological test; Concept of Reliability & Validity and Norms of test scores: Meaning, methods and statistical techniques used in determining reliability and Validity coefficients: Criterion measure and types of reliability and validity.

**Unit III**

**8 Hours**

Personality - Definition and concept. Different theories of Personality in brief: measurement of personality

- different techniques; inventories, Projective tests, Q-sort techniques, interview schedules, questionnaires, rating scales and surveys, administration of two personality tests.

**Unit IV**

**9 Hours**

Intelligence and Aptitude - concept of Intelligence and Aptitude; nature and Theories of Intelligence; Emotional Intelligence, measurement of Intelligence and aptitude, concept of IQ, Deviation IQ, constancy of IQ, measurement of multiple intelligence; fluid and crystallized intelligence. Administration of two Intelligence tests and one Aptitude test.

**Unit V**

**8 Hours**

Application of Psychological Measurement in Educational Field -; learning styles; gifted, retarded, and learning disabled and their training; training for improving memory and better academic achievement; education, vocational guidance and career counselling; use of psychological tests in educational institutions; effective strategies on guidance programs.

**Reference books:**

Anastasi, A. *Psychological Testing*. New York: MacMillan. 1997.

Gregory, R.J. *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education. 2006.

Kaplan, R.M. & Saccuzzo, D.P. *Psychological Testing: Principles, Applications and Issues*. Perth: Thomson Wadsworth. 2007.

Murphy, K.R. & Davidshofer, C.O. *Psychological Testing: Principles & Applications*. New Jersey: Prentice Hall. 2004.

**GSS-353: Developmental Psychology**  
**(Discipline Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

This course is an introduction to the foundations of development from conception through adulthood. The course will explore the interdependence among the physical, cognitive, and social domains of development, and will examine various theories and research methods used to understand and study the development of an individual. Current issues in the field and their impact on the development of an individual will also be highlighted

**Course Objectives:**

1. Describe the developmental perspective and compare and contrast the major theoretical approaches used to understand the development of an individual through various phases.
2. Identify how the interaction among various hereditary and environmental influences impact

- development.
3. Analyze critical current issues within the field and apply the knowledge in research or clinical practice
  4. Study of human physical and psychological change and stability from a lifespan development perspective
  5. Comprehensive overview of the scientific methods used when researching lifetime development, as well as theoretical foundations of developmental psychology.

**Course Outcomes;**

1. Explain theories, methods and research findings of lifespan developmental psychology.
2. Describe the interaction between physical, cognitive, and psychosocial development across the lifespan.
3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
4. Identify factors that influence psychological development across the lifespan.
5. Apply basic principles of developmental psychology to one's own life experiences

**Unit I**

**8 Hours**

**Understanding Life-Span Human Development:** How should we think of development; science of life- span development; Human Development: meaning, problems of development, importance of development; Principles of growth, maturation and development; Developmental stages; Methods of developmental psychology, longitudinal, cross-sectional, mixed, observation, experimental.

**Unit II**

**9 Hours**

**Theories of Human Development** - Psychoanalytic theory; Erikson's Psychosocial Stages of Development; Learning Theories; Piaget's Cognitive Theories; Attachment theory of Bowlby and Ainsworth, Systems theories of development.

**Unit III**

**8 Hours**

**Determinants of Development** - Physical, Psychological & Social-Cultural; Genetics, Heredity and Environment influences, Individual Differences; Prenatal development: Stages and factors affecting it; Prenatal development; Prenatal Environment; Perinatal Environment; The neonate: Physical characteristics, reflexes, sensory and motor capacities.

**Unit IV**

**9 Hours**

**Development in Infancy, Childhood; Adolescence & Adulthood** - Physical development & psychomotor development: different stages; Sensory & Perceptual development; Cognitive development; Language and Speech Development; Social and Emotional development; Moral Development and values; Emergence of Self and Personality.

**Unit V****8 Hours**

Gender roles and sexuality development; Family and parenting; Peers; Media; Schooling; Socio-cultural context; Concept of aging, problems of aging; Effects of aging on mental health & well-being; Death and dying.

**Reference books:**

- Papalia, D.E., Olds, S.W. & Feldman, R.D. *Human Development*. New Delhi: McGraw Hill. 2006.
- Santrock, J.W. *Lifespan Development*. New York: McGraw Hill. 1999.
- Saraswathi, T.S. *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage. 2003.
- Shafer, D. *Developmental Psychology*. Belmont: Cengage. 2009.
- Sigelman, C.K. *Human Development*. Belmont: Cengage. 2008.

**GSS-355: Mental Health in General Care**  
**(Discipline Specific Elective)**

**L T P C**  
**3 0 0 3**

**Course Description:**

The paper on Mental Health in General Care is designed to help students appreciate the need for developing an integrated approach for promoting holistic health. It provides students with an opportunity to understand the relevance of addressing mental health concerns in primary care setup. The course sensitizes students to the societal stigma associated with mental illness and provides an opportunity to explore ways to overcome them.

**Course Objectives:**

1. Appreciate the relevance and need for integrating mental health with primary healthcare
2. Screen for and identify mental health problems in adults and children, and understand factors influencing them
3. Learn to conduct first level interventions for managing mental health problems
4. Discuss legal and ethical issues in relation to the LVN in the mental health setting.
5. Compare and contrast normal physiology of body systems to pathologic variations as it relates to mental health.

**Course Outcomes:**

1. Compare and contrast mental health evaluations and treatments
2. Apply clinical reasoning and the nursing process (including nutrition and pharmacological therapy) in caring for patients with a mental health diagnosis
3. Apply concepts of mental health/illness, while discussing culturally competent care.
4. Discuss treatment modalities and related therapeutic communication skills.
5. Explore and utilize evidence-based practice when examining the various mental health illnesses.

**Unit I**

**8 Hours**

**Behaviors that cause concern;** Violent behavior and aggression; confusion and agitation; suicide; seizures; disturbances among the elderly.

**Unit II**

**9 Hours**

**Symptoms that are medically unexplained;** Multiple Physical Complaints; Fear and panic; sleep problems; fatigue; loss of a body function.

**Unit III**

**8 Hours**

**Problems arising from loss and violence;** Trauma; Intimate Partner Abuse; Sexual Assault; Bereavement.

**Unit IV**

**9 Hours**

**Problems in childhood and adolescence;** Learning disturbances; ADHD; Child abuse; Misbehavior; Enuresis; Depression in adolescents.

**Unit V**

**8 Hours**

**Mental Health in other contexts;** Reproductive Health; Health of Prisoners; Refugees; Disasters; Caring for carers.

**Reference books**

Pilgrim, D. *Key Concepts in Mental Health*. London: Sage. 2014.

Goldberg, D.P. *Common Mental Disorders: A Bio-Social Model*. London: Routledge. 1992.

Helzer, J.E. & Hudziak, J.J. *Defining Psychopathology in the 21<sup>st</sup> Century: DSM V and Beyond*. Washington DC: American Psychiatric Publishing Inc. 2002.

Patel, V. *Where There is No Psychiatrist. A Mental Health Care Manual*. Glasgow: Gaskell. 2003.

**GSS-356: Educational Psychology**  
**(Discipline Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

Educational Psychology is the scientific study of human learning with specific reference to classroom setting. This course provides an understanding of strategies that facilitate student learning and engagement. It helps students explore the best practices in instructional design and classroom management.

**Course Objectives:**

1. Appreciate the importance of educational psychology in understanding, analysing and interpreting the learner’s behavior and development
2. Apply psychological theories for improving student engagement and classroom management
3. Understand the relevance of psychology in designing instruction and assessments
4. Theoretical knowledge of the interpretation of human behavior, through the study of theories of behavioral psychology.
5. Applying this knowledge in a practical way, and training people in charge of the educational process to use it in educational and classroom situations, thus achieving an effective learning process more efficiently, and with the least possible number of problems.

**Course Outcomes:**

1. Designing educational programs, curriculum development, special education, and formal education.
2. Thinking about how to teach children and provide the appropriate educational environment for them.
3. Understand the need for providing opportunities for gifted and talented learners in educational institutions to develop their abilities.
4. Evaluate student results, individual differences, and various learning difficulties.
5. Use appropriate educational technologies used in various educational institutions

**Unit I**

**8 Hours**

**Current Perspectives in Educational Psychology** – Cognitive Contributions to Learning, Development and Instruction; Instructional, Interpersonal and Relational Processes; Curriculum Applications; Exceptional Learner Programs and Students.

**Unit II**

**9 Hours**

**Relationships between teachers and children** – Developmental Systems Theory; Conceptual Model of Child-Teacher relationships; Dimensions, typologies and developmental change in child-teacher relationships; Issues in Prevention-oriented applications involving child-teacher relationships.

**Unit III**

**8 Hours**

**Computers, the Internet and New Media for Learning** – Beginnings of Computer Aided Instruction; Cognitive Science and Research on Artificial Intelligence; The Role of Technology in Learning; Exemplary Learning Systems; Learning, thinking, attitudes and Distributed Cognition.

**Unit IV**

**9 Hours**

**Learning Disabilities** – IQ-Achievement Discrepancy; Specificity; Subtyping Models; Types of Learning Disabilities; Assessment of Learning Disabilities; Remediation and Accommodation.

**Unit V**

**8 Hours**

**Future Perspectives in Educational Psychology** – Theoretical Advances; Research Implications; Practice Initiatives; the future of educational psychology.

**Reference books:**

Reynolds, W.M. & Miller, G.E. (Eds.). *Handbook of Psychology Volume 7: Educational Psychology*. New Jersey: John Wiley & Sons. 2003.  
Ormrod, J.E. *Essentials of Educational Psychology*. New Jersey: Pearson. 2015.  
Pathak, R.P. *Educational Psychology*. New Delhi: Pearson. 2012.  
Woolfolk, A.E. Winne, P.H. & Perry, N.E. *Educational Psychology*. Toronto: Pearson. 2006.

**GEP-101: Introduction to Political Science  
(Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

This course gives an overview on the nature of political science and highlights the attempts for good governments. It examines the concepts, theories and ideologies with reference to politics. It also describes basic concepts like State, Sovereignty, and Democracy to understand the political apparatus.

**Course Objective:**

1. Enable the student to interpret State, Ideology, Sovereignty and Democracy
2. Equip the student to compare different ideas and ideologies with reference to state and government
3. Help analyze the evolution of government from primitive times to modern times
4. Acquire a broad understanding of the methodologies used to study political behavior amongst elites and the public
5. Enable the students to attain a life-altering change in perspective

**Course Outcomes:**

1. Develop an understanding of key concepts in political science
2. Gain knowledge about the various subfields within political science
3. Understand the key issues and intellectual debates that are ongoing in the field of American politics, comparative politics, and international relations
4. Obtain a life-altering change in perspective
5. Develop a new lens with which to view the world around you; sparking a lifelong passion for politics and political science (Optional)

**Unit I**

**9 Hours**

Political Science: Definition, Nature and Scope; Evolution of Political Science; Relation of Political Science with other Social Sciences; Traditional approaches to the study of Political Science; Principles of Political Science, Political Theory: Meaning and approaches;

**Unit II**

**9 Hours**

State: Origin, Definitions, Elements and Theories of the State -Liberal, Neo-liberal, Marxist, Pluralist, Post- colonial and Feminist.

**Unit III**

**8 Hours**

Political ideologies: Liberalism, Socialism, Marxism, Fascism, Gandhism and Feminism. Concept of power: Hegemony, Ideology and Legitimacy.

**Unit IV**

**8 Hours**

Sovereignty: Austin's Theory and Pluralist Theory; Monoist and Pluralist; Liberty, Equality, Rights and Justice.

**Unit V**

**8 Hours**

Democracy: Principles and characteristics; Classical and contemporary theories; Different models of democracy: Representative, Participatory and Deliberative.

**Reference books:**

- Rajeev Bhargava & Ashok Acharya. *Political Theory: An Introduction*, Pearson, 2008.  
Andrew Heywood. *Politics*. Palgrave Foundation, New York, 2005.  
Aravind Sivaramakrishnan. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*, Sage Texts, 2017.  
A.C. Kapoor. *Principles of Political Science*. S.Chand, 2009.  
C.E.M. Joad. *Introduction to Modern Political Theory*. Oxford University Press.  
O.P. Guba. *An Introduction to Political Theory*. Mayur Paperback; 2016 edition (2016)  
J.C. Johari. *Principle of Modern Political Science*. Sterling, Delhi, 2009.  
S.P. Varma. *Modern Political Theory*, Vikas, New Delhi, 1983.

## **GEP-102: Indian Political Thought (Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

**Course Objectives:**

1. Provide information regarding different streams of political thought in India
2. Focus on the qualities of leaders in India
3. Provide phase wise developments in India through political activism
4. Helps to understand various thoughts on Indian progress
5. Introduces the students to the idea of political theory, its history and approaches,

**Course Outcomes:**

1. Understand the main concepts and debates in Indian political philosophy
2. Comprehend the contribution of contemporary Indian political thinkers and their
3. contribution in the framing of Indian constitution.
4. Analyze the various philosophical concepts in order to understand and critically assess real-world political phenomena
5. Evaluate and interpret Indian political thought through the relevant conceptual toolkit.

**Classical Thought 1:**

Manu: Dharmasastra – Foundations of Social Organisation, Sources of Law, Origin of State, Science of Polity

Kautilya: Arthasastra – Genesis, Dandaniti, State, Seven Organs Theory, Diplomacy and Statecraft  
Mahaveera; Buddha – Ethical Foundations, Origin of State, Rules of Good Conduct, Political Governance – (Sources: Dighanayaka and Anguttaranikaya)

**Unit II****8 Hours****Classical Thought 2:**

Raja Rammohan Roy –Significance of Freedom, Role of Colonialism, Rational of Social Reform  
DayanandSaraswathi – Reform of the Caste Reform, Principal of Political Organization, AryaSamaj

Vivekananda – Gospel of Humanism, Stages of Human Progress,

Rabindranath Tagore – Spiritual Foundations of Humanism, Road to Freedom, Synthetic Universalism

**Unit III****8 Hours****National Thought:**

DadabhaiNaoroji – Critique on Imperialism, The Drain Theory,

M.G. Ranade – Role of State, Economic Philosophy, Concept of Freedom and Equality, Social Reform

G.K. Gokhale – Ends and Means, Concept of Freedom, Ideas of Nationalism

B.G. Tilak – Rational of Social Reform, National Education and National Reform, Concept of Swaraj, Passive Resistance

AurobindoGhosh – Nationalism as Religion, Technique of Political Struggle, Nationalism and State, Dimensions of moral freedom, Theory of Passive Resistance, Humanity, Nationalized and spiritualized society

**Unit IV****8 Hours****Modern Indian Thought 1:**

M.K. Gandhi –Satyagraha, Truth and Non-violence, Democracy, Freedom, Equality, Politics and Ethics

J. Nehru – Liberal Nationalism, Anti-imperialism, Complete Independence, Social Ideas, Planning and Development, Modernization, Secularism and Humanism

B.R. Ambedkar- Caste System, Majority and Minority, Constitutional Democracy, Social Justice  
Sir Syed Ahmed Khan – Scientific Thinking, Spiritual and Temporal Domains

**Unit V****8 Hours****Modern Indian Thought 2:**

Netaji S.C. Bose – Nationalism, Indian National Army, Future India

M.N.Roy – Scientific Humanism, Radical Humanism, Attack on Marxism,

Moulana Azad -

NarendraDev – Moral Foundations of Socialism, Class Conflict and New Life Movement,

R.M. Lohia – Wheel of History, Doctrinal Foundations of Socialism, Road to Democracy and Social Reconstruction, Seven Types of Revolution,  
Jayaprakash Narayan – Democracy and Socialism, Fundamental Rights, Gandhism, Sarvodaya, Total Revolution,

**Reference books:**

MP Singh & Himanshu Roy. *Indian Political Thought: Themes and Thinkers*, Pearson, 2011.  
Joseph Lasco and Leonard Williams, *Political Theory: Classic and Contemporary Readings* (2 vols), Oxford University Press, 2002.  
Bidyut Chakrabarty. *Modern Indian Political Thought: Text and Context*. SAGE Texts, 2009.  
Sivaramakrishnan, Arvind. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*. SAGE Publications Pvt. Ltd, 2017.  
Appadorai, Arjun. *Indian Political Thinking through the Ages*. Khanna Publishers, Delhi, 1992.  
M.N. Jha. *Political Thought in Modern India*. Meenakshi Prakashan, Meerut.  
V. R. Mehta. *Indian Political Thought*. Manohar, New Delhi, 1996.  
V.R. Mehta. *Foundations of Indian Political Thought*. Manohar, New Delhi, 1992.  
V.P. Verma. *Modern Indian Political Thought*. Lakshi Narayan Aggarwal, Agra, 1974.

**GEP-201: Indian Constitution  
(Core)**

L	T	P	C
3	0	0	3

**Course Description:**

This course introduces the Constitution of India to the students. It gives a brief history and salient features of making the Indian Constitution, also explains the flexible and rigid characteristics of the constitution. The fundamental rights, duties and the directive principles of state policy will be discussed thoroughly. The course gives a description of the legislature, the executive and the judiciary bodies of the constitution. The course also enables students on center state relations and emergency powers, state and local governments, and constitutional and statutory bodies.

**Course Objective:**

1. Develop constitutional attitude to resolve issues in society
2. Discuss fundamental rights and duties
3. Improve knowledge on process of Judiciary and different structures of constitution
4. Understand the meaning and importance of Constitution
5. Describe the Salient (Outstanding) features of Indian Constitution.

**Course Outcomes:**

1. Understand and explain the Fundamental rights.
2. Describe the importance and limits of Fundamental rights.
3. Describe the Directive principles of State policy.
4. Explain the Fundamental duties and its importance.
5. Describe the uses of directive principles.

### **Unit I**

**8 Hours**

**Introduction to Indian Constitution:** Constitutional history, Constituent assembly, Salient features of the Constitution, Significance of Preamble, Amending Process of the Constitution.

### **Unit II**

**8 Hours**

**Rights and Duties:** Citizenship, fundamental rights, Directive Principles of State policy, Fundamental duties.

### **Unit III**

**9 Hours**

**Union Government:** President and Vice-President: election, removal and powers; Prime Minister and Council of Ministers; Parliament, Supreme Court, Union-State relations; Emergency provisions.

### **Unit IV**

**8 Hours**

**State and Local Governments:** Governor, Legislature, Assembly, Council of Ministers, Chief Minister, High court, Rural and Urban local governments with reference to 73<sup>rd</sup> and 74<sup>th</sup> amendment acts.

### **Unit V**

**9 Hours**

**Other Constitutional and Statutory bodies:** Comptroller and Auditor General; Attorney General and Advocate General; Tribunals; Public Accounts Committee; S.C and S.T Commissions.

### **Reference books:**

J.C. Johari, *Indian Government and Politics*, Vishal Publications, Delhi, 2010.  
 M.V. Pylee, *Introduction to the Constitution of India*, Vikas Publishing House, Mumbai.  
 D.D Basu, *Introduction to the Indian Constitution*, Lexis Nexis, Gurgaon, India.  
 Subhas C. Kashyap, *Our Constitution*, National Book Trust India, New Delhi.

## **GEP-202: Indian Government and Politics (Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

Indian Government and Politics is designed to understand Indian Politics and strategies of freedom struggle and different perspectives of national movement. The course also explicates the basic structure of the Indian constitution and its other contents. The course will make an assessment of federalism and its functions and challenges.

**Course Objectives:**

1. Explains approaches and strategies in nation freedom and development
2. Enables to understand constitution and its significant factors
3. Shows the center and state relations and its dimension in unity and disunity
4. To Show the center and state relations and its dimension in unity and disunity
5. To understand the function of Indian constitution

**Course Outcomes:**

Upon the completion of the course, the student should be able to-

1. Explains approaches and strategies in nation freedom and development
2. Describe the different perspectives on national movement
3. Interpret the constitution and its significant factors
4. Explain the the center and state relations and its dimension in unity and disunity
5. Evaluate the function of Indian constitution

**Unit I****9 Hours**

Approaches to understanding Indian Politics; Political strategies of India's freedom struggle: Satyagraha; Non-Cooperation; Civil Disobedience as tools of protest; Freedom movements: Moderate, Militant and Revolutionary movements; Peasants and Workers' movements.

**Unit II****8 Hours**

Indian National Movement: Liberal, Socialist and Marxist; Radical humanist and Dalit perspectives.

**Unit III****8 Hours**

Indian Constitution: Basic structure; Role of Constituent Assembly; and Preamble; Salient features and Amendments.

**Unit IV****8 Hours**

Working of Indian Federation; Political parties in India –an assessment.

### Unit V

9 Hours

State politics and politics at grass root level; Challenges to Indian Political System: Cooperative Federalism; Autonomy; Centre-State relations and Regional issues.

#### Reference books:

- A.G. Noorani, *Constitutional Questions in India: The President, Parliament and the States*, Oxford University Press, 2000.
- Bandyopadhyay and Sekhar, *Nationalist Movement in India: A Reader*, Oxford University Press, 2008.
- Chandra and Bipin, *Nationalism and Colonialism in Modern India*, Orient Longman Limited, New Delhi, 1979.
- D.D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, New Delhi.
- P. Brass, *Politics of India Since Independence*, Orient Longman, Hyderabad, 1990.
- Avasti and Maheswari. *Public Administration*. Lakshmi Narain Agarwal Books. Agra, India. 31/E, 2014.
- B.L. Fadia and Kuldeep Fadia. *Indian Administration*. Sahitya Bhawawn, Agra. India, 2014.
- B.L. Fadia, *State Politics in India*, 2. Vols. Radiant Publishers, 1984.
- I. Jennings, *Some Characteristics of the Indian Constitution*, Oxford University Press, London, 2001.
- N.G. Jayal (ed.), *Democracy in India*, Oxford University Press, Delhi, 2001.
- S. Kashyap, *Our Parliament*, National Book Trust, New Delhi, 1992.
- N.G. Jayal, *Democracy and the State: Welfare Secularism and Development in Contemporary India*. Oxford University Press, Delhi, 1999.
- R. Kothari, *Politics in India*, New Delhi, Orient Longman, 1970.
- M.V. Pylee, *Constitutional Government in India*, New Delhi, Vikas, 1998.

## GEP-254: Psychology of Peace and Conflict Resolution

(Generic Elective)

L	T	P	C
1	0	4	3

#### Course Description:

This course provides an understanding of the psychological roots of aggression and violence in interpersonal, intergroup, and societal context. It familiarizes students with the processes involved in peace building and conflict resolution. The course helps students appreciate the need for developing tolerance and valuing diversity.

#### Course Objective:

1. To explore the concept of peace and conflict from a psychological perspective

2. To create awareness about the national and international peace building and conflict resolution processes
3. To appreciate the role of psychology in developing tolerance and peace building
4. To understand violence in International arena
5. To understand the methods of peacemaking

**Course Outcomes:**

after the completion of course, the student would be able to

1. explain the concept of peace and conflict from a psychological perspective
2. describe the national and international peace building and conflict resolution processes
3. appreciate the role of psychology in developing tolerance and peace building
4. examine violence in International arena
5. summarize the methods of peacemaking

**Unit I**

**8 Hours**

**Introduction to Peace Psychology** – The role of psychology in World War I and II; Role of Psychology in the Cold War; The Post-Cold War Era; Scope of Peace Psychology; Systems of Violence and Peace.

**Unit II**

**9 Hours**

**Direct Violence** – Intimate Violence; Intrastate Violence; Nationalism and War; Genocide and Mass Killing; Weapons of Mass Destruction.

**Unit III**

**8 Hours**

**Structural Violence** – Social Injustice; Children and Structural Violence; Women, Girls and Structural Violence; Understanding Militarism; Globalism and Structural Violence; Human Rights Violations as Structural Violence.

**Unit IV**

**9 Hours**

**Peacemaking** – U.N. Peacekeeping; The Cultural Context of Peacemaking; Conflict Resolution – Theoretical and Practical Issues; Crafting Peace; Introducing Cooperation and Conflict Resolution into schools; Reducing Trauma during ethno-political conflict; Reconciliation in Divided Societies;

**Unit V**

**8 Hours**

**Peace building** – Psychology of Structural Peacebuilding; Psychologies for Liberation; The Social Psychology of Satyagraha; Peacebuilding and Nonviolence-Gandhi's perspective on power; Peace Psychology for the Twenty-First Century.

**Reference books**

Christie, D.J., Wagner, R.V. & Winter, D.A. *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs: Prentice-Hall. 2001.

Blumberg, H. H. *Peace Psychology: A Comprehensive Introduction*. Cambridge: Cambridge University Press. 2006.

MacNair, R. M. *Psychology of Peace*. Santa Barbara: ABC. 2011.  
 Mayton II, D. *Nonviolence and Peace Psychology*. New York: Springer. 2009.

## **GEP-307: Introduction to Abnormal Psychology (Core)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

Introduction to abnormal psychology aims to impart basic knowledge about psychological disorders and treatment and help students to evaluate approaches to disorders and therapy. The students will learn about the historical development and recent theories of disorders and treatment. Further, they will be able to describe the leading models of abnormal behavior and apply these models to the understanding of psychological disorders. The course will focus on acquainting them to diagnostic systems, learning the diagnostic criteria of various disorders, and making a diagnosis.

### **Course Objectives:**

1. To describe the systems and processes used to diagnose psychological disorders.
2. To identify the cultural and social factors that impact the diagnosis and treatment of psychological disorders.
3. To identify some of the major categories of psychological disorders and describe their symptoms, possible causes, and potential treatments.
4. Introduce students to the concepts, theories, and research which define this discipline of Abnormal Psychology.
5. Provide an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

### **Course Outcomes:**

1. Develop proficiency in critical thinking and critical analysis
2. Develop a propensity for self-determined learning.
3. Describe the meaning of abnormal psychology
4. Analyze criteria for normality
5. Outline the history of abnormal psychology

### **Unit I**

**8 Hours**

**Basic Concepts:** Definition and criteria of abnormality; Become familiar with historical and current perspectives of abnormal psychology. Difference between Normal and Abnormal. Gain

understanding of variation in meanings of normal and abnormal behaviour. Classification, Diathesis Stress Model. The Impact of Stress on Physiological Parameters (Coronary Heart Disease and Essential Hypertension) b) Substance-Related Disorder

## **Unit II**

**9 Hours**

**Theoretical perspectives:** Learn the diagnostic criteria for common psychiatric disorders. Use diagnostic language to communicate case information. Biological, familial, cultural, behavioural, cognitive and psychodynamic.

## **Unit III**

**8 Hours**

**Clinical status:** Apply theoretical understanding the development, process and treatment of specific disorders. Assign diagnosis based on manifestation of symptoms and behaviours. Concept of Anxiety Disorders-obsessive compulsive disorder, mood disorders -Unipolar, Bipolar; schizophrenia: Paranoid and Catatonic.

## **Unit IV**

**9 Hours**

**Developmental Disorders** (Clinical Picture and Dynamics); Gain consistency in identifying and labelling syndromes and profiles of behaviours despite variation in symptom presentation. Mental Retardation, Autism, ADHD, and Learning Disabilities; Substance related disorders and eating disorders.

## **Unit V**

**8 Hours**

**Treatment of disorders:** Observation, Case Study, Clinical Interview, Clinical assessment-Meaning and Nature, Stages in the assessment process. a) Biological treatment: Electroconvulsive therapy. b) Psychological treatment: Psychoanalytic therapy and Behaviour therapy. Cognitive-behaviour therapy.

### **Reference books:**

- Ahuja N. *A Short Textbook of Psychiatry* (7th Ed). New Delhi: Jaypee. 2011.
- Barlow D.H. and Durand V.M. *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York. 2005.
- Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. *Abnormal Psychology* (13th Ed.). ND: Pearson Education. 2007.
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. *Abnormal Psychology* (11th Ed.). NY: John Wiley. 2010.
- Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. *Abnormal Psychology*. New Delhi: Pearson. 2008.
- Davison, G. C. & Neale, J. M. *Abnormal Psychology* (7th Ed.). New York: John Wiley. 1998.
- Frude, N. *Understanding abnormal psychology*. Oxford: Blackwell Publishers. 1998.
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. *Abnormal Psychology* (11th Ed.). NY: John Wiley. 2010.
- Mohanty, G. *A text book of abnormal psychology*. New Delhi: Kalyani. 2004.
- Mangal, S. K. *Abnormal Psychology*. New Delhi: Sterling. 2008.
- Sarason, I. G., & Sarason. B. R. *Abnormal Psychology*. New Delhi: Prentice Hall of India. 1996.

Singh, R. N. *Adhunik Asamanaya Manovigyan*. Agra: Aggrawal Pub. 2009.  
Zinta, R. L. *Psychology Manual*. New Delhi: HG Publication. 2010.

## **GEP-309: Western Political Thought** (Core)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

This course deals with the classical thinkers and themes of western political philosophy. It introduces the concepts of justice, contract, implication of human nature, state and individualism, utilitarianism Marxist perspectives. The main objective is to train students in the foundational texts and thinkers of political science.

### **Course Objectives:**

1. To outline the political philosophy from Greeks to Karl Marx
2. To formulate the ideas of good and happiness
3. To debate between ends and means
4. To compose ideas on consciousness and revolution
5. To examine the relevance of thought to the contemporary world

### **Course outcomes:**

after the completion of course, the student would be able to

1. outline the political philosophy from Greeks to Karl Marx
2. analyze the ideas of good and happiness
3. debate between ends and means
4. determine the ideas on consciousness and revolution
5. examine the relevance of thought to the contemporary world

<b>Unit I</b> Plato and Aristotle	<b>8 Hours</b>
<b>Unit II</b> Machiavelli and Hobbes	<b>8 Hours</b>
<b>Unit III</b> Locke and Rousseau	<b>9 Hours</b>
<b>Unit IV</b> Bentham, J.S. Mill and Green	<b>8 Hours</b>
<b>Unit V</b> Hegel, Karl Marx, Gramsci and Hannah Arendt	<b>9 Hours</b>

**Reference books:**

- Brian R. Nelson, *Western Political Thought*, Pearson Education, Delhi 2009.  
 C.L. Wayper, *Political Thought*, New Delhi, 1989 (Revised Edition)  
 Ian Adams & R. W. Dyson, *Fifty Great Political Thinkers*, Routledge, 20004.  
 J.H. Hallowell, *Main Currents in Modern Political Thought*, New York, Holt, 1960.  
 J. Laski, *Political Thought from Locke to Bentham*, Oxford, Oxford University Presss, 1920.  
 S. Mukherjee and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, 1920.  
 Sir E. Barker, *The Political Thought of Plato and Aristotle*, New York, 1959.  
 Sir E. Barker, *Greek Political Theory: Plato and His Predecessors*, New Delhi, B. I publications, 1964.  
 W. Ebenstein, *Great Political Thinkers*, New Delhi, Oxford & IBH, 1969.

**GEP-342: Introduction to Indian Foreign Policy**  
 (Discipline Specific Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

The course is designed to understand, analyze and evaluate Indian Foreign Policy. The course is designed to enable the reader to understand the major approaches in the study of foreign policy and infer the determinants of India's foreign policy. The course gives a comprehensive

idea of Non-Alignment Movement and India's relations with Global South, International Cooperation and World peace.

**Course Objectives:**

1. To explain the importance of the study of Foreign Policy
2. To interpret objectives and principles of India's foreign policy
3. To understand and explain Non Alignment Movement
4. To evaluate India's relations with United Nations
5. To comprehend the ideas of foreign policy

**Course outcomes:**

after the completion of the course, the student would be able to-

1. explain the importance of the study of Foreign Policy
2. interpret objectives and principles of India's foreign policy
3. understand and explain Non Alignment Movement
4. evaluate India's relations with United Nations
5. comprehend the ideas of foreign policy

**Unit I**

**8 Hours**

Meaning, Nature, Scope and Importance of the study of Foreign Policy; Major approaches to the study of Foreign Policy; Principles and Objectives

**Unit II**

**9 Hours**

Objectives and Principles of India's Foreign Policy; Determinants of India's Foreign Policy: Domestic determinants – Geography, History, Culture, Society and Political System; International determinants: United Nations, and Regional Organizations (SAARC & ASEAN); Economic determinants: Liberalization, Privatization and Globalization (LPG), WTO, IMF, World Bank.

**Unit III**

**8 Hours**

India's contribution to Non-Alignment Movement; India and her neighbours; India and South Asia; India's Look East Policy. India and West Asia.

**Unit IV**

**9 Hours**

India and the Global South: Relations with Africa and Latin America and demand for NIEO and WTO negotiations; India and the Global Centres of Power: USA, EU, Japan, China and Russia.

**Unit V**

**8 Hours**

India and the United Nations; India's Nuclear Policy; India's approach to major global issues such as border terrorism, Global warming, Human Rights.

**Reference books:**

J. Bandhopadhyaya, *The Making of India's Foreign Policy*, Allied, Calcutta.  
 M.P. Mishra, *Studies in Indian Foreign Policy*, Vikas Publications, Delhi.  
 V.P. Dutt, *India's Foreign Policy since Independence*, National Book Trust, Delhi.  
 Appadorai, *Domestic Roots of India's Foreign Policy*, Oxford University Press.  
 Appadorai, *Essays in Indian Politics and Foreign Policy*, Vikas Publications, Delhi.  
 Harish Kapur, *India's Foreign Policy -1947-1992*, SAGE Publications.  
 Pran Chopra, *The Crisis of Foreign Policy*, Wheeler, Ahmedabad.

**GEP-343: International Relations**  
**(Discipline Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

The course is intended to introduce International Relations with reference to different approaches and theories to understand international politics. The international relations include power relations, foreign policy, and cooperation based on the time and relationship of the nations.

**Course Objectives:**

1. Demonstrate nature of International Politics
2. Understand International Political Theories
3. Explain the importance of National Power
4. Elaborate the objectives of Foreign Policy
5. Estimate the regionalised world politics

**Course Outcomes:**

after the completion of the course, the student should be able to-

1. demonstrate nature of International Politics
2. demonstrate International Political Theories
3. explain the importance of National Power
4. elaborate the objectives of Foreign Policy
5. estimate the regionalised world politics

**Unit I**

**8 Hours**

Definition, Nature and Scope of International Politics; Objectives of the study of International Politics; Approaches: Realism, Neo-Realism, Idealism, Behaviouralism, Constructivism, Feminism; Similarities and Dissimilarities between National Politics and International Politics.

**Unit II****9 Hours**

Theories of International Politics: Game Theory, Decision Making Theory, Communications Theory.

**Unit III****8 Hours**

National Power; Elements of Power; Balance of Power; Forms of Balance of Power; Relevance of Balance of Power; Relevance of Collective Security; U.N. Charter of methods for Peaceful settlement of disputes between the nations

**Unit IV****9 Hours**

Foreign Policy: The determinants of foreign policy; Foreign Policy Objectives; India's foreign Policy; India's contribution to the Non-Alignment Movement; Different phases, current role; India and the global centres of power: USA, EU, Japan, China and Russia.

**Unit V****8 Hours**

Regionalisation of World Politics: EU, ASEAN, APEC, NAFTA; Contemporary global concerns: Democracy, Human Rights, Environment, Gender Justice, Terrorism and Nuclear Proliferation.

**Reference books:**

Rumki Basu, *International Politics*, Sage Publications.

Kenneth N. Waltz, *Theory of International Politics*, McGraw-Hill Higher Education.

Alexander Wendt, *Social Theory of International Politics*, Cambridge University Press.

Gujral, I.K., *A foreign policy for India*, External Publicity Division, MEA, Government of India Delhi, 1998.

W.D. Coplin, *Introduction to International Politics*, Markham, Chicago, 1971.

K. Deutsch, *The Analysis of International Relations*, Prentice Hal, Englewood Cliffs NJ, 1967.

C. Brown, *International Relations Theory*, Harvester Wheat sheaf, London, 1975.

**GEP-344: Urban Governance in India****(Discipline Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

The course is intended to expose urban and local governance since ancient times to contemporary days. The course will elucidate composition and functions of local governance at different levels. The course will also bring out the challenges in the process of urbanization and also discuss the governance of the local bodies.

**Course Objectives:**

1. Give a thorough knowledge on urban and local governance
2. Enable to understand operationalization of governance
3. Identify and address the different problem of urbanization
4. Analyse the politics both from internal and external forces
5. To survey Urban Governance in India

**Course Outcomes:**

after the completion of this course, the student should be able to

1. Outline thorough knowledge on urban and local governance
2. Enable to understand operationalization of governance
3. Identify and address the different problem of urbanization
4. Analyse the politics both from internal and external forces
5. Survey Urban Governance in India

**Unit I**

**8 Hours**

Historical perspective; Urban-Local Governments in ancient times; Urban-Local Governments in Medieval times; Urban-Local Governments under the British. Municipal Government in Post-Independence Period; 74<sup>th</sup> Constitution Amendment Act.

**Unit II**

**9 Hours**

Composition, Powers and Functions of Urban Local bodies; Municipal Corporations; Municipal Council; Nagarapalika; Local Governance Personnel; Local Governance Finance; Committee System in Local Governance.

**Unit III**

**8 Hours**

The Metropolis: Concept of Metro polis; Metropolitan and Urban Development Authorities in India.

**Unit IV**

**9 Hours**

Problems of Urbanisation in India; Growth of Cities; Causes and Consequences; Slums: Causes and Effects; Urban Development Strategies; Administration of Urban Services: Water supply; Health and Sanitation; Housing; Transport.

**Unit V**

**8 Hours**

Local Government Politics and Elections to Local Bodies; State: Local Government Relations; Modern Trends and Problems in Local Government in India.

**Reference books:**

Singh, H, *Urban Local Government and Administration in India*, Kithab Mahal, New Delhi.  
 Muttalik, M.A, *Theory of Local Government*, Sterling Publishers.  
 Maheswari S.R., *Local Government in India*. Orient-Longman.  
 Avasthi, A., *Municipal Administration in India*, Lakshminarain  
 Agarwal. Bose, A., *Studies in Indian Urbanisation*, Tata McGraw-  
 Hill.  
 Ramachandran. R, *Urbanisation and Urban System in India*, Oxford University Press

**GEP-345: Public Administration**  
**(Disciplinary Specific Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

This course is designed as a foundational course for the students who seek to understand the basics in the discipline of Public Administration. It encapsulates the conceptual journey from the Wilsonian times to the present day when public administration has tended to redefine and reinvent its role in the changing circumstances of the diminishing role of the state on the one hand and expanding role of the market on the other. The course engages the students with concepts and schools of thinking which would enable them to advance their study and research in organization theory and public policy.

**Course Objective:**

1. To introduce Public Administration as a discipline.
2. To explain different approaches in Public Administration.
3. To give an overview of the Organization and its theories
4. To understand and apply motivation and leadership
5. To evaluate the theories according to the changing trends

**Course Outcomes**

after the completion of the course, the student should be

1. introduce Public Administration as a discipline.
2. explain different approaches in Public Administration.
3. To give an overview of the Organization and its theories
4. understand and apply motivation and leadership
5. evaluate the theories according to the changing trends

**Unit I**

**9 Hours**

**Introduction:** Meaning, Scope and Significance of Public Administration; Evolution of the Discipline and its present status; Challenges of liberalisation, privatization and globalization; Good Governance; Electronic Governance - Concepts and Applications; New Public Management (NPM)

**Unit II****8 Hours**

**Administrative Thought:** Scientific Management Theory; Classical Theory; Bureaucratic Theory; Human Relations Theory System Theory

**Unit III****9 Hours**

**Accountability and Control:** Legislative, Executive and Judicial control over administration; Role of Media; Interest Groups; NGOs; Civil Society; Right to Information Act (RTI); Social Audit; Citizen Chapters

**Unit IV****8 Hours**

**Union and State Governments Administration:** President; Prime Minister; Council of Ministers; Cabinet; Central and State Secretariats; Boards and Commissions; Governor; Chief Minister and Council of Ministers; Central- State Relations; Finance Commission; Neeti Ayog

**Unit V****8 Hours**

**Civil Services:** Recruitment, training and other condition of services; District Administration; Role of Collector; Local self Governing Institutes - 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments Act

**Text Book(s):**

Avasti and Maheswari. *Public Administration*. Lakshmi Narain Agarwal Books. Agra, India. 31/E, 2014.

Bl Fadia and Kuldeep Fadia. *Indian Administration*. Sahitya Bhawan. Agra, India.8/E,2014.

**References:**

Nicholas Henry. *Public Administration and Public Affairs*. PHI Learning. Delhi, India.12/E.

Prasad and Prasad. *Administrative Thinkers*. Sterling Pub. New Delhi, India.2/E.

D.D. Basu. *Introduction to the Indian Constitution*. LexisNexis. Gurgaon, India.21/E.

Ramesh K. Arora and Rajni Goyal. *Indian Public Administration*. New Age International Publishers. New Delhi, India. 3/E.

**GEP-346: Cognitive Psychology****(Discipline Specific Elective)**

L	T	P	C
3	0	0	3

**Course Description:**

This course provides an overview of the theoretic models and empirical findings in the field of cognitive psychology. It helps students understand the application of cognitive psychology in everyday situations. It broadens the understanding of cognitive processes involved in thinking, reasoning, and problem solving.

**Course Objectives:**

1. Understand the fundamentals of human cognition and examine the methods employed in conducting research

2. Learn the processes involved in perception, memory, language, thinking, and problem solving
3. Appreciate the relevance of cognitive psychology in explaining everyday phenomena
4. Knowledge regarding higher order cognitive processes.
5. Understanding of cognitive functioning involved in language, creativity, decision making & problem solving through different perspectives

**Course Outcomes:**

1. Understand the fundamentals of human cognition and examine the methods employed in conducting research
2. Learn the processes involved in perception, memory, language, thinking, and problem solving
3. Appreciate the relevance of cognitive psychology in explaining everyday phenomena
4. Knowledge regarding higher order cognitive processes.
5. Understanding of cognitive functioning involved in language, creativity, decision making & problem solving through different perspectives

**Unit I 8 Hours**

**Introduction:** History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition

**Unit II 8 Hours**

Attention: Nature of Attention; Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation

**Unit III 8 Hours**

Language: Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition

**Unit IV 8 Hours**

Problem Solving and Decision Making: Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making

**Unit V 8 Hours**

Application of Cognitive Psychology, Memory, Memory Processes, Types and Models

**Reference Books**

Atkinson R.L., Atkinson R.C., Smith E.E., Bem D.J. (1993). *Introduction to psychology*, (11th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.

Galotti, K.M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (4th Edition). Belmont, CA: Thomson Wadsworth.

Gilhooly K. J., Lyddy Fiona M., Pollick F. (2014). *Cognitive Psychology*. New York: McGraw-Hill. ISBN: 9780077122669.

Smith. E.E. &Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain*. Upper Saddle River,

N.J.: Pearson/Prentice Hall.

Solso, L. R. & MacLin, O.H. (2008). *Cognitive Psychology* (8th Edition). University of Northern Iowa: Pearson Education.

Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). Wadsworth: Cengage Learning.

## **GEP-348: Psychology of Happiness**

(Discipline Specific Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

Psychology of happiness is a scientific study of the individual characteristics and environmental conditions that allow human beings to flourish. This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives. Topics that are covered include happiness and well-being, positive emotions and thinking, character strengths and virtues, motivation and self-control, resilience and post-traumatic growth, and healthy relationships and institutions.

### **Course Objectives:**

1. Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being.
2. Demonstrate comprehension of research and current theories in the Psychology of Happiness.
3. Employ interventions learned in the course to increase personal well-being.
4. To bring an experience marked by predominance of positive emotions and informing them about
5. Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

### **Course Outcomes:**

1. Understanding of cognitive functioning involved in language, creativity, decision making & problem solving through different perspectives.
2. Appreciate the complexity of cognitive processes underlying people's behaviour from a life span perspective.
3. Appreciate research and theories of cognition from diverse fields of study, including neuroscience, neuropsychology, evolutionary psychology, and behavioural economics.
4. Apply research in cognitive psychology to everyday events and challenges.
5. Demonstrate an understanding of research and current theories in the Psychology of Happiness.

### **Unit I**

**8 Hours**

A historical and contextual overview of positive psychology; Perspectives on happiness and wellbeing; Correlates and predictors of happiness and well-being across various cultures; factors affecting happiness

**Unit II** **8 Hours**  
Identifying and measuring strengths: Positive self, traits, emotional strength, and flow, Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness

**Unit III** **9 Hours**  
Promoting positive relationships and creating happiness: Compassion, Forgiveness, Gratitude, Empathy; measurement of character strengths, well-being and virtues; strategies for achieving well-being

**Unit IV** **9 Hours**  
Positive Emotional States and Processes: Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

**Unit V** **8 Hours**  
Applications of positive psychology: Ageing, Health, Work, Education, Intervention programmes. Specific Coping Approaches: meditation, yoga and spirituality; Future directions for applying the Science of Positive Psychology

**Reference books:**

- Carr, A. *Positive Psychology: The Science of Happiness and Human Strengths*. New Delhi: Routledge. 2008.
- Haidt, J. *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books. 2006.
- Huppert, F, F.A., Baylis, N. & Keverne, B. *The science of well-being*. Oxford; Oxford University press. 2005.
- Peterson, C. *A Primer in Positive Psychology*. New York: Oxford University press. 2006.
- Seligman, M.E.P. *Authentic happiness. Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press. 2002.
- Baumgardner, S.R. Crothers M.K. *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall. 2010.

**GEP-352: Human Rights**  
(Generic Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

Each and every country had provided several rights to their Citizens and others too. Following are some of the human rights which should be safeguarded/protected by all, in every matter, in any

manner. Here one Culprit can be forgiven by Jurisdiction, but Death of any Innocent isn't acceptable/tolerable in any manner.

**Course Objective:**

1. To build conceptual understanding about human rights
2. To critically examine key issues and areas in human rights discourses.
3. To engage with social, religious, political and economic ideologies of human rights.
4. To understand the political and religious hegemony of human rights
5. To identify the challenges to human rights

**Course Outcomes**

after the completion of this course, the student would be able to

1. build conceptual understanding about human rights
2. critically examine key issues and areas in human rights discourses
3. engage with social, religious, political and economic ideologies of human rights.
4. explain the political and religious hegemony of human rights
5. identify the challenges to human rights

**Unit I**

**8**

**Hours**

**Understanding Social Inequality:** Caste, Gender, Religion, Ethnicity and Class as distinct categories; Relationship among these categories; The impact of LPG (Liberalisation, Privatisation and Globalisation) on workers, peasants, dalits, adivasi and women.

**Unit II**

**9 Hours**

**Evolution of Human Rights:** Various meanings/definitions of human rights; Precursors of 20th Century Human Rights Documents - Magna Carta (1215), the English Bill of Rights (1689), the French Declaration on the Rights of Man and Citizen (1789), and the US Constitution and Bill of Rights (1791). U.N Declarations and Covenants;

**Unit III**

**9 Hours**

**Human Rights:** Human Rights and Citizenship Rights; Human Rights and the Indian Constitution; the Role of the National Human Rights Commission; Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers. Civil liberties and Human Rights movements in India.

**Unit IV**

**8 Hours**

**Gender:** Structures of Patriarchy; Gender, Culture, and History; Economic Development and Women; Women's movements in India; The women's political participation and representation in India. Laws, Institutions and Women's Rights in India. National Commission for Women; Gender justice.

**Unit V**

**8 Hours**

**Environment:** Protection of Environment; Environment and Sustainable Development;

Industrial Pollution; Global Warming; Threats to Bio-Diversity; Environmentalist movements.

### Reference books

Patel, Sujata et.al , *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.

Menon, Nivedita, *Gender and Politics in India*, Oxford University Press, Delhi.

B.R. Ambedkar, *Castes in India*, Isha Books.

Ekta Singh, *Caste System in India: A Historical Perspective*, Kalpaz Publications.

Shridhar Venkatesh, *History of Caste in India: Evidence of Laws of Manu*, Lowprice Publication.

Geetha, V. *Gender*, Stree Publications , Kolkata.

Baxi, Upendra, *The Future of Human Rights*, Oxford University Press, Delhi.

Gonsalves, Colin, *Kaliyug: The decline of human rights law in the period of Globalization*, Human Rights Law Network, New Delhi.

Agarwal, Anil and Sunita Narain, *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.

## GEM-252: Communication for Special Needs

(Generic Elective)

(w.e.f. Admitted Batch 2020-2021)

L	T	P	C
1	0	4	3

### Course Description:

Understanding the influence of media images and stories on social norms; misrepresentation, defamation, and lack of representation; disability issues as rights issues and also the use of new image technologies; production of campaigns for social and political change through visual evidence.

### Course Objectives:

1. Understanding communication and language impairments in individuals with autism spectrum disorder and related disabilities.
2. Understanding the process and components of communication of individuals and Communication and Media for the Differently Abled
3. Applying communication characteristics of individuals towards Media Representation of the Differently abled
4. Define areas of exceptionality and special education.
5. Identify exceptionality as to genetic and/or environmental causes.

## Course Outcomes:

1. Explain how children develop an awareness of similarities and differences.
2. Describe learning experiences that promote children's appreciation and respect for all individuals and groups.
3. Describe available screening and assessment instruments.
4. Discuss classification and labeling of children with special needs.
5. Identify individuals and their roles in developing and implementing educational and family service plans.

### Unit I

8 Hours

**Defining Special Needs:** Disability and the question of access; physical, emotional, behavioral, or learning disability or impairment; requirement of additional or specialized services, assistive devices, and special facilities; the discourse of marginalization (gender, poverty, access); the Indian scenario and the global scenario

### Unit II

9 Hours

**Communication and Media for the Differently Able:** The visually challenged, Braille/JAWS, White Stick/ Tactile Tracks; the hearing impaired, sign language; need for positive focus on various types of disabilities; sharing of ideas for affordable care and products; promoting products for special needs; need for sensitization and training

### Unit III

9 Hours

**Media Representation of the Differently Able:** Influence of media images and stories on social norms; misrepresentation, defamation, and lack of representation; disability issues as rights issues; fear and stereotypes reflected in media coverage; in-depth and thoughtful attention needed; media as a potent force in countering stigma and misinformation; role of media changing perceptions, eliminating discrimination, and raising public awareness

### Unit IV

8 Hours

**Video Advocacy:** Use of new image technologies; production of campaigns for social and political change through visual evidence, personal stories, and precise audience targeting; impact of video advocacy organized advocacy and grassroots action; media association with non-profit social justice communities; supporting and promoting a culture of participation and sharing

### Unit V

9 Hours

**The Question of Inclusion:** State, institutions and civil society, strategies of intervention in developed countries, the way forward in India; mass media communication for influencing change

### Reference books:

Daniels, Marilyn. *Dancing with Words: Signing for Hearing Children Literacy*, Bergin & Garvey, 2000.

Lapelle, Lorie, Lynn. *Standing on My Own Two Feet*, Blind Children's Center, 2009.

Laura, Greene, Dicker, Eva B. *Discovering Sign Language*, Gallaudet University Press, 1990.

Ling, Daniel. "Speech and the hearing-impaired child Messing", Lynn S (Editor), Campbell, Ruth (Editor). *Gesture, Speech, and Sign*, Oxford University Press, 1999.

Presley Ike, D'Andrea, Frances Mary, *Assistive Technology for Students who are Blind or visually*

*impaired: A Guide to Assessment*, American Foundation for the blind, 2009.

Rogow, Sally. *Language, Literacy and Children with Special Needs*, Pippin Publishing 1997.

Swenson, Anna M. *Beginning with Braille: A Balanced Approach to Literacy*, American Foundation for the Blind, 1999.

## **EM-254: Global Politics and Media**

**(Generic Elective)**

**(w.e.f Admitted Batch 2020-2021)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

### **Course Description:**

Understanding the Global Media and Studying the role of media during various global conflicts. A glance at the cultural politics, media hegemony and debates on freedom of expression.

### **Course Objectives:**

1. Introduction about global communication and the rise of popular media, and how information played its role in crucial developments in the world.
2. Focusing on the impact of globalization on society, economy.
3. To acquire in-depth knowledge of the origin, development, functioning and logic of political systems, of diplomatic, economic and political relations among States, of ways of constructing political decisions, and of relations between political institutions and public opinion.
4. The acquisition of in-depth knowledge of methodologies of analysis of political, institutional and organizational processes of States, of the global system, of state policies
5. The acquisition of multidisciplinary analysis skills through the use of the methodologies of the sciences and disciplines mentioned above and skills of comparative analysis of political, institutional and organizational processes at the state level and at state policy level.

### **Course Outcomes:**

1. Understand the global communication and the rise of popular media, and how information played its role in crucial developments in the world.
2. Discuss the impact of globalization on society and economy.
3. Demonstrate an in-depth knowledge of the origin, development, functioning and logic of political systems, of diplomatic, economic and political relations among States, of ways of constructing political decisions, and of relations between political institutions and public

opinion.

4. Display an in-depth knowledge of methodologies of analysis of political, institutional and organizational processes of States, of the global system, of state policies
5. Acquire multidisciplinary analysis skills through the use of the methodologies of the sciences and disciplines mentioned above and skills of comparative analysis of political, institutional and organizational processes at the state level and at state policy level.

### **Unit I**

**8 Hours**

**Media and international communication:** The advent of popular media: a brief overview; propaganda in the inter-war years: Nazi propaganda; radio and international communication; communication debates: NWICO, McBride Commission and UNESCO

### **Unit II**

**9 Hours**

**Media and Globalization:** Globalization: barrier-free economy, multinationals and development; technological advances, telecommunication; globalization of TV formats; global networks: information society, network service economy, movement of intangibles

### **Unit III**

**8 Hours**

**Media and the Global Market:** Trans-world production chains and BPOs /call centres; media conglomerates and monopolies: Ted Turner/Rupert Murdoch; global and regional integrations: pan-India channels; entertainment: local/ global/hybrid - KBC/Big Boss/others

### **Unit IV**

**9 Hours**

**Global Conflict and Global Media:** World Wars and media coverage: the rise of radio-propaganda and persuasion; the Gulf Wars: CNN's satellite transmission, embedded journalism; 9/11 and implications for the media; 26/11 and implications for the media

### **Unit V**

**8 Hours**

**Ideology, Culture and Globalization:** Cultural politics: media hegemony and legitimization of media driven global cultures, homogenization, the English language; rise of regional initiatives: Al-Jazeera; hacking: WikiLeaks, media executions; freedom of expression debates

### **Reference books:**

Choudhary, Kameswar (ed) *Globalization, Governance Reforms and Development in India*, Sage, New Delhi.

Kamalipor, Yahya R. *Globalization of Corporate Hegemony*, New York Press.

Monroe, Price. *Media Globalization' Media and Sovereignty*, MIT press, Cambridge, 2002.

Kamalipor, Yahya R and Snow Nancy, *War, Media and Propaganda*, Rowman and Littlefield Publication.

Patnaik, B.N &Imtiaz Hasnain(ed) *Globalization: Language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.

Singh, Yogendra. *Culture Change in India: Identity and Globalization*, Rawat Publication, New Delhi, 2000.

Thussu, Daya Kishan. *Continuity and Change*, Oxford University Press. 25  
Unesco Publication, Communication and Society, Today and Tomorrow “Many Voices One World”.

Yadava, J.S. *Politics of News*, Concept Publishing and Co.

Zelizer Barbie and Allan Stuart, *Journalism after 9/11*, Routledge Publications.

## **GEM-256: Film Appreciation**

**(Generic Elective)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>

### **Course Description:**

The course provides an opportunity to read literature and watch movies to explore socio-cultural and literary and theory issues in films and media. It presents theoretical inputs to understand the role of popular culture and explores issues of identity and identity construction critically. It also introduces the necessary technical knowledge needed to understand film making. The course explores the context and content of the new media.

### **Course Objective:**

1. The language of Cinema and an essential tool in film appreciating
2. Overviews the aspect of representation in popular film and media
3. Provide basic technical knowledge to understand a film and media advertising
4. To become an active viewer of cinema, developing one’s own informed perspective through personal engagement with films using analytical tools and techniques.
5. Understand the way that content, form, and contexts work together to create meaning in film.

### **Course Outcomes:**

1. Critically explore how film is a dynamic, multi-faceted medium, and how a work is created and received from a cultural, ideological and theoretical perspective.
2. Understand the myriad of creative and technical choices that construct a work,
3. Understand the nuances of film making and know how each individually impacts a finished film.
4. Identify and use key concepts, models and tools in film criticism.
5. To consider film’s position in participatory culture and the shifting convergent media landscape`

**Unit I****8 Hours**

Theme, story and screenplay; cinematic terms; Semiotics; Cinematography and Editing: time, space, narrative and shot; Set and design, lighting; sound/ music

**Unit II****9 Hours**

Feature films and short films; documentaries; Introduction to Indian cinema; History of Indian cinema- Dadasaheb Phalkey, Bombay Talkies, mythological; Cubism, Realsim, Neo-realism; other arts and cinema- theatre, painting

**Unit III****8 Hours**

Importance accorded to song and dance; actors and personality cults; mythological films; formula in cinema; melodrama in Indian cinema

**Unit IV****9 Hours**

High culture vis-a-vis low culture; 'B' movies; satire; cult; remakes; Japanese Cinema; British Cinema; Chinese/ Korean Cinema; Latin American Cinema; Regional Cinema in India

**Unit V****8 Hours**

Major turning points and trends in cinema; parallel cinema in India; Language in Indian Cinema- English Bollywood movies; Impact of the multiplex system

**Reference books:**

Bordwell, David and Thompson, Kristin, *Film Art: An Introduction*, 7th ed. New York: McGraw-Hill Co., 2004.

Kawin, Bruce, *How Movies Work*. Berkeley and Los Angeles: University of California Press, 1992.

Cook, David A., *A History of Narrative Film*, 4th ed. New York: W.W. Norton & Co., 2004.

Goodykoontz, Bill. *Film: "From Watching to Seeing"* (2nd Edition).

**GMS-254: Indian Financial Institutions and Markets****(Generic Elective)****(w.e.f. Admitted Batch 2020-2021)**

L	T	P	C
1	0	4	3

**Course Description:**

This course will provide an understanding of the functions, and operations of the financial markets and institutions operating in India. It explains the role of the financial system on economic development. Various conceptual issues related to risk and return, the role of regulatory bodies, mechanism of commercial banking, operations of insurance companies and mutual funds are

discussed elaborately. It also describes the importance of small savings, provident funds, pension funds and credit rating agencies. The course provides a comprehensive overview and systematic evaluation of the mainstream markets of various financial instruments such as call money, bond, stock, derivatives and exchange rate.

### **Course Objectives:**

1. To understand the role of money, components of money demand and money supply, and measures of monetary control.
2. To learn the structure and functions of the Indian financial system.
3. To analyze the functioning of financial markets and security markets in the development of the Indian financial system.
4. To assess the characteristics and role of foreign exchange market, and to evaluate the financial derivatives
5. Understand the role and function of the financial system in reference to the macro economy.

### **Course Outcomes:**

1. Outline the structure and functions of the Indian financial system.
2. Illustrate the functioning of financial market and government security market in the development of Indian financial system
3. Evaluate the functioning of different financial institutions.
4. Analyze the functioning of financial markets and security markets in the development of the Indian financial system.
5. Assess the characteristics and role of foreign exchange market, and to evaluate the financial derivatives

### **Unit-I**

**8 Hours**

Introduction to Money: Simple exposition to money demand and money supply – RBI and measures of money supply – commercial banks and credit creation – RBI control on money supply – time value of money and interest rates.

### **Unit-II**

**8Hours**

Introduction to Indian Financial System: Overview of Indian Financial System – functions of financial system – players – structure and growth – regulatory bodies.

### **Unit-III**

**9 Hours**

Money and Capital Markets: Indian money market – instruments – institutions – functioning of Indian money market – changes in the regulatory framework – growth – stocks and bonds – primary and secondary markets – process of initial public offer – offer of Government bonds – stock market functioning – stock indices – evaluation of stocks and bonds – understanding stock market information.

### **Unit-IV**

**8 Hours**

Foreign Exchange Market: Exchange rate – types – determination of exchange rate – nature of

forex market – nature of forex inflow and outflow – examples of ECBs and NREs – RBI and exchange rate management.

**Unit-V**

**9 Hours**

Financial Derivatives: Need for derivatives – types of derivatives – example of how stock index derivatives could be used to hedge risks in stock market investment – evaluation of financial derivatives.

**Reference books:**

Bhole, L.M. (2002), Indian Financial Institutions and Markets, Tata McGraw Hill Ltd, New Delhi.  
David S. Kidwell, David W. Blackwell, David A. Whidbee, Richard L. Peterson, (2005) Financial Institutions, Markets, and Money, 9th Edition, Wiley Publication, New York.  
Khan M.F., (2006), Indian Financial Institutions, Tata McGraw Hill Ltd, New Delhi.  
Pathak, Bharathi V., (2007), The Indian Financial System: Markets, Institutions and Services, 2/e, Pearson Education India, New Delhi.

**GMS-256: Environmental Economics**  
**(Generic Elective)**  
**(w.e.f. Admitted Batch 2020-2021)**

L	T	P	C
1	0	4	3

**Course Description**

Environmental economics is a discipline of economics that focus on economic effects of environmental policies around the world. It is a science focus on natural resources and efficient allocation, management including alternatives, environmental policies and environmental damages such as air, water soil pollution, solid waste management, and global warming etc.

**Course Objectives:**

1. To understand the fundamental concepts, subject matter, nature and scope of environmental economics and key environmental issues.
2. To learn the basic theory of economics of externalities and market failure.
3. To analyze the environmental problems, and their linkages with economic development.
4. To assess pollution control, design of policy instruments, and environmental planning and sustainable development indicators.
5. Develop an understanding of the importance of the environment to the economy with the goal to develop this awareness within students such that they become cognizant of how

economic decision making impacts and is impacted by the environment.

**Course Outcomes:**

1. Understand the role of the environment as a source of useful economic resources alongside its simultaneous role as a sink for the outcomes of consumption and production
2. Understand and describe the dynamics of the economy environment interface while identifying appropriate mechanisms for incorporating the environment into economic decision making.
3. Outline the structure and functions of the Indian financial system.
4. Illustrate the functioning of financial market and government security market in the
5. Evaluate the functioning of different financial institutions.

**Unit I**

**8 Hours**

Theory and Concept: Nature and significance of environmental economics – definition and scope of environmental economics – basic theory – market system and the environment – welfare and environment – the economics of externalities.

**Unit-II**

**9 Hours**

Environment and Economics: Environment – economy linkage – environment as a necessity and luxury – population and environment linkage – environmental use as an allocative problem – environment as a public good – valuation of environmental damages: land, water, air and forest.

**Unit-III**

**9 Hours**

Environmental Problems: Economic development and environmental problems – air pollution – water pollution – sound pollution – energy use and environment problem – pollution and urbanization – global warming and greenhouse effect – health, urbanization, transport and technology – environmental degradation.

**Unit-IV**

**8 Hours**

Pollution Control: Prevention, control and abatement of pollution – choice of policy instruments in developing countries – environmental law – sustainable development – indicators of sustainable development – environmental planning – environmental accounting.

**Unit-V**

**8 Hours**

Policy measures: Basic approach – design of environmental policy – Indian environment policies and performance – pollution control boards and their function.

**Reference books:**

M. Karpagam (1993), Environmental Economics, Sterling Publishers, New Delhi.

S. Sankaran(1994) Environmental Economics, Margham , Madras

N.Rajalakshmi and Dhulasi Birundha (1994), Environomics, Economics of Enviroment, Allied, Ahmedabad.

S.Varadarajan and S. Elangovan(1992), Environmental economics, Speed, Chennai.

Singh G.N (Ed.) (1991) Environmental Economics, Mittal Publications, New Delhi.

Garge, M.R. (Ed.) (1996), Environmental Pollution and Protection, Deep and Deep

Publications, New Delhi.

Lodha, S.L (Ed.) (1991), Economics of Environment, Publishers, New Delhi.

The Hindu survey of Environment: Annual Reports.

## **GMS-352: Monetary Economics** (Generic Elective)

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Description:**

This course aims to introduce to students the role of money in economics. It provides theoretical tools for them to apply while understanding the demand and supply of money, the role of intermediaries, and policy instruments. They will be able gain overall understanding of the functions of money in economics through this course.

### **Course Objectives:**

1. To introduce the students to the dynamics of money in economics
2. To enable students to understand the definition and various functions of money.
3. To provide tools for them to apply various theories of money demand and money supply.
4. To provide learning opportunities for them to assess the monetary transmission mechanism and the role of financial intermediaries.
5. To discuss and analyze various monetary policy instruments and lessons learned from them.

### **Course Outcomes:**

After completing the course students should be able to

1. understand the dynamics of money in economics
2. understand the definition and various functions of money.
3. apply various theories of money demand and money supply.
4. assess the monetary transmission mechanism and the role of financial intermediaries.
5. discuss and analyze various monetary policy instruments and lessons learned from them.

### **Unit-I**

**9 Hours**

Definition, Functions and Theories of Money: Money and its function – the concepts and definitions of money – measurement of money – advantages of money – theories of demand for money: Classical approach, the transactions and cash balance approach – the Keynesian analysis – Post Keynesian developments – Monetarist approach.

### **Unit-II**

**8 Hours**

Money Supply: Financial intermediaries – nature and functions– theories of money supply – mechanistic model of money supply determination – high powered money and behavioral model

of money supply determination – methods of monetary control – Interest rates in closed and open economies – theories of term structure.

**Unit-III**

**9 Hours**

Monetary Transmission Mechanism: Meaning – interest rate channel, credit channel, bank lending channel, balance sheet channel, exchange rate channel, other asset price channels.

**Unit-IV**

**8 Hours**

Monetary Policy: Instruments, targets, indicators, lags in monetary policy and rules versus discretion debate.

**Unit-V**

**9 Hours**

Central Banking: Functions of a central bank – quantitative and qualitative methods of credit control – bank rate policy, open market operations, cash reserve ratio, selective methods, role and functions of Reserve Bank of India – objectives and limitations of monetary policy with special reference to India.

**Reference books:**

Pierce, D G and P J Tysome (1985), Monetary economics: theories, evidence and policy, Butterworths, London.

Saving, R T (1967), “Monetary policy targets and indicators”, Journal of Political economy,75: 446-465

Carl E Walsh (1998), Monetary Theory and Policy, MIT Press, Cambridge.

Bennett McCallum (1989), Monetary Economics: Theory and Policy, Macmillan.

C Rangarajan (1999), Indian Economy: Essays in Money and Finance, UBSPD.

Narendra Jadhav (1994), Monetary Economics for India, Macmillan

**GHP-352: History of Indian Journalism: Colonial & Post-Colonial Period  
(Generic Elective)  
(w.e.f Admitted Batch 2020-2021)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Description:**

The course aims to enable the student to understand the history of journalism and analyse the Pre-colonial History of written records and modalities of dissemination.

**Course objectives:**

1. Introduce the evolution of media and history of journalism
2. Impart knowledge about pre-colonial history of print media
3. Explain the rise of print media and the associated theories.

4. Introduce the role of the print media during the freedom movement for propagating nationalism.
5. Facilitate a Practical project on writing skills.

**Course Outcomes:**

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

1. understand the evolution of media and history of journalism
2. gain knowledge about pre-colonial history of print media
3. trace the rise of print media and the associated theories.
4. understand the role of the print media during the freedom movement for propagating nationalism.
5. take up a Practical project on writing skills.

**Unit I**

Evolution of Media - History of Journalism: Print, Television, New Media

**Unit II**

Pre-colonial History of written records & modalities of dissemination

**Unit III**

Advent of Print media: Imperialist Ideologies

**Unit IV**

Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times

**Unit V**

Writing & Reporting: Field Work

**References:**

- Ananda. Prakash, (1986) A History of the Tribune, A Centenary Publication by the Tribune Trust.  
Ghosh, Hamendra Prasad, (1952), Newspapers in India, University of Calcutta.  
Natrajan. J, (1962) A history of the Press in India, Asian Publishing House, Bombay.  
Natrajan.J, (1954), History of Indian Journalism, Vol. –ii of Press Commission Report, New Delhi.

**GHP-354: Gender and Education in India**  
**(Generic Elective)**  
**(w.e.f Admitted Batch 2020-2021)**

**L    T    P    C**  
**3    0    0    3**

1. ....	
<b>Unit I</b> Historiographical Trends	<b>8 Hours</b>
<b>Unit II</b> Education in Early and medieval times; Formal & Informal	<b>9 Hours</b>
<b>Unit III</b> Colonial Period: Socio-religious reform women & education for females	<b>9 Hours</b>
<b>Unit IV</b> Contours of Female literacy since 1950	<b>8 Hours</b>
<b>Unit V</b> Present Scenario: Education as a tool of empowerment	<b>9 Hours</b>

References:

Basu, Aparna, (1974), Growth of Education and Political Development in India, 1898-1920.  
 Basu, Aparna, and Bharati Ray, (2002), Women Struggle, A History of the All India Women's Conference.  
 Kumar, Radha, () A History of Doing  
 Sharma, Ram Nath and Rajender Nath Sharma, (1996), History of Education in India, Atlantic Publishers.  
 Sharma, Usha, () Women Education in Modern India

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**VDC-111: Venture Discovery**

**L    T    P    C**  
**1    0    2    2**

**Course Description:**

India as part of its Make in India initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country.

This common course for all the disciplines is a foundation on venture development. It is an

experiential course that lets students venture and find out what is a business, financial and operating models of a business are. How to design and prototype a solutions that meets their customers’ needs and generate revenue for the business.

**Course Objectives:**

- Discover who you are – Values, Skills, and Contribution to Society.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

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

	<b>Learning Outcome</b>	<b>Assessment</b>
1	Understand conceptual framework of the foundation of a venture	A1, A2
2	Understand the concept of purpose, mission and value-add service offered by a venture	A3
3	Analyze design and positioning of the product	A3
4	Demonstrate prototyping	A3
5	Analyze business, revenue and operating models	A3

**Course outline and indicative content**

**Unit I (6 sessions)**

**Personal Values:** Defining your personal values, Excite & Excel, Build a Team, Define purpose for a venture. Four stages: Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration.

**Unit II (6 sessions)**

**Solution Discovery:** Craft and mission statement, Experience design, Gaining user insight, Concept design and positioning, Product line strategy, Ideation & Impact.

**Unit III (6 sessions)**

**Business Model Discovery:** Prototyping solutions, Reality Checks, Understand your industry, Types of business models, Define Revenue Models, Define Operating Models

**Unit IV (6 sessions)**

**Discovery Integration:** Illustrate business models, Validate business models, Define company impact

**Unit V (6 sessions)**

**Tell a Story:** Can you make money, Tell your venture story.

### Assessment methods

Task	Task type	Task mode	Weightage (%)
A1. Assignments	Individual	Report/Presentation	20
A2. Case / Project/Assignment	Groups* or Individual	Presentations/Report/Assignment	40
A3. Project	Individual/Group	Report/Pitch	40

### Transferable and Employability Skills

	Outcomes	Assessment
1	Know how to use online learning resources: G-Learn, online journals, etc.	A1 & A2
2	Communicate effectively using a range of media	A1 & A2
3	Apply teamwork and leadership skills	A2
4	Find, evaluate, synthesize & use information	A1 & A2
5	Analyze real world situation critically	A3
6	Reflect on their own professional development	A3
7	Demonstrate professionalism & ethical awareness	A2
8	Apply multidisciplinary approach to the context	A2

### Learning and teaching activities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via G-Learn, case studies, projects and practical activities (individual & group)

### Teaching and learning resources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. Wherever necessary, printouts, handouts etc. will be distributed in the class. Prescribed text book will be provided to all. However you should not limit yourself to this book and should explore other sources on your own. You need to read different books and journal papers to master certain relevant concepts to analyze cases and evaluate projects. Some of these reference books given below will be available in our library.

#### **Prescribed Modules:**

Access to NU-IDEA online modules will be provided.

#### **Referential text books and journal papers:**

Personal Discovery Through Entrepreneurship, Marc H. Meyer and Chaewon Lee, The Institute of Enterprise Growth, LLC Boston, MA.

#### **Suggested journals:**

Vikalpa, Indian Institute of Management, Ahmedabad  
Journal of General Management, Mercury House Business Publications, Limited  
Harvard Business Review, Harvard Business School Publishing Co. USA

## GHG-391: Project - Phase I

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

### Course Description:

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

### Course Objectives:

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and their enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

### Course Outcomes:

By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Unit 1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Unit 2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Unit 3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Unit 4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Unit 5: Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

## GHG-392: Project based on one of the core subjects - Phase II

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>10</b>	<b>6</b>

### Course Description:

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

### Course Objectives:

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and their enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

### Course Outcomes:

By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Unit 1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Unit 2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Unit 3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Unit 4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Unit 5: Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)