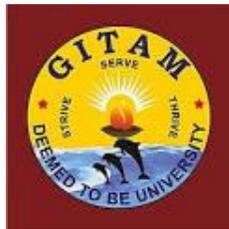


GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A⁺ Grade



REGULATIONS AND SYLLABUS

OF

Bachelor of Arts (B.A.) History, Economics, Political Science

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

REGULATIONS
(w.e.f. 2020-21 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 (HEP) 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 practices.
3. Apply suitable critical and theoretical approaches to the study and analysis of select texts.
4. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
5. develop the learner into competent and efficient Political Science professionals.

4.6 Programme Outcomes (POs) and Programme Specific Objectives (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

Description of the courses	Compulsory credits required to complete the program
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
Total	122 Credits

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. History, Economics, Political Science (HEP)****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	GMS-107	Fundamentals of Statistics	F	1 2 0 2
5	GHG-121	Fundamentals of ICT	AECC	1 0 2 2
6	GHP – 101	History of India from the Earliest Times upto700 CE	C	3 0 0 3
7	GMS – 105	Introduction to Economics	C	3 0 0 3
8	GEP- 101	Introduction to Political Science	C	3 0 0 3
Total Credits				21

*Any one to be chosen from the given list

BA (HEP)
II Semester

S. No.	Course Code	Course Title	Course Category	L T P C
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	GHP- 102	History of India from CE700 to 1526	C	3 0 0 3
7	GMS-106	Principles of Microeconomics	C	3 0 0 3
8	GEP-102	Indian Political Thought	C	3 0 0 3
Total Credits				21

*Any one to be chosen from the given list

BA (HEP)
III Semester

S. No.	Course Code	Course Title	Course Category	L T P C
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	GHP-201	History of India from CE 1526 to 1857	C	3 0 0 3
6	GMS-205	Principles of Macroeconomics	C	3 0 0 3
7	GEP-201	Indian Constitution	C	3 0 0 3
Total Credits				20

*Any one to be chosen from the courses offered

**BA (HEP)
IV SEMESTER**

S. No.	Course Code	Course Title	Course Category	L T P C
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	GHP- 202	History of India from CE 1857-1950	C	3 0 0 3
5	GMS-212	Public Finance and International Trade	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		
			Total Credits	20

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

BA (HEP)**V Semester**

S. No.	Course Code	Course Title	Course Category	L T P C
*1	GHP-301	Patterns of Colonialism in the World: 15 th to 19 th centuries	*DSE I	3 0 0 3
	GHP-303	National liberation Movements in 20 th Century World		
*2	GMS-307	Economics of Growth and Development	*DSE II	3 0 0 3
	GMS-313	Indian Economy-Issues and Policies		
*3	GEP-345	Public Administration	*DSE III	3 0 0 3
	GEP-343	International Relations		
4	GHP-305	Political History of Modern Europe: 15 th - 18 th Century	C	3 0 0 3
5	GMS-309	Mathematical Economics	C	3 0 0 3
	GEP-309	Western Political Thought	C	3 0 0 3
6	GHG-307	Youth, Gender and Identity	F	1 0 2 2
7	GHG – 391	Project based on one of the core subjects- Phase I	C	1 0 2 2
Total Credits				22

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

BA (HEP)

VI Semester

S. No.	Course Code	Course Title	Course Category	L T P C
*1	GHP- 302	Patterns of Capitalism in Europe: 16 th Century to early 20 th Century	*DSE I	3 0 0 3
	GHP-304	Some Aspects of Society and Economy of Modern Europe: 15 th – 18 th Century		
*2	GMS-358	Introduction to Econometrics and Computer Applications	*DSE II	3 0 0 3
	GMS-360	Economics of Money, Banking and Finance		
*3	GEP-344	Urban Governance	*DSE III	3 0 0 3
	GEP-342	Introduction to Indian Foreign Policy		
*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		
5	GHG-392	Project based on one of the core subjects- Phase II	C	1 0 10 6
Total Credits				18

*Any one to be chosen from the two/ three 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	(a) Theory component: continuous	100	70% of the weightage will be given for theory component. Evaluation for theory

	combined courses	evaluation (40 M) and semester end examination (60 M) (b) Practical component: continuous evaluation Total	100 200	component shall be same as S. No. 1 as above. 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"> i) Forty (40) marks for periodic evaluation on originality, innovation, sincerity and progress of the work assessed by the project supervisor. ii) Thirty (30) marks for mid-term evaluation by a panel of examiners. iii) Thirty (30) marks for final report, presentation and Viva-voce by a panel of examiners
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

S. No.	Grade	Grade Points	Absolute Marks
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	$\geq 8.0^*$
First Class	≥ 6.5
Second Class	≥ 5.5
Pass	≥ 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.	Section A : 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.	Section 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
Total		60 marks

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)

L	T	P	C
1	0	4	3

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 Connections*, 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.

GHG103 - 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 - కవిత్వం

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

"నవ వరుడగు శంకనునుకు" నుండి దివ్య భాషణాలంకృతి వరకు

(ఆ) జిక్కన ద్రాపది పరిచేసం-ఆంధ్ర మహాభారతం-ఉద్యోగపర్వం

శృణీయ అశ్వాసం-(100-125)

"ధర్మనందను పలుకులు" నుండి "అని యారడిలగ బణికిన" వరకు

Module II

8 Hours

ఆధునిక కవిత్వం

(అ) గురజాడ కన్యక

(ఆ) శ్రీశ్రీ దేశ చరిత్రము

Module III

9 Hours

కథానకలు

(అ) పాపినేని శివశంకర్ దింతలజోషి

(ఆ) బండె నారాయణ స్వామి సామెతలు

Module IV

8 Hours

వ్యాకరణం

(అ) సందులు సవర్ణదీర్ఘ, గుణ, వృద్ధి, యణదేశ, త్రిక, గ, స, డ, ద, వాదేశ, యాగమ

ఋగాగమ, అక్షరాలక్షణ, అక్షర, అక్షర, అక్షర సందులు

Module V

8 Hours

వ్యాకరణం

(అ) అక్షర దోషాలు దోషాలు సరిదిద్దు సాధు రూపాలు రాయాలి

విద్యార్థి కృత్యాలు

1. శ్రీశ్రీ కవిత దేశ చరిత్రలకు సంబంధించిన పేరడీలు సేకరించండి
2. ముఖ్యుల సరాలు చందస్సులో రచనలు చేసే ప్రయత్నం చేయండి
3. ఆనాటి ద్రావిడ పరిస్థితిని ప్రస్తుత సమాజ పరిస్థితికి అన్వయించండి

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

] సమాసాలు త్సూయ, కర్మాధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి

GHG104 - 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 కవిత్యం

(అ) ధూర్జటి

- సాయుజ్యము

శ్రీకాళహస్తి మహాత్మ్యము - ద్వితీయాశ్వాసం-(109-139)

"త్రైజాంబనాకృ" నుండి "పన్నగంబు" ... వరకు

(ఆ) చేమకూర వేంకటకవి

- సుభద్రా పరిణయం

విజయ విలాసం-8వ అశ్వాసం-(93-139)

"తనయుని పెండ్లికిగ వలే దాతి" నుండి

"తేరెక్కె దంపతులయగా" వరకు

Module II

8 Hours

ఆధునిక కవిత్యం

(అ) జాషువా - పిరదాసి లేఖ

["ఆ సుల్తాను"... నుండి "అనుచు విఖించే" వరకు]

Module III

9 Hours

అధునిక కవిత్వం

(అ) గెడ్డాపు సత్యం - "చెట్టు" ఖండిక 1 నుండి 25 వద్యాలు

["శ్రీనిధానం" నుండి "మహిమశిబి" వద్యం వరకు]

(కవిత్వం వైజయంతి వద్య సంకలనం నుండి)

Module IV

8 Hours

కవితాకలు

(అ) కేతు విశ్వనాథ రెడ్డి - నమ్మకున్న నేల

(ఆ) ముప్పాళ్ల రంగనాయకమ్మ - అమ్మకు అదివారం లేదా?

Module V

8 Hours

నవల

డా|| వి.ఆర్. రాసాని - బతుకాట

విద్యార్థి కృత్యాలు

1. సుభద్రా వివాహ ఆచారాలు ఈనాటి వివాహ ఆచారాలు తులనాత్మకంగా పరిశీలించండి
2. మీకు నచ్చిన ఒక చెట్టుకు సంబంధించిన పూర్తి సమాచారాన్ని సేకరించండి.
3. మీ ఇంటి నేపథ్యంలో అమ్మలకు అదివారం ఉండో, లేదో ఒక సంఘటన ఆధారంగా కథ రాయండి.
4. నమ్మకున్న నేల కథలోని రైతుల గాథలను విశ్లేషణ చేసి దినపత్రికల ఆధారంగా సేకరించండి.

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 I: Poetry

8 Hours

1. “Saakhi” – Kabirdas (Pratham das dohe)
2. “Baal Varnan” – Surdas

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	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

1. मुदाभिषेक्तुं वरदत्वमहर्षिं

[श्रीमद् वल्मिकिरामायणे अयोध्याकाण्डे द्वितीय सर्गः]

2. हिमालयो नाम नगाधिराजः

[कुमा सम्भवे प्रथम सर्गः]

UNIT II

9 HOURS

3 धर्मबध्दो 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

वैग्रानिक 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 सम्भाषणाभ्भासः

UNIT V

8 Hours

समासाः

[निर्धारित समासाः]

TEXT BOOK NAME : ARASWATI SUSAMA

GHG-109: Second Language (French I)
(Ability Enhancement Course - Elective)

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 persons 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 directions – dialogue between two people. Booking a hotel room. asking about the different facilities available in a hotel, negotiating tariffs. Inviting people to restaurant/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, e-mail 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)

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: 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)

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

Introduction to German -greetings, identifying countries and their capital cities, identifying the directions, introducing oneself and others, read and write 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 Mall!: 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).

GMS-107: Fundamentals of Statistics (Foundation)

L	T	P	C
1	2	0	2

Course Description:

This course aims to provide a basic understanding of statistical concepts to include measurements of location and dispersion, probability, probability distributions, sampling, estimation, hypothesis testing, regression, and correlation analysis, multiple regression and business/economic forecasting.

Course Objectives:

1. Learn to calculate and apply measures of location and measures of dispersion -- grouped and ungrouped data cases
2. Learn to apply discrete and continuous probability distributions to various business problems
3. Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases. Understand the concept of p-values.
4. To perform different types of correlation

5. To measure and calculate Index numbers

Course Outcomes

After the completion of the course, the student should be able to

1. calculate and apply measures of location and measures of dispersion -- grouped and ungrouped data cases
2. apply discrete and continuous probability distributions to various business problems
3. Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases. Understand the concept of p-values.
4. perform different types of correlation
5. measure and calculate Index numbers

Unit I

9 Hours

Measures of Central Tendency: Meaning of average – types of average: arithmetic mean, median, mode, geometric mean, harmonic mean quartiles, deciles and percentiles.

Unit II

8 Hours

Measures of Dispersion: Meaning of dispersion – types of dispersion: range, quartile deviation, mean deviation, standard deviation and variance (along with absolute measure, the relative measure or coefficient of each type of dispersion) – coefficient of variation – combined standard deviation – Lorenz curve (application in income distribution).

Unit III

9 Hours

Skewness and Kurtosis: Skewness – meaning of skewness and symmetry in a distribution – symmetrical distribution – asymmetrical or skewed distribution – negatively skewed and positively skewed, measures of skewness: absolute measure – Karl Pearson's coefficient of skewness – Bowley's coefficient of skewness – definition, types and measures of kurtosis – Karl Pearson's coefficient of kurtosis.

Unit IV

8 Hours

Correlation: Concept of correlation – types of correlation – bivariate distribution and covariance – simple correlation – Karl Pearson's product moment coefficient of correlation measure – partial correlation: definition and measure (ceteris paribus assumption) – multiple correlation: definition and measure (long run production function) – Spearman's rank correlation coefficient (when ranks are given, when ranks are not given and when equal ranks are given) – properties and uses of correlation.

Unit V

9 Hours

Index Numbers: Definition of index number – types of index number – price index-quantity index – value index – simple index number – weighted index number – construction of index number – problems in construction – methods in construction – simple and weighted – Laspeyre's price index (CPI in India) – Paasche's price index – Fisher's ideal index – splicing of index number – deflating (finding real wages).

Reference books:

- A.L. Nagar and R.K. Das (2006), Basic Statistics, Second Edition Oxford University Press, New Delhi.
- S.P. Gupta (2000), Statistical Methods, Sultan Chand and Sons, New Delhi.

GHG-116: Our Environment (Foundation)

L	T	P	C
1	0	2	2

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-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:

- Develop an interest in the target language among the learners
- 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
- Create awareness about the language and its socio-cultural context for effective Communication

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)

L T P C

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: Banton 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)**

L	T	P	C
1	0	2	2

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)

L	T	P	C
2	2	0	3

Course description:

The course is to help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings. and also to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

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*, 3rd 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)**

L	T	P	C
3	0	0	3

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)

L	T	P	C
1	0	4	3

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.

Unit I

8 Hours

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)

L	T	P	C
0	0	4	2

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 Description:

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.
4. Develop an appreciation of the challenges of relating theory to empirical data in public
5. Demonstrate through one's written work and seminar discussions the ability to synthesize,

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.

Unit I

8 Hours

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, ‘Horseshoe 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-209: Cross-Cultural Communication

(Ability Enhancement Course - Compulsory)

L T P C
1 0 4 3

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-252: Public Speaking in English (Generic Elective)

L	T	P	C
1	0	4	3

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)

L	T	P	C
1	0	4	3

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-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-352: Cultural Studies
(Generic Elective)

L T P C
3 0 0 3

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 its 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:

- Introduce and familiarize students with the discipline of Cultural Studies and locate its significance as an interdisciplinary
- Explain the major concepts within Cultural Studies and create an interest among students to relate and contemplate
- Analyze the framework in which Cultural Studies connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)

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 Sedgewick: *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 analyse 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 theatre; 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 theatre; semiotics of performative spaces: proscenium 'in the round', amphitheatre 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 Theatre of the Oppressed*.

Dutt, Utpal. *On Theatre*.

Sircar, Badal. *On Theatre*.

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)*.

GHP-101: History of India from the Earliest Times up to 700 CE (Core)

L	T	P	C
3	0	0	3

Course Description

This course is designed to expose the students to early India, its polity and evolution.

Course Objectives

1. To understand the ancient identity of India
2. To analyze the evolution of polity during the ancient times
3. To understand the early civilization and its socio- cultural significance
4. To analyze the evolution of administrative practices during the ancient india
5. To comprehend the evolution of Indian civilization from prehistoric to Gupthas.

Course Outcomes

after the completion of the course, the students will be able to

1. understand the ancient identity of India
2. analyze the evolution of polity during the ancient times
3. describe the early civilization and its socio- cultural significance
4. analyze the evolution of administrative practices during the ancient india
5. comprehend the evolution of Indian civilization from prehistoric to Gupthas.

Unit I **8 Hours**
Introduction and Prehistoric Period
Archaeological and Literary Sources; Geographical factors; Nature and Scope of History;
Pre-History: Stone ages - Paleolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures

Unit II **9 Hours**
Civilization, Culture and Literature
Indus Valley Civilization - Its Features & Decline; Early Vedic and Later Vedic Civilizations:
Vedic Literature, Society, Economy, Polity, Religion; Charvakas/Lokayatas, Jainism and Buddhism

Unit III **9 Hours**
Pre Mouryan, Mouryan and Post Mouryan Period
Mahajanapadas: Republics and monarchies, Urban Centres, Trade, Economy; Rise of Magadha;
Alexander's invasion and its impact; The Mauryan Empire – Foundation – Dharma – Polity,
Administration, Economy- Art and Architecture; Post-Mauryan Period: Indo-Greeks – Sakas –
Kushanas – Western Kshatrapas

Unit IV **8 Hours**
Early State and Society in Eastern India, Deccan and South India
Kharavela; Satavahana; Sangam age; Buddhist Centres

Unit V **8 Hours**
Guptas, Vakatakas and Vardhanas
Polity – Administration – Economy – Revenue – Feudalism – Caste – Women – Education –
Literature – Architecture; Regional States during Gupta era

Reference Books

- Allchin, Bridget & Raymond. *The Rise of Civilization in India and Pakistan*, CUP, New Delhi. 1996.
Basham, A.L. *The Wonder that was India*, Rupa & Co., New Delhi. 2001.
Carr, E.H. *What is History?* Penguin Books, England. 1990.
Jha, D.N. *Ancient India in Historical outline* Manohar Publications, 1998.
Kosambi, D. D. *The Culture and Cvilisation of Ancient India in Historical Outline*. Vikas Publications. 2002.
Majumdar, R. C., Pusalker, A. D., Majumdar, A. K., & Munshi, K. M. *The History and Culture of the Indian People*. Bombay: Bharatiya Vidya Bhavan. 1990.
Singh, U. *Ancient Delhi*. New Delhi: Oxford University Press. 1999.
Thapar, Romila. *Asoka and the Decline of the Mauryas*, OUP, New Delhi. 1995.
Thapar, Romila. *A History of India, Vol. I*, Penguin Books, New Delhi. 1990.
Thapar, Romila, *Early India (From the earliest to AD 1300)* University of California Press. 2003.

GHP-102: History of India from CE 700 to 1526
(Core)

L	T	P	C
3	0	0	3

Course Description:

This course introduces the student to medieval Indian History and major political and administrative changes between CE 700 -1526.

Course Objectives

1. To understand the culture of the Indian Subcontinent from the coming of the Turks and Afghans to the end of the Mughal rule.
2. To appraise the cultural contributions of various kingdoms during the medieval period
3. To trace the early Arab invasion and its impact on the Indian polity and economy
4. To study the rise of provincial dynasties.
5. To outline the cultural tradition of India

Course Outcomes

after the completion of course, the students would be able to

1. understand the culture of the Indian Subcontinent
2. appraise the cultural contributions of various kingdoms during the medieval period
3. trace the early Arab invasion and its impact on the Indian polity and economy
4. explain the rise of provincial dynasties
5. outline the cultural tradition of India

Unit I

8 Hours

Significant Themes in Indian Cultural History

Languages and texts; Evolution of Art and Architecture; Major schools of Philosophy; Ideas of Science and Mathematics

Unit II

8 Hours

Early Medieval India

Major political developments in Northern India and the peninsula; Origin and the rise of Rajputs; The Cholas; Agrarian economy; Trade and commerce; Society; Conditions of women

Unit III

9 Hours

Delhi Sultanate, Ghurian Invasions and Khalji Revolution

Establishment of the Delhi Sultanate: Factors behind Ghurian success; Economic, Social and Cultural consequences; The Khalji Revolution; Muhammad Tughlaq; Feruz Tughluq; Delhi Sultanate: A brief Political Survey - Polity and Administration; Society: Composition of rural Society, Nobility, Status of Women, Economic and Technological developments, Agriculture, Industry, Trade and Commerce, Urbanisation, Architecture, Fine Arts, Education and Literature; Religion: Impact of Islam on Indian Society and culture

Unit IV

8 Hours

Rise of Provincial Dynasties

Bengal, Kashmir, Gujarat, Malwa, Bahmanids, Vijayanagara, Lodies

Unit V

9 Hours

Cultural Traditions

Philosophy: Sankaracharya and Vedanta; Ramanuja and Vishishtadvaita; Madhava and Brahma-Mimansa; Religion: Forms and features; Tamil devotional culture; growth of Bhakti; Islam and its impact in India; Sufism; Literature: Sanskrit; Tamil; Kalhana's Rajatarangini; Alberuni's India; Art and Architecture; Temples; Sculpture; Painting; Emergence of a composite culture

Reference Books:

A.L. Basham, The Wonder that was India, Rupa & Co., New Delhi, 2001.

Irfan Habib, Medieval India-I, OUP, Delhi, 1999.

K.A. Nilakanta Sastri, A History of South India. OUP India.2007.

Majumdar, R.C., History and Culture of the Indian People, Vol. I, Bharatiya Vidya Bhavan/Mumbai/India; Eight edition, 2015.

Majumdar, R.C., History and Culture of the Indian People, Vol II, Bharatiya Vidya Bhavan, 2018.

Majumdar, R.C., History and Culture of the Indian People, Vol III. Bharatiya Vidya Bhavan, 2018.

Romila Thapar, Early India (From the earliest to AD 1300). University of California Press, 2003.

Satish Chandra, Medieval India (From Sultanate to the Mughals), Part-I, Har-Anand Publications, New Delhi, 1997.

Upinder Singh. A History of Ancient and Medieval India, Pearsons: Delhi. 2009

Vipul Singh, Interpreting Early and Medieval India. MacMillan Publishers India, 2009

**GHP–201: History of India from CE 1526 to 1857
(Core)**

L	T	P	C
3	0	0	3

Course Description:

This course introduces the student to Later medieval Indian History and major political and administrative changes between 1526 and 1857, i.e. from the establishment of the Mughal Empire until the consolidation of Colonial Power.

Course Objectives

1. To understand war and military campaigns of Babus, Humayun and Sher Shah
2. To demonstrate administrative structure, socio religious movements, society and culture
3. To find out the reasons for the decline of Mughal Empire
4. To evaluate the reasons for the rise of regional powers and advent of European powers
5. To examine the consolidation of colonial powers

Course Outcomes

after the completion of course, the student will be able to

1. understand war and military campaigns of Babus, Humayun and Sher Shah
2. demonstrate administrative structure, socio religious movements, society and culture
3. find the reasons for the decline of Mughal Empire
4. evaluate the reasons for the rise of regional powers and advent of European powers
5. examine the consolidation of colonial powers

Early Mughal Empire and the Sur Empire

Babur and Humayun; wars and military campaigns; Humayun's exile and Persian cultural influence; Sher Shah's administration; Portuguese colonial enterprise

Unit II

9 Hours

Mughal Administration and Sikh community

Akbar to Aurangzeb: Administrative structure; Mansab and Jagirs; State and Religion; Socio-Religious Movements; Economy; Society; Culture; Evolution of Sikh community; Decline of Mughal Empire

Unit III

9 Hours

Rise of Regional Powers and Advent of European Powers

Rise of Regional Principalities: Nizam, Bengal, Awadh, Maratha; Maratha fiscal policy; Battle of Panipat 1761; Provincial kingdoms: Mewar, Bengal, Vijayanagara and Bahamanis; The early settlements: The Portuguese and the Dutch; Struggle for supremacy: The English and the French

Unit IV

8 Hours

Regional cultural specificities

Literary traditions; Provincial architecture; Society, culture, literature and the arts (focus on Vijayanagara Empire)

Unit V

9 Hours

Expansion and consolidation of Colonial Power up to 1857

The Conflict between the English and the Bengal Nawabs: The Battle of Plassey; The Battle of Buxar; Anglo-Maratha wars; The Regulating Act (1773); The Pitt's India Act (1784); The Charter Acts (1813 and 1833); Indian response to British Rule: The Great Revolt 1857 – Nature, Causes and Impact.

Reference Books:

Chandra, Bipan. A History of Modern India. Orient Blackswan Pvt Ltd., 2009.

Chandra, Satish. Medieval India, Vol. II. Har Anand Publications. 2010.

Desai, A.R. Social Background of Indian Nationalism, Sage: Delhi. 2016.

Mahajan, V.D. History of Medieval India (Sultanate Period and Mughal Period). S Chand; Eleventh edition, 1991.

Mahajan, V.D. Modern Indian History. S. Chand Publishing; Eighteenth edition. 2020.

Majumdar R.C. (ed.), A History and Culture of India People, Bharatiya Vidya Bhavan Series (set of XI Vols.). 2010.

Majumdar, R.C, H.C. Raychaudhuri & K. Datta. An Advanced History of India, Madras. 1995.

Mukhia, Harbans , The Mughals of India. John Wiley & Sons, 2009

Richards, John F. The Mughal Empire, CUP, New Delhi. 1995.

Sarkar, Sumit , Modern India (1885-1947), Macmillan India Ltd., Madras. 1995

Srivastava, A.L, History of India from A.D. 1000 to 1707. Educational Publishers, Agra.1994.

Tarachand. A History of the Freedom Movement in India, Four Volumes. Publication Division. 1983.

GHP-202: History of India from 1857-1950

(Core)

L T P C

Course Description:

This course introduces the student to the history of the period from revolt of 1857 until 1950.

Course Objectives -

1. To understand the socio religious reform movements
2. To appraise the growth of nationalism in 19th C
3. To estimate the freedom struggle of all the phases
4. To interpret the transitions in nationalism
5. To examine the patterns of Partition and Freedom

Unit I**9 Hours****Socio-Religious Reform Movements**

Brahma Samaj; Arya Samaj; Theosophical Society; Ramakrishna Mission; Aligarh Movement; Anti-caste movements; Jyotibha Phule; Narayana Guru; Periyar Naicker; Dr. B.R. Ambedkar

Unit II**9 Hours****Growth of Nationalism in 19th Century**

Impact of British Colonial Policies under Viceroy's Rule and the Genesis of Freedom Movement; Uprising of 1857 - Causes, Nature and Impact; Birth of Indian National Congress

Unit III**8 Hours****Freedom Struggle from 1885 to 1920**

Moderate Phase; Partition of Bengal; emergence of militant nationalism; Swadeshi and Boycott Movement; Home Rule Movement

Unit IV**8 Hours****Freedom Struggle from 1920 to 1947**

Gandhian nationalism; significant national leaders of the freedom struggle; Revolutionary Movement; Subhas Chandra Bose

Unit V**9 Hours****Partition and Freedom**

Partition of India; Communalism; Advent of Freedom; Constituent Assembly; Establishment of Republic; Integration of Princely States into Union; Sardar Vallabhai Patel;

Reference books:

Chandra (et.al.), Bipan. India's Struggle for Independence, Penguin Books, Kolkata. 2001.

Chandra, Bipan A History of Modern India. Orient Black Swan.2018.

Kenneth Jones, Social-Religious Reform Movements in India. CUP.2006.

Desai, A.R. Social Background of Indian Nationalism, Popular Prakashan Pvt. Ltd. Mumbai. 2002.

Gopal, S. Jawaharlal Nehru – A Biography. OUP, 2011.

Mahajan, V.D. Modern Indian History. S. Chand. 2020.

Majumdar R.C. (ed.), A History and Culture of India People, Bharatiya Vidya Bhavan Series (set of XI Vols.). 2010.

Majumdar, R.C, H.C. Raychaudhuri & K. Datta, An Advanced History of India, Macmillan, Madras.

1995.

Sarkar, Sumit. Modern India (1885-1947), Macmillan India Ltd., Madras. 1995

Tarachand, A History of the Freedom Movement in India, Four Volumes. Publication Division, 1983.

GHP-301: Patterns of Colonialism in the World: 15th to 19th Century (Discipline Specific Elective)

L	T	P	C
3	0	0	3

Course description

The course is intended to present colonialism and imperialism and their implications in world

Course Objectives

1. To understand the concept of Colonialism and Imperialism
2. To outline the establishment of colonial empires during 15 and 16 centuries
3. To analyze power scrambling in China and Africa in 19th C
4. To explain the nature of control and patterns of subjugation
5. To assess the impact of colonialism in different dimensions.

Course Outcomes

after the completion of course, students will be able to

1. understand the concept of Colonialism and Imperialism
2. outline the establishment of colonial empires during 15 and 16 centuries
3. analyze power scrambling in China and Africa in 19th C
4. explain the nature of control and patterns of subjugation
5. assess the impact of colonialism in different dimensions.

Unit I

9 Hours

Defining colonialism; meaning and implications; colonialism and geography; Age of Exploration and modern colonialism; colonialism and imperialism

Unit II

9 Hours

Establishment of Colonial Empires by Spain and Portugal in 15th -16th centuries; French in Canada: 1534-1763; British in India in 18th century

Unit III

8 Hours

Scramble for Power in late 19th century China; Informal Empire in 19th century Africa

Unit IV

8 Hours

Nature of colonial control and patterns of subjugation; South and South-East Asia; Latin America and South Africa

Unit V

9 Hours

Impact of colonialism: economy, trade and commerce; unequal social relations; exploitation, slavery and indentured servitude; abolitionism; creation of new institutions; impact on medical systems, infrastructure and technology; influence on languages and cultures

References:

- Davidson, Basil, Modern Africa: A Social and Political History, 3d edn. London / New Jersey: Addison ñ Wesley. 1995.
- Davis, Ralph, , The Rise of the Atlantic Economies, Weidenfeld & Nicolson, 1973.
- Hill, Christopher, From Reformation to Industrial Revolution, Pantheon Books, 1967.
- Nair, K.R.G. & Romey Borges, Discovering French Canada, Allied Publishers, 2002
- Perry, J.H. (), The Establishment of the European Hegemony 1415-1715, Trade & Exploration in the Age of the Renaissance, Harper Torch books. 1959.
- Sinha, Arvind, Europe in Transition, Manohar Publishers and Distributors, Delhi. 2010.

GHP-302: Patterns of Capitalism in Europe: From 16th to early 20th Century
(Discipline Specific Elective)

L	T	P	C
3	0	0	3

Course Description

The course is intended to present patterns of capitalism in Europe from 16th C to 20 C. It deals with commercial capitalism, industrial revolution, industrial capitalism, and their impact.

Course Objectives

1. To understand the patterns of capitalism from 16 C to 20 C
2. To explain the concept of commercial capitalism
3. To evaluate Industrial Revolution in England and its implications
4. To examine the grow the industries in Germany
5. To assess the impact of Industrial Revolution

Course Objectives

after the completion of of course, the student will be able to

1. understand the patterns of capitalism from 16 C to 20 C
2. explain the concept of commercial capitalism
3. evaluate Industrial Revolution in England and its implications
4. examine the grow the industries in Germany
5. assess the impact of Industrial Revolution

Unit I

Definitions and Concepts; Commercial Capitalism 1500-1700

8 Hours**Unit II**

Industrial Revolution in England: Causes, Nature, and Impact

9 Hours**Unit III**

Industrial Capitalism in France: Genesis and Nature

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

Growth of Industries in Germany

Unit V

9 Hours

Impact of Industrial Revolution on European Society, Polity and Economy

References:

Carlo, Cipolla, M, The Fontana Economic History of Europe, Vol I, Fontana, 1972.
Carlo, Cipolla, M, The Fontana Economic History of Europe, Vol II, Fontana, 1972.
Hill, Christopher, From Reformation to Industrial Revolution. Pantheon Books, 1967.
Müller, Jerry, The Mind &the Market, Anchor. 2003.
Polany, Karl, The Great Transformation, Farrar & Rinehart, 1994.
Schumpeter, Joseph, Capitalism, Socialism & Democracy, Harper & Brothers, 1942.
Vries, Jan De. The Industrial Revolution &the Industrious Revolution. 1994.
Wallerstein. World System Analysis: An Introduction, Duke University Press, 2004.

GHP-303: National Liberation Movements in 20th century World
(Discipline Specific Elective)

L	T	P	C
3	0	0	3

Course Description

The course is intended to present Nationalism of different contexts, cultural revolutions in Asia and Africa.

Course Objective

1. To understand nationalism
2. To analyze nature of imperialism and capitalism
3. To explain the national movements of Africa and Asia
4. To examine Chinese and Indonesian Revolutions
5. To estimate Indian national movement

Course Outcomes

after the completion of course, the student should be able to

1. understand nationalism
2. analyze nature of imperialism and capitalism
3. explain the national movements of Africa and Asia
4. examine Chinese and Indonesian Revolutions
5. estimate Indian national movement

Unit I

8 Hours

Nationalism: Theory and Practice

Unit II

8 Hours

Nature of Imperialism and colonialism

Unit III

9 Hours

National Movements in Nigeria, Kenya, Congo, Angola and South Africa

Unit IV

9 Hours

China between 1911-1949: Revolution of 1911 May Fourth Movement and Cultural Revolution under Mao Tse Tung. Indonesian Revolution 1945-1949.

Unit V

8 Hours

National Movement in India

References:

- Bianco, Lucian. Origins of the Chinese Revolution, 1915-1946. Stanford University Press. 1971.
Osborne, Milton. Southeast Asia: An Introductory History. Allen & Unwin, 2013.
Penrose, E.F. (ed). European Imperialism the Partition of Africa. Routledge: London, 1980.
Sarkar, Sumit. Modern India, Macmillan. 1984.
Temu, A.J. & Roger Owen (eds). Studies in the theory of Imperialism. Longman, 1970.

GHP-304: Some Aspects of Society and Economy of Modern Europe - 18th to 20th Century
(Discipline Specific Elective)

L	T	P	C
3	0	0	3

Course Description

The course is intended to help the student to learn about two vital aspects of the world wars. The course will reveal some of the unresolved aspects of the first war and the participation of the dominant countries.

Course Objectives

1. To understand the society and economy in modern europe
2. To explain the nature and impact of revolutions in Europe
3. To examine the unification of Italy and Germany
4. To analyze the rise of Nazism and Facsism
5. To develop a constructive opinion regarding the revolutions.

Course Outcomes

1. after the completion of of course, the student would be able to
2. understand the society and economy in modern europe
3. explain the nature and impact of revolutions in Europe
4. examine the unification of Italy and Germany
5. analyze the rise of Nazism and Facsism
6. To develop a constructive opinion regarding the revolutions.

Unit I The French Revolution: Genesis Nature and Consequences; Napoleon Era	9 Hours
Unit II Revolutions of 1830 and 1848	8 Hours
Unit III Unification of Italy and Germany	9 Hours
Unit IV Imperialist Conflicts: WW I	8 Hours
Unit V Rise of Fascism and Nazism; WW II	9 Hours

References:

Findley, Carter V. and John Rothey. Twentieth-Century World,. Boston: Houghton-Mifflin, 5th ed. 2003 .
Hobsbawn, E.J. The Age of Extremes, 1914 - 1991, New York: Vintage. 1996.
Hobsbawn, E.J. The Age of Revolution. Abacus, 1988.
Hunt, Lynn, Politics, Culture and Class in the French Revolution. University of California Press, 1984.
Porter, Andrew, European Imperialism, 18760 -1914. 1994.

GHP-305: Political History of Modern Europe: 15th-18th Century
(Core)

L	T	P	C
3	0	0	3

Course description

The course is intended to enable students to learn about the political changes of Modern Europe. It includes feudal crisis, emergence of state in European context, constitutional conflict in 17th C, thirty years war and state in 18th C state. The student would be able to understand the changes from time to time.

Course Objectives

1. To understand the political dimensions of feudal crisis

2. To examine the state transition from city state to absolute state
3. To explain the constitutional conflict
4. To evaluate the Thirty year War
5. To distinguish between different absolute states

Course Outcomes

after the completion of course, the student would be able to

1. understand the political dimensions of feudal crisis
2. examine the state transition from city state to absolute state
3. explain the constitutional conflict
4. evaluate the Thirty year War
5. distinguish between different absolute states

Unit I

8 Hours

Europe in the 15th century: Political dimensions of feudal crisis

Unit II

9 Hours

From City States to emergence of Absolutist States: Case Studies of Italy, Spain, France, England and Russia

Unit III

8 Hours

Constitutional Conflict in 17th century England: Causes, nature and results

Unit IV

8 Hours

Thirty Year War: Causes, nature and Impact

Unit V

9 Hours

Absolutist State in 18th Century: Case studies of Prussia, Russia and England; Crisis of the Absolutist State in France

Reference Books

- Anderson, Perry, (2013), Lineages of the Absolutist State, Verso, London.
 Hilton, Rodney, (2006) The Transition from Feudalism to Capitalism, Delhi.
 Merriman, John, (2010), A History of Modern Europe, New York.
 Sinha, Arvind, (2010) Europe in Transition, Delhi, 2010.

GHP-352: History of Indian Journalism: Colonial and Post-Colonial Period (Generic Elective)

L	T	P	C
3	0	0	3

Course Description:

Understanding the History of Journalism and Analysing the Pre-colonial History of written records & modalities of dissemination.

Course Objectives:

1. To understand the evolution of media and history of journalism
2. To impart the knowledge about pre-colonial history of print media
3. To explain about the rise of print media and the associated theories.
4. To focus on the print media during the freedom movement and propagating nationalism.
5. To formulate a project on writing skills.

Course Outcomes

after the completion of of the course, the student should be able to

1. understand the evolution of media and history of journalism
2. impart the knowledge about pre-colonial history of print media
3. explain about the rise of print media and the associated theories.
4. focus on the print media during the freedom movement and propagating nationalism.
5. formulate a project on writing skills.

Unit I

9 Hours

Evolution of Media - History of Journalism: Print, Television, New Media

Unit II

8 Hours

Pre-colonial History of written records and modalities of dissemination

Unit III

8 Hours

Advent of Print media: Imperialist Ideologies

Unit IV

9 Hours

Nationalism and Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times

Unit V

8 Hours

Writing and Reporting: Field Work

Reference Books

- 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)

L	T	P	C
3	0	0	3

This course introduces the student to position of women through the Indian history and the trends

associated with the Women history.

Course Objectives

1. To understand various trends in history of Gender studies
2. To explain the Socio-religious reforms and education related to women
3. To interpret the present scenario in terms of education
4. To evaluate the educational system in colonial period
5. To relate with contemporary situation

Course Outcomes

After completion of course, the student should able to

1. understand various trends in history of Gender studies
2. explain the Socio-religious reforms and education related to women
3. interpret the present scenario in terms of education
4. evaluate the educational system in colonial period
5. relate with contemporary situation

Unit I Historiographical Trends	8 Hours
Unit II Education in Early and medieval times; Formal & Informal	8 Hours
Unit III Colonial Period: Socio-religious reform women & education for females	9 Hours
Unit IV Contours of Female literacy since 1950	8 Hours
Unit V Present Scenario: Education as a tool of empowerment	9 Hours

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

GEM-252: Communication for Special Needs (Generic Elective)

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. To understand communication and language impairments in individuals with autism spectrum disorder and related disabilities.
2. To explain the process and components of communication of individuals and Communication and Media for the Differently Abled
3. To apply communication characteristics of individuals towards Media Representation of the Differently Abled.
4. To analyze the necessity of video advocacy.
5. To estimate the question of inclusion and exclusion

Course Outcomes

after the completion of of course, the students should be able to

1. understand communication and language impairments in individuals
2. explain the process and components of communication of individuals
3. apply communication characteristics of individuals towards Media Representation of the Differently Abled.
4. analyze the necessity of video advocacy.
5. estimate the question of inclusion and exclusion

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 Abled: 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 Abled: 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.

Laprelle, 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.

GEM-254: Global Politics and Media
(Generic Elective)

L T P C
1 0 4 3

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. To explain global communication and the rise of popular media
2. To demonstrate how information played its role in crucial developments in the world.
3. To analyze the impact of globalization on society, economy.
4. To assess the expansion of the global market across the borders.
5. To evaluate the ideology, Culture and Globalization.

Course Outcomes

After completing the course, the student will be able to

1. explain global communication and the rise of popular media
2. demonstrate how information played its role in crucial developments in the world
3. analyze the impact of globalization on society, economy.
4. assess the expansion of the global market across the borders.
5. evaluate the ideology, Culture and Globalization.

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)**

L	T	P	C
1	0	4	3

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. To explain socio cultural conditions through literature and media
2. To explore issues of identity and identity construction critically
3. To interpret the context and content of the new media.
4. To evaluate the importance of song and dance
5. To analyze the trend in movies

Course Outcomes

after the completion of the course, the student should be able to

1. explain socio cultural conditions through literature and media
2. explore issues of identity and identity construction critically
3. interpret the context and content of the new media.
4. evaluate the importance of song and dance
5. analyze the trend in movies

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, Realism, 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-105: Introduction to Economics (Core)

L	T	P	C
3	0	0	3

Course Introduction:

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

This course builds upon the key

Course Objectives:

1. To explore the subject matter of Economics
2. To understand supply and demand
3. To analyze the household consumption
4. To evaluate the firm and perfect market structure
5. To examine Input markets

Course outcomes

after the completion of course, the student should be able to

1. explain the subject matter of economics
2. demonstrate the role of markets and competition
3. analyze the key economic issues
4. summarize the basic theories economics
5. relates market structure, short run costs and profit maximizing behavior

Unit I

8 Hours

Exploring the Subject Matter of Economics: Why study economics? – scope of economics – the

economic problem: scarcity and choice – the question of what to produce, how to produce and how to distribute output – science of economics – the basic competitive model – prices, property rights and profits: incentives and information, rationing – opportunity sets – economic systems.

Unit II **9 Hours**
Role of Markets, their Functioning and Welfare: Markets and competition – determinants of individual demand/supply, demand/supply schedule and demand/supply curve, market versus individual demand/supply, shifts in the demand/supply curve – demand and supply together – how prices allocate resources – elasticity and its application – controls on prices – taxes and the costs of taxation – consumer, producers and the efficiency of the markets.

Unit III **8 Hours**
The Households: The consumption decisions–budget constraints, consumption and income/price changes, demand for all other goods and price changes – description of preferences – the investment decision – investment alternatives for a household – desirable attributes of investments – labor supply and savings decision – choice between leisure and consumption – labour force participation – tax policy and labour supply -human capital and education – budget constraints and savings – savings and interest rate, other factors affecting savings.

Unit IV **9 Hours**
The Firm and Perfect Market Structure: Financing, controlling and managing firms – the firm' s legal form, corporate finance – why corporations care about financial structure – takeover and the market for managers – making decisions – centralization and decentralization – the boundaries of the firm. behaviour of profit maximizing firms and the production process – short run costs and output decisions.

Unit V **8 Hours**
Introduction to Macroeconomics and National Income Accounting: The roots of macroeconomics – concerns over macroeconomic – the role of government in the macro economy–the components of the macro economy – the methodology of macroeconomics – concepts of national income – approaches to calculating national income –nominal and real income – issues on measurement of national income.

Reference books:

1. Karl E. Case and Ray C. Fair (2002), Principles of Economics, 6th Edition, Pearson Education Asia Low Price Edition.
2. N. Gregory Mankiw, (2002), Principles of Economics, Thomson.
3. J.E. Stiglitz, and C.E. Walsh (2002), Principles of Economics, 3rd Edition, W.W. Norton & Company, New York.
4. R. Stone and G. Stone (1962), National Income and Expenditure, Bowes and Bowes London.
5. Paul Hayne (1998), Economic Way of Thinking, Prentice Hall

GMS-106: Principles of Microeconomics (Core)

L	T	P	C
3	0	0	3

Course description

The course is intended To help the student to learn the nature and scope of microeconomics. It will provide Cardinal and ordinal approaches of Different theories in economics. It helps to predict the cost and revenue, and firm equilibrium conditions. The course will also give inputs on various types of market structures.

Course Objectives:

1. To understand the nature, importance, scope, and limitations of Microeconomics; the fundamental problems of economic systems, and key economic principles of microeconomics.
2. To apply cardinal and ordinal approaches of consumer choice theory, and demand and supply theories using graphs and equations.
3. To analyze various measures of production costs and revenue, and firm equilibrium conditions.
4. To learn various types of market structures, firm behavior under different market structures, and changes in consumer and producer surplus
5. To analyze the law of supply and demand theory.

Course outcomes

After the completion of the course, the student would be able to

1. Understand the nature, important scope and limitations of microeconomics.
2. Apply the cardinal and ordinal approaches of Consumer choice theory and other theories.
3. Analyze with yes types of market structures.
4. Evaluate various measures of production costs and revenue.
5. Analyze the law of supply and demand theory. It could be.

Unit I

8 Hours

Introduction: Nature and scope of micro economics – Fundamental Problems of Economic Systems: scarcity and choice – the question of what to produce, how to produce and how to distribute output - Definition: Wealth, Welfare, Scarcity- Limitations and importance of micro economics - Micro Static and Micro Dynamic Economics.

Unit II

9 Hours

Consumer Behavior-Cardinal Approach: Marshall's utility analysis – The law of diminishing marginal utility – The law of equi-marginal utility – Consumer Behavior-Ordinal Approach: Hicksian Approach - Indifference curve analysis – Properties of Indifference curves – Price line or budget line – Consumers equilibrium – Samuelson's Revealed Preference Theory

Unit III**8 Hours**

Law of supply and demand: Types of demand – Determinants of demand – Law of supply – Determinants of supply – Law of Demand – Elasticity of demand – Types of Elasticity of demand; Measurement of Elasticity of demand – law of variable proportion – returns to scale – economies of scale – Iso quant approach and producer’s equilibrium.

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

Theory of Cost and Revenue: What are costs?: Production and costs – various measures of cost – cost curves and their shapes – the relationship between short run and long run average total cost – elasticity of cost – What are revenues – average and marginal revenue – relation between AR and MR Curves – AR, MR and elasticity – importance of revenue curves – interactions of cost and revenues conditions of equilibrium of a firm.

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

Market Structure and Equilibrium: Market forms – perfect and imperfect forms – equilibrium of a firm under perfect competition – monopoly – monopolistic competition – duopoly and oligopoly – importance of time element in price theory – price discrimination and measure of monopoly power – control and regulation of monopoly – collusive price leadership – kinked demand curve-taxation and equilibrium of a firm-comparison of various markets.

Reference books:

Telugu Academy Publication

A. Koutsoyannis. (1979), Microeconomics A Modern Approach, East West Press, New Delhi

H.R. Varian (1993), Intermediate Microeconomics, W.W. Norton, New York

R.G. Lipsey and K.A. Chrystal - "Economics", Oxford University Press, 10/e, 2004.

P.A. Samuelson & W.D. Nordhaus-"Economics", Tata Mc.Graw Hill, 18/e, 2005.

N. Gregory Mankiw-"Principles of Economics", Thompson 2015 .

H.L. Ahuja-"Advanced Economic Theory" S. Chand.

M.L. Seth-"Micro Economics", Laxmi Narayana Agarwal, 2015.

Bilas, A.-"Micro Economic Theory", International Student Edition, Mc. Graw Hill, 1971.

Hirschel – “Managerial Economics” 12th Edition. Cengage Learning, 2009

**GMS-205: Principles of Macroeconomics
(Core)**

L	T	P	C
3	0	0	3

Course Introduction: Given the importance of economic ideas, concepts, and principles to

understand the complex socio-economic problems around us and to find solutions which are economically viable and socially acceptable, it is pertinent to learn the foundational knowledge of macroeconomics as a sub-field of economics. In this course, the students will be introduced to the key concepts, principles, and theories of Macroeconomics, which will help the students to build their foundational knowledge about the subject. The topics range from definition, importance, and limitations of Macroeconomics to key topics, including national income and national output, theories of employment, functioning and theories of money, and introduction to fiscal and monetary policies among others.

Course Objectives:

1. To explain the definition, importance, and key components of Macroeconomics
2. To demonstrate the key concepts and theories of national income and national output.
3. To examine with foundational knowledge/theories of employment, income, money, and interest rates.
4. To impart the overall knowledge about the interrelationships of key components of Macroeconomics under a closed economy, and theories thereof (IS-LM model)
5. To Create knowledge on closed economy..

Course outcomes

After the completion of the course, the students would be able to

1. Explain the definition, importance, and key components of microeconomics.
2. Demonstrate the key concepts and theories of national income and national output.
3. Examined with foundational knowledge of employment, income, money and interest rates.
4. Elaborate the overall knowledge about interrelationships of key components of microeconomics.
5. Explain various elements of the closed economy.

Unit I

8 Hours

Introduction to Macro Economics: Meaning and definitions of macroeconomics – Importance of macroeconomics – Differences between micro and macroeconomics – Macroeconomic paradoxes – Limitations

Unit II

9 Hours

National Income: Meaning and definitions of National Income – Marshall, Pigou, Fisher Concepts of National Income – GNP, NNP, GDP & NDP, PI, DI, PCI, Real National Income
Measurement of National Income -Product method, Income method, Expenditure method –Circular flow of national income

Unit III

8 Hours

Theories of Income and Employment: Classical Theory of employment – Say’s law of markets
Keynes theory of output and employment – Inflation: concepts and consequences – The Phillips curve – the natural rate of unemployment – factors affecting natural rate of unemployment – the adaptive expectation and long-run Phillips curve – the concept of rational expectations

Unit IV

9 Hours

Money and value of money: Meaning and Definition of money – Functions of money – Gresham’s Law – RBI Classification of money - M1, M2, M3 and M4 – Theories of money, Fisher’s Quantity theory of money – Cambridge approach (Marshall, Pigou and Keynes).

Unit V

8 Hours

Closed economy: The goods market and derivation of IS curve – real influences and Shift in IS schedule – the money market and derivation of LM curve – the shift in LM curve – determination of equilibrium income and interest rates – the relative efficacy of fiscal and monetary policy

Reference books:

Telugu Academy Publications

Dillard. D: The Economics of John Maynard Keynes, Cross by Lockwood and sons, London,

M.C Vaish: Macro Economic theory

S. B Gupths: Monetary economics, S. Chand and CO Delhi

Mithani D.M: Macro Economic Analysis and policy Oxford and JBH New Delhi

M N Mishra & S B Mishra: “Insurance Principles & Practice” S Chnad 2007.

Lewis, M.K and P.D Mizan: Monetary Economics, Oxford University press, New Delhi

Central Statistical Organisations: “National Accounts Statistics”.

M.L. Seth: “Macro Economics”, Lakshmi Narayan Agarwal, 2006.

K.P.M. Sundaram: “Money, banking & International Trade”, Sultan Chand, 2006.

AUSDE: Study Material

R T Froyen (2008), Macroeconomics, Theory and policies, Prentice Hall

N. Gregory Mankiw (2002) Macroeconomics, 5th or later edition, Worth Publishers.

Rudiger Dornbusch, Stanley Fischer and Richard Startz, (2007) Macroeconomics, 7th or later edition, McGraw Hill.

Jones, Charles I. (1998), Introduction to Economic Growth, W.W. Norton & Company, Chapters 1, 2, 8.

GMS-212: Public Finance and International Trade

(Core)

L	T	P	C
3	0	0	3

Course description

The course is intended to provide information on public revenue, public expenditure, income tax system and international trade theory

Course objectives:

1. To explain the nature and scope of public finance, and sources and classification of public

- revenue.
2. To demonstrate the incidence and effects of taxation; determinants and effects of public expenditure.
 3. To analyze the Indian Tax System, central-state financial relations, role of finance commission, and the concept of budget, including FRBM.
 4. To learn the key concepts and components of international trade, and foundational trade theories.
 5. To assess the characteristics of and trends in India's balance of payment, exchange rate.

Course outcomes

After the completion of the course, the students are able to

1. Explain the nature and scope of public finances, Sources and classification of public revenue.
2. Demonstrate the incidents and effects of taxation.
3. Analyze the Indian tax system.
4. Elaborate the key concepts and components of international trade.
5. Assess the characteristics off.Trends and Indian balance payments.

Unit I 8 **Hours**

Public Revenue: Nature and Scope of Public Finance – Sources and Classification – Direct and Indirect Taxes – Progressive, Proportional and Regressive Taxes – Canons of Taxation – Characteristics of a Good Tax System – Impact and Incidence of Taxation – Effects of Taxation

Unit II 9 **Hours**

Public Expenditure: Classification and Principles – Determinants of Public Expenditure – Effects of Public Expenditure – Public Debt: Nature, Sources, Classification, Effects and Redemption – Debt Trap – India's public revenue – taxes of union, state and local Governments.

Unit III 8 **Hours**

Indian Tax System: GST (Merits and Demerits) – Public Expenditure and Public Debt in India – Federal Finance – Centre-State Financial Relations – Functions of Finance Commission – Budget: Concepts & Types – Revenue Account – Capital Account – Types of Budget Deficits – Fiscal Responsibility and Budget Management (FRBM) – Role of Finance Commission in filling vertical and horizontal fiscal imbalance.

Unit IV 9 **Hours**

International Trade: Importance of foreign trade; Theories: absolute advantage, comparative advantage – Trade barriers: free trade vs. Protectionism – Tariffs – types and effects – Quotas – concept and types – Dumping – Voluntary Export Restraints – Export Subsidies – Exchange Controls

– Dual Exchange Rates – Balance of trade and balance of payments – current account and capital account market for foreign exchange – determination of exchange rate.

Unit V

8

Hours

Trade theory: Concept – Components and Determinants of Balance of Payments – Equilibrium and Disequilibrium in Balance of Payments – Measures to Correct Disequilibrium in Balance of Payments – Recent Trends in India’s Balance of Payments – Exchange Rates: Concept and Types- FEMA- Functions of IMF, WTO, TRIMS, TRIPS.

Text Book

Reference books:

Telugu Academy Publications

Dillard. D: The Economics of John Maynard Keynes, Crosby Lockwood and sons, London.

M.C Vaish: Macro Economic theory , S.B Gupth: Monetary economics, S. Chand and CO Delhi

Mithani D.M: Macro Economic Analysis and policy Oxford and JBH, New Delhi, M N Mishra & S

B Mishra: “Insurance Principles & Practice” S Chnad 2007, Lewis, M.K and P.D Mizan: Monetary

Economics, Oxford University press, New Delhi, Central Statistical Organisations: “National

Accounts Statistics”., M.L.Seth :“Macro Economics”, Lakshmi Narayan Agarwal, 2006.

K.P.M.Sundaram : “Money, banking & International Trade”, Sultan Chand, 2006.

AUSDE: Study Material, Paul Krugman and Maurice Obstfeld (2002), International Economics:

Theory and policy, latest edition, Salvatore D (1997), International Economics, PHI, New York,

Dana M.S (2000), International Economics, Routledge Publications, London, Carbough, R.J (1999),

International Economics, Bhagwati. j (1981), International trade, Cambridge university Press.

London

GMS-254: Indian Financial Institutions and Markets (Generic Elective)

L	T	P	C
1	0	4	3

Course description

The course is intended to understand the role of money, Structure and functions of the Indian financial system. It is aimed to know about the financial and security markets and also characteristics of foreign exchange markets.

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. To interpret the Indian financial institutions and markets

Course Outcomes

after the completion of the course the students should be able to

1. understand the role of money, components of money demand and money supply, and measures of monetary control.
2. learn the structure and functions of the Indian financial system.
3. analyze the functioning of financial markets and security markets in the development of the Indian financial system.
4. assess the characteristics and role of foreign exchange market, and to evaluate the financial derivatives.
5. interpret the Indian financial institutions and markets?

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

8 Hours

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)

L	T	P	C
1	0	4	3

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.

Course description

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

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. To evaluate the trends in Environmental changes and suggest solutions.

Course outcomes

After the completion of the course, the student should be able to

1. understand the fundamental concepts, subject matter, nature and scope of environmental economics and key environmental issues.
2. learn the basic theory of economics of externalities and market failure.
3. analyze the environmental problems, and their linkages with economic development.
4. assess pollution control, design of policy instruments, and environmental planning and sustainable development indicators.

5. evaluate the trends in Environmental changes and suggest solutions.

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-307: Economics of Growth and Development
(Discipline Specific Elective)**

L	T	P	C
3	0	0	3

Course description

The paper aims at introducing concepts, theories and policies regarding growth and development. The meaning of development as it has evolved over the years is clarified. The contemporary as well as classic theories of growth, development and underdevelopment are considered in detail. Theories and

issues related to population, poverty and human resources are considered. Urban and rural aspects of the development process are studied as so too are the international aspects of development. The approach has been to cover all important areas of development economics. The paper should be taught with reference to Indian economic conditions.

Course Objectives:

1. To understand the concepts of economic growth and development, and the difference between them.
2. To learn the economic growth models and theories of economic development.
3. To analyze the interrelationship between environment and sustainable development, and the role of state regulation.
4. To assess the role of planning and economic reforms in India, and the state of development.
5. To evaluate economic growth and development.

Course outcomes

After the completion of the course, the student should be able to

1. Understand the concept of economic growth and development and the differences between them.
2. learn economics growth models and theories of economic development.
3. analyze the interrelationship between environment and sustainable development.
4. assess the role of planning and economic reforms in India.
5. Evaluate economic growth and development.

Unit-I 8 **Hours**

Growth and development: Meaning of Economic growth and Development – Differences b/w Economic growth and development – Measurement of Economic Development – Obstacles to Economic Development

Unit-II 9 Hours

Growth Modals: Harrod-Domar growth model – Joan Robinson's model of capital accumulation – Big push theory – Theory of critical minimum effort – The concept of sustainable development.

Unit-III 8 Hours

Theories of Economic development: Adam Smith's theory – Karl Marx theory – Rostow Stages of Economic growth – Balanced growth theory – Unbalanced growth theory.

Unit-IV 9 Hours

Environment and Sustainable Development: Defining sustainability for renewable resource – Brief history of environmental change – Common-pool resources – Environmental externalities and state regulation of the environment – Economic activity and climate change – Human Development Index.

Unit-V

9 Hours

Planning and development: Introduction; History of planning in India – Features and main objectives of planning – Overview of achievements and shortcomings of planning in India – Mobilization of resources for planning – Niti Ayogh– Economic Reforms: Liberalisation – Privatisation – Globalisation – Financial inclusion.

Reference books:

- Dhingra, I.C - "Indian Economy", Sultan Chand, 2014.
Ruddar Dutt and K.P.M. Sundaram - "Indian Economy", S.Chand & Co., 2015.
G.M.Meier - "Leading Issues in Economic Development", Oxford University Press, New York,.
M.P.Todaro - "Economic Development", Longman, London 6/e, 1996.
Reserve Bank of India - Hand book of Statistics on Indian Economy (Latest).
S.K.Misra & V,K,Puri - "Indian Economy", Himalaya Publishing House, 2015.
R.S.Rao, V.Hanumantha Rao & N.Venu Gopal (Ed) - Fifty Years of Andhra Pradesh (1956-2006), Centre for Documentation, Research and Communications, Hyderabad, 2007.
G.Omkarnath - Economics - A Primer for India - Orient Blackswan, 2012.
Benjamin Higgins - Economic Development
Telugu Academy Publications.
Dr. Ch.S.G.K. Murthy, Indian Economy - GITAM University

Mathematical Economics

GMS-309: (Core)

L	T	P	C
3	0	0	3

Course description

Discourse will be beneficial to solve problems and engineering, architecture, medicine, finance, management, policy making, analytics.

Course Objectives:

- To understand foundational mathematical concepts and theories that represent various economic models and economic functions.
- To learn various functions, including production functions, demand and supply functions, cost functions through mathematical formations.
- To learn and apply constraint optimization methods and theories of market equilibrium.
- To acquaint the students with input output analysis and concepts thereof.

Course outcomes

After the completion of the course, the student would be able to.

1. Build models by expressing words and symbols, numbers and equations.
2. Empowered to solve complex problems with new techniques.
3. Measure the effect of change and discover techniques to improve the decision making process.
4. Demonstrate economic dynamics and solve problems through adjustment with time.
5. develop A new dimension of scientific, logical critical thinking that will assist the mind to solve personal, professional and social problems.

Unit I **8 Hours**
Introduction to Mathematical Economics: Meaning and Importance – Mathematical Representation of Economic Models - Economic functions – Demand function – Supply function – Utility function – Consumption function – Production function – Cost function – Revenue function – Profit function – Saving function – Investment function.

Unit II **9 Hours**
Marginal, Revenue, Cost and Demand Elasticity Concepts: Marginal Concepts: Marginal utility – Marginal propensity to Consume – Marginal propensity to Save Marginal product – Marginal Cost – Marginal Revenue – Marginal Rate of Substitution – Marginal Rate of Technical Substitution – Average Revenue and Marginal Revenue – Average Cost and Marginal Cost – Elasticity – Demand elasticity – Price elasticity – Income elasticity – Cross elasticity

Unit III **8 Hours**
Constraint Optimisation – Production Function: Constraint optimisation Methods –Substitution and Lagrange Methods – Optimisation Concepts – Utility Maximisation – Cost Minimisation – Profit Maximisation – Surplus Concepts: Rules of integration – Consumer and producers surplus – Production Functions Linear – Homogeneous production Functions – Fixed production Functions – Cobb Douglas – Production function

Unit IV **9 Hours**
Market Equilibrium: Perfect Competition – Monopoly – Discriminating Monopoly – Monopolistic competition – oligopoly

Unit V **8 Hours**
Input and Output Analysis: Introduction – Basic elements of the model – Static input output model – Hawkins – Simon condition – Leontief input output Model – Closed input output model – Weaknesses and limitations of input output analysis.

Reference books:

Chiang A.C. and K. Wainwright, Fundamental Methods of Mathematical Economics, 4th Edition, McGraw-Hill, New York, 2005.(cw), Dowling E.T, Introduction to Mathematical Economics, 2nd Edition, Schaum's Series, McGraw-Hill, New York, 2003(ETD), R.G.D Allen,

Mathematical Economics, Mehta and Madnani -Mathematics for Economics. Joshi and Agarwal-
Mathematics for Economics, Taro Yamane- Mathematics for Economics

GMS-313: Indian Economy: Issues and Policy
(Discipline Specific Elective)

L T P C
3 0 0 3

Course description

The course is intended to explain the concept of developing economy and its allied concepts like demography agriculture industry and infrastructure

Course Objectives:

1. To understand the basic characteristics of the Indian economy as a developing country, and the major development issues faced by the Indian economy.
2. To learn about the incidence of poverty and unemployment in India, and the demographic changes and urbanization trends of India.
3. To analyze and assess the role of agriculture in the Indian economy, and the various issues of industrial development.
4. To learn and assess the role of infrastructure and its contribution to the Indian economy.
5. learn and assess the role of infrastructure and its contribution to the Indian economy.

Course Outcomes

After the completion of the course, the student should be able to.

1. understand the basic characteristics of the Indian economy as a developing country, and the major development issues faced by the Indian economy.
2. learn about the incidence of poverty and unemployment in India, and the demographic changes and urbanization trends of India.
3. analyze and assess the role of agriculture in the Indian economy, and the various issues of industrial development.
4. learn and assess the role of infrastructure and its contribution to the Indian economy.
5. Evaluate the trend in contemporary times

Unit-I

8

Hours India as a developing economy: Meaning of an Underdeveloped economy – Basic characteristics of Indian Economy as a Developing Economy – Major issues of development

Unit-II

9 Hours

Demography – Poverty and Unemployment in India Economy: Demography: Population size and growth rates – Age and gender distribution – Trends of urbanization – Occupational distribution of labour force – Nature of poverty – Causes for poverty – measures to eradicate poverty – Nature and types of unemployment – Causes for unemployment – Remedial measures of unemployment.

Unit-III

8 Hours

Agriculture in Indian Economy: Place of agriculture in national economy – Green revolution – Present position of Indian agriculture – Crop pattern – Irrigation – Mechanization of agriculture – Land reforms – Agriculture finance – Current status of agricultural marketing – Agriculture labour

Unit-IV

8 Hours

Industry in Indian Economy: Trends in industrial production and productivity – Problems of industrial development – Industrial sickness – Role of public sector – Role of private sector – Private sector in post-liberalization – Problems of service sector – Growth contribution employment India’s IT, ITES, IOT

Unit-V

9 Hours

Infrastructure in India Economy: Natural resources and economic development – Land resources – Soil erosion – Water resources – Forest resources – Mineral resources – Source of energy – Transport system – Communications – Education – Health and nutrition – Income distribution

Reference books:

V. K. Puri, S.K. Misra, Indian Economy, 31/e, Himalaya Publishing House, 2014.
R.C. Dutt, K.P.M. Sundaram, Indian Economy, S. Chand and Company, 2010.
A. N. Agarwal, Indian Economy, New Age International Limited, 2012.
I.C Dhingra, Indian Economy, Sultan Chand and Company, 2007.
Reserve Bank of India - Hand book of Statistics on Indian Economy (Latest).
Telugu Academy Publications.
Dr. Ch.S.G.K. Murthy, Indian Economy - Gitam University

**GMS-352: Monetary Economics
(Generic Elective)**

L	T	P	C
3	0	0	3

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 understand the definition and various functions of money.
2. To learn and apply various theories of money demand and money supply.
3. To assess the monetary transmission mechanism and the role of financial intermediaries.

4. To discuss and analyze various monetary policy instruments and lessons learned from them.
5. To explain the central banking system.

Course outcomes

After the completion of the course, the student should be able to

1. understand the definition and various functions of money.
2. learn and apply various theories of money demand and money supply.
3. assess the monetary transmission mechanism and the role of financial intermediaries.
4. discuss and analyze various monetary policy instruments and lessons learned from them.
5. explain the central banking system

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

GMS-358: Introduction to Econometrics and Computer Applications
(Discipline Specific Elective)

L T P C
3 0 0 3

Course Objectives:

1. To understand the econometric approach to economic theories, including the definition, scope, methodology, and classification of econometrics.
2. To learn the concept of statistical inferencing and various methods of applying inferencing on economic issues.
3. To apply the simple and multiple regression analysis in theory and in practice using the illustrations.
4. To analyze and apply various hypothesis testing methods and issues of heteroskedasticity and multicollinearity.
5. To evaluate econometrics and computer applications

Course Outcomes

After the completion of the course, the students would be able to

1. understand the econometric approach to economic theories, including the definition, scope, methodology, and classification of econometrics.
2. demonstrate the concept of statistical inferencing and various methods of applying inferencing on economic issues.
3. apply the simple and multiple regression analysis in theory and in practice using the illustrations.
4. analyze and apply various hypothesis testing methods and issues of heteroskedasticity and multicollinearity.
5. evaluate econometrics and computer applications

Unit I **8**
Hours

Introduction: Definition and Scope of Econometrics – Methodology of econometrics – Nature of econometric approach – Goals of econometrics – Theoretical and applied econometrics – the aims and methodology of econometrics – the nature and sources of data for econometric analysis.

Unit II **9**
Hours

Classical statistical inference: Estimation; Basic concepts of estimation – Properties of estimation – Properties of estimators – Unbiasedness; Efficiency – Consistency and sufficiency – Assumptions of Classical Linear Regression Model.

Unit III **8**
Hours

Simple Regression Analysis: Stochastic and Non-stochastic relations – Simple linear regression model – Multiple Regression Analysis – Estimation of Regression parameters

Unit IV **9**
Hours

Testing procedure: OLS method- assumptions; Goodness of Fit – Testing of hypothesis – Scaling and Units measurement – Confidence interval – Type I and Type II errors – Gauss - Markov theorem

Unit V **8**
Hours

Violation of important assumptions: Problems of Heteroskedasticity (1st Order) – Multicollinearity – Meaning, problems and implications

Reference books:

1. Damodar N. Gujarati (2007) *Basic Econometrics*, Tata McGraw Hill
2. G M K Madnani, *Introduction to Econometrics*, Oxford & IBH Publishing Co. Pvt. Ltd.
3. Damodar N. Gujarati, *Econometrics by Example*, Palgrave Macmillan, 2011
4. W. Stock (2007) *Introduction to Econometrics*, Pearson education
5. Dilip M. Nachane (2006) *Econometrics*, Oxford University Press, New Delhi
6. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3rd edition, Indian Edition, 2007.
7. Hatekar Neeraj (2009), *Econometrics: The First Principles A Friendly Introduction*
8. Kapoor V. k. (2011), *Operations Research Problems & Solutions*, sultan chand & sons

GMS-360: Economics of Money, Banking and Finance
(Discipline Specific Elective)

L	T	P	C
3	0	0	3

Course Description

This course is an attempt to begin the process of new economic thinking by reviving and updating some forgotten traditions and monetary thought that have become newly relevant. The entertaining of previously separate capital markets and money markets has produced a system with new dynamics as a lesson on new vulnerabilities. The probable character of the crisis has revealed the Global character of the system which is nothing new in post war history but not at all a new form of long-term perspective. Absolute rate Central to the crisis was the operation of derivative contracts. Modern money cannot be understood separated from Modern finance NOC and modern monetary theory can be constructed separated from the model financial theory.

Course Objectives

1. To understand the concept of money and its functions
2. To demonstrate the the demand for and supply of money
3. To analyze money and interest rates
4. To review RBI and monetary plans in India
5. To evaluate the expected utility theory and choice under uncertainty

Course Outcomes

after the completion of the course the students are able to

1. understand the concept of money and its functions
2. demonstrate the the demand for and supply of money
3. analyze money and interest rates
4. review RBI and monetary plans in India
5. evaluate the expected utility theory and choice under uncertainty

Unit I

8 Hours

Introduction to the Course and Basic Concepts: Introduction – Concept of money and its functions – Basic banking and general principles of bank management – Role of money and banking for the economy– Historical aspect of money and banking in India.

Unit II

9 Hours

Demand for and Supply of Money: Demand for Money: Quantity theory of money – Keynesian analysis – Monetarist approach – Empirical evidences Supply of Money: Central bank and money supply – Creation of money and role of commercial banks.

Unit III

8 Hours

Money and Interest Rates: Money and Interest Rate: Understanding interest rates behavior and term

structure of interest rate – Factors influencing changes in equilibrium interest rate and liquidity preference framework – Role of money and interest rates on real economic activity and inflation Applications: Changes in income, money and prices on equilibrium interest rates.

Unit IV

9 Hours

RBI and Conduct of Monetary Policy in India: Reserve Bank of India and its monetary policy: Overall monetary policy framework –instruments, targets and objectives – transmission mechanism – operating procedure, liquidity management and OMOs – challenges in the conduct of monetary policy - Banking supervision and regulation in India

Unit V

8 Hours

Expected Utility Theory and Choice under Uncertainty: The Economic properties of utility functions – concept & measures to model attitudes towards risk – Expected utility maximization – Risk aversion – First order stochastic dominance – Second order stochastic dominance - trade- off between risk and return - Introduction to Efficient Market Hypothesis (EMH).

Reference books:

Mishkin, Frederic (2008): The Economics of Money, Banking, and Financial Markets, 7th edition, Pearson Addition Wesley, New York, Pierce D.G. and P.J. Tysome (1985): Monetary Economics: Theories, Evidence and Policy, 2nd Edition, Butterworths, London, Rangarajan, C. and B. H. Dholakia (1979): Principles of Macroeconomics, Tata-McGraw Hill Publishing Company Limited, New Delhi, Rangarajan, C. (2009): India: Monetary Policy, Financial Stability and Other Essays, Academic Foundation, New Delhi, Reddy, Y.V. (2000): Monetary and Financial Sector Reforms inrrrIndia: A Central Banker’s Perspective, UBSPD, New Delhi, Reserve Bank of India: Report on Currency and Finance, various issues., E. J. Elton and M.J. Gruber, Modern Portfolio Theory and Investment Analysis, Wiley, London.

**GEP-101: Introduction to Political Science
(Core)**

L	T	P	C
3	0	0	3

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:

The course objectives are:

1. To understand the nature of Political Science and its scope
2. To explain the evolution of state and different theories of state

3. To interpret various political ideologies
4. To distinguish various forms of sovereignty
5. To evaluate Democracy and its significance

Course Outcomes:

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

1. Analyse Politics and explain the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral, Feminist
2. Assess the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.
3. Explain the Concept of State Sovereignty and
4. Explain the concept of Democracy
5. Understanding basic concepts of Liberty, Equality, Rights, Law and Justice

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)

L	T	P	C
3	0	0	3

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. To provide information regarding different streams of political thought in India
2. To focus on the qualities of leaders in India
3. To explain phase wise developments in India through political activism
4. To understand various thoughts on Indian progress
5. To demonstrate changing thought process in Indian Political Thought

Course Outcomes:

after the completion of the course, the students would be able to

1. explain the streams of political thought in India
2. summarize the qualities of leaders in India
3. illustrate various phases of political activism
4. integrate the thought on Indian progress
5. judge the changing thought process of Indian Political Thought

Unit I

8 Hours

Classical Thought 1: Manu: Dharmasastra; Kautilya: Arthasastra; Mahaveera; Buddha

Unit II

9 Hours

Classical Thought 2. Raja Rammohan Roy; Dayanand Saraswathi; Vivekananda; Rabindranath Tagore.

Unit III

8 Hours

National Thought: Naoroji; Gokhale; Ranade; Tilak; Aurobindo.

Unit IV **8 Hours**
Modern Indian Thought 1: Gandhi; Nehru; Ambedkar; Sir Syed Ahmed Khan

Unit V **9 Hours**
Modern Indian Thought 2: Netaji Bose; M.N.Roy; Azad; Narendra Dev; Lohia; Jayaprakash Narayan.

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. To Develop constitutional attitude to resolve issues in society
2. To Discuss fundamental rights and duties
3. To Improve knowledge on process of Judiciary and different structures of constitution
4. To articulate constitutionalism of India
5. To correlate issues in center state relations

Course Outcomes:

after completion of the course, students will be able to

1. Develop constitutional attitude to resolve issues in society
2. Discuss fundamental rights and duties
3. explain separation of powers
4. articulate constitutionalism of India
5. correlate issues in center state relations

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 73rd and 74th 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)**

L T P C

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. To explain approaches and strategies in nation freedom and development
2. To describe the different perspectives on national movement
3. To understand constitution and its significant factors
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

after the completion of the course, the student should be able to

1. explain 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-309: Western Political Thought
(Core)

L T P C
3 0 0 3

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

Unit I

Plato and Aristotle

8 Hours

Unit II

Machiavelli and Hobbes

8 Hours

Unit III Locke and Rousseau	9 Hours
Unit IV Bentham, J.S. Mill and Green	8 Hours
Unit V Hegel, Karl Marx, Gramsci and Hannah Arendt	9 Hours

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)

L	T	P	C
3	0	0	3

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)

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. To demonstrate nature of International Politics
2. To understand International Political Theories
3. To explain the importance of National Power
4. To elaborate the objectives of Foreign Policy
5. To 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)

L	T	P	C
3	0	0	3

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. To outline thorough knowledge on urban and local governance
2. To enable to understand operationalization of governance
3. To identify and address the different problem of urbanization
4. To analyze 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. analyze 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 Pos-Independence Period; 74th 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**(Discipline Specific Elective)**

L	T	P	C
3	0	0	3

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 Ayogy

Unit V

8 Hours

Civil Services: Recruitment, training and other condition of services; District Administration; Role of Collector; Local self Governing Institutes - 73rd and 74th Constitutional Amendments Act

References:

- 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.
- 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 InternationalPublishers. New Delhi, India. 3/E.

GEP-352: Human Rights (Generic Elective)

L T P C

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.

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:

1. To discover who you are – Values, Skills, and Contribution to Society.
2. To gain experience in actually going through the innovation process.
3. To conduct field research to test or validate innovation concepts with target customers.
4. To understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.
5. To analyze business, revenue and operating modules

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

	Learning Outcome	Assessment
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

Transferrable 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

GEP-391: Project based on one of the core subjects - Phase I

L	T	P	C
1	0	2	2

GEP-392: Project based on one of the core subjects - Phase II

L	T	P	C
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