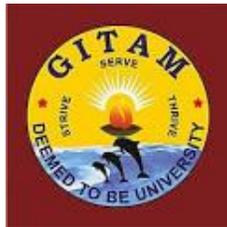


**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)**  
**(Deemed to be University)**  
**VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with A+ Grade**



**REGULATIONS AND SYLLABUS**

**OF**

**Bachelor of Arts (B.A.) Mass Communication, English, 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 (EPM) 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 Outcomes (PSOs)

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. Understand, from a variety of disciplinary positions, how the media works
5. Develop an understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
6. Encourage students' self-development into professionally organised and interactive individuals by practicing skills of selection, assimilation and communication in both written and oral domains
7. Promote analytical, creative and imaginative engagement with the complexities of

- literary and non-literary discourses
8. Stimulate students' appreciation of genre and literary forms and conventions
  9. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
  10. Interpret Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
  11. Correlate political developments that have shaped the Constitution and amended it from time to time
  12. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

### **Programme Specific Outcomes (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.
4. Understand how the major traditions of Western Political thinkers and Indian Political thinkers have influenced political thought.
5. Manage different social media handles, organize digital marketing activities as per the requirements.

**Table-1**

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

**NOTE:**

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

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

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

**4.5 Semester wise course structure**

**BA – Mass Communication, English, Political Science**

**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 Discovery Course	F	1 0 2 2
4	GHG-121	Fundamentals of ICT	AECC	1 0 2 2
5	GHG- 117	History of English Language and Literature: An Overview	C	3 0 0 3
6	GMP-101	Introduction to Mass Communication	C	3 0 0 3
7	GEP-101	Introduction to Political Science	C	3 0 0 3
8	GHG-115	Fundamentals of Communication	C	2 0 2 2
<b>Total Credits</b>				<b>21</b>

\*Any one to be chosen from the given list

**BA – Mass Communication, English, Political Science**

**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-120	Soft Skills	AECC	0 0 4 2
4	GHG-116	Our Environment	F	1 0 2 2
5	GHG-113	The Culture and Heritage of India	F	1 0 2 2
6	GHG-118	English Literature from 16 <sup>th</sup> to 17 <sup>th</sup> Century	C	3 0 0 3
7	GMP-102	Print Media Production	C	2 0 2 3
8	GEP-102	Indian Political Thought	C	3 0 0 3
<b>Total Credits</b>				<b>21</b>

\*Any one to be chosen from the given list

**BA – Mass Communication, English, Political Science**

**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	GHG-211	English Literature from 18 <sup>th</sup> to 19 <sup>th</sup> Century	C	3 0 0 3
6	GMP-201	Visual Media Production	C	2 0 2 3
7	GEP-201	Indian Constitution	C	3 0 0 3
<b>Total Credits</b>				<b>20</b>

\*Any one to be chosen from the two courses offered

**BA – Mass Communication, English, Political Science**

**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	GHG-208	English Literature from 20 <sup>th</sup> century to the Present	C	3 0 0 3
5	GEM-202	Advertising, Public Relations and Media	C	3 0 0 3
6	GEP-202	Indian Government and Politics	C	3 0 0 3
*7	GHG-252	Public Speaking in English	*GE	1 0 4 3
	GHG-254	Literature in Translation		
	GEM-252	Communication for Special Needs		
	GEM-254	Global Politics and Media		
	GEM-256	Film Appreciation		
	GEP-254	Psychology of Peace and Conflict Resolution		
	GMS-254	Indian Financial Institutions and Markets		
	GMS-256	Environmental Economics		
<b>Total Credits</b>				<b>20</b>

\*Any one to be chosen from the two courses offered

### **BA- Mass Communication, English, Political Science**

#### **V Semester**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Category</b>	<b>L T P C</b>
*1	GHG-341	Language, Literature and Society	*DSE I	3 0 0 3
	GHG-343	Literary Representations of Resistance		
*2	GEM-341	Development Communication	*DSE II	3 0 0 3
	GEM-343	Communication and Disaster Management		
	GMP-341	Digital Movie Making		
*3	GEP-343	International Relations	*DSE III	3 0 0 3
	GEP-345	Public Administration		
4	GEP-342	Western Political Thought	C	3 0 0 3
5	GHG-305	Fundamentals of Literary Criticism and Theory	C	3 0 0 3
6	GEM-303	Media, Ethics and the Law	C	3 0 0 3
7	GHG-307	Youth, Gender and Identity	F	1 0 2 2
8	GHG-391	Project Phase I	C	1 0 2 2
<b>Total Credits</b>				<b>22</b>

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

**BA – Mass Communication, English, Political Science**

**VI Semester**

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

\*Any one to be chosen from the 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 combined courses	(a) Theory component: continuous evaluation (40 M) and semester end examination (60 M)	100	70% of the weightage will be given for theory component. Evaluation for theory component shall be same as S. No. 1 as above.
		(b) Practical component: continuous evaluation	100	30% of the weightage will be given for practical component. Evaluation for theory component shall be same as S. No. 2 as above.
		Total	200	

4	Project Work (V & VI Semesters)	Continuous Evaluation	100	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	$\geq 6.5$
Second Class	$\geq 5.5$
Pass	$\geq 5.0$

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

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

##### 14.1 Duration of the program:

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

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

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

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

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

#### **15. PEDAGOGY**

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

##### **15.1 Experiential Learning**

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

## 16.0 SEMESTER END EXAMINATIONS

### 16.1 Examinations

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

### 16.2 Examination Duration

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

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

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

### 16.3 Examination pattern

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

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

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

**Course Description:**

The main goal of this course is to help learners improve their English language skills and enable them to communicate more effectively in English. The course aims at assisting the students in developing skills in the goal areas of intelligibility, vocabulary, grammar, presentation and interactive communication so that any deficiencies in skill or practice do not interfere with communication.

**Course Objectives:**

1. Enable the learner to communicate effectively and appropriately in real life situations.
2. Integrate the use of the four language skills of Reading, Listening, Speaking and Writing
3. Equip the learner with the study skills required to use English effectively for study purpose across the curriculum
4. Reinforce grammatical structures for coherent organization of information at sentence and discourse levels.
5. Help the learner enhance his/her vocabulary for fluent communication of ideas

**Course Outcomes**

After completion of the course, the students will be able to:

1. Review the grammatical forms of English and the use of these forms in specific communicative contexts.
2. Evaluate class activities, homework assignments, reading of texts and writing
3. Attain and enhance competence in the four modes of literacy: writing, speaking, reading and listening
4. Develop their ability as critical readers and writers
5. Produce perfect essay using the drafting process

**Course Content:**

**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 (countable, uncountable); 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
3. Address common challenges to effective communication and learn how to make positive connections with co-workers.
4. Equip the learner with the skills to communicate in English with clarity and confidence.
5. Impart proficiency in both speech and writing, in formal and informal contexts

**Course Outcomes:**

After completion of the course, students will be able to:

1. Describe different types of communication and how they are used in the workplace
2. Recognize the skills required for effective communication
3. Understand the impact that communication can have on how people are perceived by others
4. Identify how effective communication can overcome challenges in the workplace
5. Reflect on current personal communication skills and how these can be developed and used more successfully.

### **Course Content:**

#### **Unit I 8 Hours**

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

**Speaking:** Structured Presentations using AV aids

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

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

#### **Unit II 9 Hours**

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

**Speaking:** Formal group discussion

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

**Writing:** Writing short reports

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

#### **Unit III 8 Hours**

**Listening:** Listening for implicit meaning

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

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

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

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

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

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

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

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

**Writing:** Guided writing: Proposals

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

#### **Unit V**

**8 Hours**

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

**Speaking:** Mock interviews

**Reading:** Reading for critical evaluation

**Writing:** Resume and cover letter

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

#### **Reference Books**

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

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

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

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

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

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

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

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

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

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

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

#### **Course Description:**

The 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 English
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Module I**

**9 Hours**

**ప్రాచీన కవిత్వం:**

(అ) నన్నయ్య - గంగాశంతనుల కథ

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

“నవ వరుడగు శంతనునకు” నుండి దివ్య భూషణాలంకృత వరకు

(ఆ) తిక్కన

ద్రౌపది పరిదేవనం-ఆంధ్ర మహాభారతం-ఉద్యోగపర్వం

తృతీయ అశ్వాసం-(100-125)

“ధర్మనందను పలుకులు” నుండి “అని యూరడిలగ బలికిన” వరకు

**Module II**

**8 Hours**

**ఆధునిక కవిత్వం**

(అ) గురజాడ కన్యక

(ఆ) శ్రీశ్రీ దేశ చరిత్రము

Module III

9 Hours

కథానికలు

(అ) పాపినేని శివశంకర్ చింతలతోపు

(ఆ) బండి నారాయణ స్వామి సావుకూడు

Module IV

8 Hours

వ్యాకరణం

(అ) సంధులు సవర్ణదీర్ఘ, గుణ, వృద్ధి, యణాదేశ, త్రిక, గ, స, డ, ద, వాదేశ, రుగాగమ  
టుగాగమ, అమ్రేడిత, అత్వ, ఇత్వ, ఉత్వ సంధులు

Module V

8 Hours

వ్యాకరణం

(అ) సమాసాలు తత్పురుష, కర్మాధారయ, ద్వంద్వ, ద్వగు, బహువ్రీహి

(ఆ) అక్షర దోషాలు దోషాలు సరిదిద్ది సాధు రూపాలు రాయాలి

విద్యార్థి కృత్యాలు

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

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

GHG 104 - Second Language ( Telugu II)

**(Ability Enhancement)**

**L T P C**  
**3 0 0 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 English
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Course Content:**

**Module I**

**9 Hours**

## ప్రాచీన కవిత్వం

(అ) ధూర్జతి

- సాయుజ్యము

శ్రీకాళహస్తి మహాత్యము- ద్వితీయాశ్వాసం-(109-139)

“త్రేతాంబుననొక్క” నుండి “పన్నగంబు”... వరకు

(ఆ) చేమకూర వేంకటకవి

- సుభద్రా పరిణయం

విజయ విలాసం-8వ అశ్వాసం-(93-139)

“తనయుని పెండ్లికేగ వలే ధాత్రికి” నుండి

“తేరెక్కీ దంపతులరుగా” వరకు

## Module II

8 Hours

### ఆధునిక కవిత్వం

(అ) జాషువా

- ఫిరదౌసి లేఖ

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

## Module III

9 Hours

### ఆధునిక కవిత్వం

(అ) గొడ్డాపు సత్యం

- “చెట్టు” ఖండిక 1 నుండి 25 పద్యాలు

( “శ్రీనిధానం” నుండి “మహిమనీది” పద్యం వరకు )

(కవితా వైజయంతి పద్య సంకలనం నుండి )

Module IV

8 Hours

కథానికలు

(అ) కేతు విశ్వనాథ రెడ్డి - నమ్ముకున్న నేల

(ఆ) ముప్పాళ్ల రంగనాయకమ్మ - అమ్మకు ఆదివారం లేదా?

Module V

8 Hours

నవల

డా|| వి.ఆర్. రాసాని - బతుకాట

విద్యార్థి కృత్యాలు

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

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

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

L	T	P	C
2	0	2	3

**Course Description:**

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

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

### **Course Objectives:**

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

### **Course Outcomes:**

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

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

### **Course Content:**

#### **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)

**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 English
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Course Content:****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 English
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

**Course Content:**

**UNIT I**

**1 मुदाभिषेक्तुं वरद त्वमहर्षि**

**8 HOURS**

[श्रीमद् वल्मिकिरामायणे अयोध्याकाण्डे द्वितीय सर्गः]

**2 हिमालयो नाम नगाधिराजः**

[ कुमा सम्भवे प्रथम सर्गः ]

**UNIT II**

**9 HOURS**

**3 धर्मबद्धो दौवारिकः**

[ शिवराज विजये प्रथम विरमे द्वितीय निवासः]

**4 कृतघ्ने नास्ति निष्कृतिः**

[ पञ्चतन्त्रे लब्ध प्रणाशे वानर मकर कथा]

**UNIT III**

**8 HOURS**

**5 अवन्तुभरतप्रजाः स्वतन्त्रभारतप्रभाम्**

[भारत भारति]

**6 एषः धर्मः सनातनः**

[१० सुभाषितानि]

**UNIT IV**

**9 HOURS**

7 शब्दाः

[निर्धारित शब्दाः]

8 संस्कृत सम्भाषणाभ्यासः

UNIT V

8 HOURS

9 सन्धयः

[निर्धारित सन्धयः]

Text Book: सरस्वति सुभाम

## GHG-108: Second Language (Sanskrit II)

(Ability Enhancement Course - Elective)

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

L	T	P	C
2	0	2	3

### Course Description:

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

### Course Objectives:

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

**Course Outcomes:**

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

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

**Course Content:****UNIT I****8 HOURS****सक्तु प्रस्थस्य महत्वम्**

[ महभरते अश्वमेधपर्वणि ]

**बुद्दस्य वैरग्योदयः**

[ बुद्द चरिते तृतीय सर्गः ]

**UNIT II****9 HOURS****वैग्नानिक संहिता****न गङ्गदत्तःपुनरेतिकूपम्**

[ पञ्चतन्त्रे लब्ध प्रणशी मण्डूकराज कथा ]

**UNIT III****8 HOURS****मधुरोप देशः**

[ मधुर विजये तृतीय सर्गः ]

**दैवसुर सम्पद विभग योगः**

[ श्रीमद्भगवद्गीता ]

UNIT IV

9 HOURS

धातवः

[ निर्धारित धातवः ]

संस्कृत सम्भाषणाभासः

UNIT V

8 HOURS

समासाः

[ निर्धारित समासाः ]

TEXT BOOK NAME : ARASWATI SUSAMA

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

L	T	P	C
2	0	2	3

**Course Description:**

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

**Course Objectives:**

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

4. Understand the role of communication in personal & professional success.
5. Prepare and present messages with a specific intent.

### **Course Outcomes:**

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

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

### **Course Content:**

#### **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)**

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

### **Course Description:**

The foreign Language course is designed as an informative and interactive introduction to the language. It aims at enabling the students to learn the basics of the target language including the

structures and vocabulary necessary for comprehension of the selected texts and messages communicated in everyday situations. It focuses on using the language for basic communication in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

### **Course Objectives:**

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

### **Course Outcomes:**

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

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

### **Course Content:**

#### **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

### **Course Content:**

#### **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 Mal!: Deutsch als Fremdsprache, Langenscheidt, 1996.

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

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

**Course Description:**

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Unit I****8 Hours**

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. To familiarize learners with various aspects of the culture and heritage of India.
2. To acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, science, arts, education, languages and literature.
3. To enable learners to appreciate the underlying unity amidst diversity in all aspects of India's culture.
4. To acquaint learners with the impact of Indian culture in different countries of the world.
5. To enable learners to appreciate the composite nature of Indian culture.

## Course Outcomes:

After completion of this course, students will :

1. Develop a broad understanding of Indian society and provide learners an opportunity for enhancing their cultural literacy.
2. Deepen their knowledge of Indian socio-cultural issues through coursework, local engagement, and mini projects.
3. Identify and critically analyse social issues and challenges that India is facing in the contemporary world.
4. Acquaint with the contributions of our ancestors in the areas of religion, philosophy, science, arts, education, languages and literature.
5. Build up a feeling of love and a sense of belonging towards the nation.

## Course Content:

### 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)**

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

**Course Description:**

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit I**

**8 Hours**

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

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

Buying food

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

## **Unit II**

**9 Hours**

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

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

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

## **Unit III**

**8 Hours**

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

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

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

## **Unit IV**

**9 Hours**

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

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

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

## **Unit V**

**8 Hours**

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

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

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

## **Learning Resources**

### **Textbook cum workbook:**

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

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

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

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

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

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

**Course Objectives:**

1. To introduce basic concepts of communication along with history, scope, principles, and functions of communication.
2. To understand the process of communication, different models, and communication barriers.
3. Impart knowledge about critical factors in human communication
4. Acquaint students with the various types of Communication.
5. To strengthen the 7C's of Communication.

**Learning Outcomes :**

1. After this course, students will be able to:
2. Introduce themselves to the theories of Communication.
3. Gain the knowledge of Communication models.
4. Develop the knowledge of basic elements of Communication.
5. Acquaint themselves with the various types of Communication.

**Course Content:**

**Unit I**

**9 Hours**

**Human Communication: An Overview**

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

**Types of Communication**

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

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

**Process of Communication**

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

**Barriers to Effective Communication**

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

**Unit III** **8 Hours**

**Critical Factors in Human Communication**

Relationship between Communication and Culture, Perception and Communication

**Listening**

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

**Learning and Communication**

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

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

**Intrapersonal Communication**

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

**Interpersonal Communication**

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

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

**Small Group Communication**

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

**Organisational Communication**

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

**Reference books:**

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

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

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

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

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

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

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

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

#### **Course Description:**

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

#### **Course Objectives:**

1. Equip students with the knowledge and skills necessary to adopt best practices for conserving natural resources,
2. Identify and understand the need and various methods in protecting our environment
3. Provide strategies to help students integrate knowledge from multiple disciplines
4. Impart knowledge to understand the implications of humans' interactions with their environments
5. Prepare students for careers, citizenship and environmental stewardship through awareness building and experiential learning

#### **Course Outcomes:**

After completion of the course, students will be able to:

1. Understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
2. Appreciate concepts and methods from ecological and physical sciences

3. Identify their role and application in environmental problem solving.
4. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
5. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

**Course Content:**

**Unit I** **8 Hours**

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

**Unit II** **9 Hours**

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

**Unit III** **8 Hours**

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

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

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

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

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

**Reference books:**

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

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

**L T P C**  
**3 0 0 3**

### **Course Description:**

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

### **Course Objectives:**

1. Provide learners with a knowledge base relevant to English Studies at the undergraduate level
2. Enable a critical understanding of the linguistic and literary history of England
3. Facilitate learners to understand about the relevance of English literary history
4. Equip the learners with the language and analytical skills
5. Make them understand literary products within particular socio-historical contexts

### **Course Outcomes:**

On completion of the course, the students

1. Delineate major writers and their works in chronological order.
2. Discuss how literature also influences the social and political history of each period.
3. Compare English Literature of one period with that of another.
4. Analyse how the religious, social and political history of England influences the English writers from 6th to 18th centuries.
5. Classify all major literary genres.

### **Unit I**

**8 Hours**

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

## **Unit II**

**9 Hours**

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

## **Unit III**

**8 Hours**

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

## **Unit IV**

**9 Hours**

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

## **Unit V**

**8 Hours**

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

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

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

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

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

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

(Core)

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

### **Course Description:**

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

### **Course Objectives:**

1. Help students understand the significance of the literary movements and conventions and the intellectual environment of the period under study.
2. Enable learners to critically analyse selected literary texts from various perspectives and examine their socio-cultural and historical context, their influence, and contemporary relevance.
3. Equip students with the skills to research specific topics and write critical essays analysing selected texts adhering to accepted academic conventions.
4. To recognize poetry from a variety of cultures, languages and historic periods
5. To analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

### **Course Outcomes:**

On completion of the course, students will:

1. Understand and appreciate poetry as a literary art form and kindle their critical thinking skills
2. Improve their understanding of the world the poets lived in and also recognize the rhythms, metrics and other musical aspects of poetry
3. Apply the principles of literary criticism to the analysis of poetry and broaden their vocabularies and to develop an appreciation of language
4. Inculcate a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
5. Enhance their own creativity and facilitate their writing skills

### **Course Content:**

## Unit I

8 Hours

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

## Unit II

8 Hours

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

### \*Essential Reading

Sir Philip Sidney (1554-1586): "The Bargain"

William Shakespeare (1564-1616): Sonnet 116 "Let me not to the marriage of true minds"

John Donne (1572-1631): "The Sunne Rising"

## Unit III

9 Hours

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

### \*Essential Reading

John Milton (1608-1674): "On his Blindness"

Andrew Marvell (1621-1678): "Bermudas"

John Dryden (1631-1700): "Dreams"

## Unit IV

8 Hours

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

### \*Essential Reading

Francis Bacon (1561-1626): "Of Great Place"

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

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

## Unit V

9 Hours

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

**\*Essential Reading**

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

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

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

**Additional Reading/Reference Books**

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

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

Ben Jonson: The Masque of Blackness

John Milton: “Lycidas”

Dryden: “Can Life be a Blessing?”

Ben Jonson (1572 -1637): “On my first sonnet”

Mary Sidney Herbert, Countess of Pembroke (1561 – 1621): “The Doleful Lay of  
Clorinda”

Issac Walton (1593-1683): Selections from *Walton's Lives*.

John Bunyan (1628-1688): “The Pilgrim’s Progress”

Samuel Johnson (1709-1784): An excerpt from the ‘Lives of the Poets’

Robert Burton (1577 – 1640): An excerpt from “The Anatomy of Melancholy”

Margaret Cavendish, Duchess of Newcastle (1624?-1674): Preface to *Sociable Letters*

John Evelyn (1620-1706): An excerpt from “Diary of John Evelyn”

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

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

**Course Description:**

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Unit I****8 Hours**

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

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

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

**Unit II****9 Hours**

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

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

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

**Unit III****8 Hours**

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

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

Grammar: Prepositions of place; Reflexive verbs; Object pronouns

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

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

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

Grammar: Gerund; Present Perfect Tense

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

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

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

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

Verb + Infinitive; Preterite tense

**Learning Resources****Textbook cum workbook:**

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

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

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

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

**Course Description:**

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

are conversation, teamwork, persuasion, presentation, and emotional intelligence.

**Course Objectives:**

1. Enable learners to build strong interpersonal skills for professional and personal growth
2. Build awareness on emotional intelligence and equip the learners with the skills to understand others without depending upon assumptions
3. Help learners develop the ability to understand multiple perspectives and learn strategies for effective problem solving and decision making
4. To help the students understand interpersonal skills to better the ability to work with others
5. To support them in building interpersonal skills.

**Learning Outcomes:**

After completing this course the students will

1. Understand about Soft Skills and hone the employability related communication skills
2. Understood the significance of soft skills in the working environment
3. Develop levels in their Soft Skills to assist students in becoming well-versed, responsible, creative communicators;
4. Develop knowledge of communication skills in the structure, elucidation, and delivery of message in diverse cultural and global communities;
5. Promote theoretical understanding and professional/personal practice of effective and ethical human communication between and within a broad range of contexts and communities.

**Course Content;**

**Unit I****8 Hours**

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

**Unit II****9 Hours**

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

**Unit III****8 Hours**

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

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

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

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

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

**Reference books:**

Claus, Peggy. *The Hard Truth about Soft Skills*. Australia: Harper Collins Publishers Pty. Ltd. 2007.

Butterfield, Jeff. *Soft Skills for Everyone*. New Delhi: Cengage Learning. 2010.

Chauhan, G.S. and Sangeeta Sharma. *Soft Skills*. New Delhi: Wiley. 2016.

Goleman, Daniel. *Working with Emotional Intelligence*. London: Bantam Books. 1998.

Hall, Calvin S. et al. *Theories of Personality*. New Delhi: Wiley. rpt. 2011.

Holtz, Shel. *Corporate Conversations*. New Delhi: PHI. 2007.

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

**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. To provide extensive hands on training in the latest digital audio, video and multimedia technologies.
5. To familiarize and equip them with a range of technical skills.

**Course Outcomes:**

After completion of the course, students will ;

1. Gain basic understanding of communication technology.
2. Attain the basic knowledge of various audio editing tools.
3. Get hands on experience on video editing techniques.
4. Be able to create content on various platforms.
5. Acquire ability to communicate on social media effectively.

**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.

**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 takes an integrative approach to human values and ethics with a view to enhancing the learners' awareness and understanding of the concepts and practices of living responsibly, mindfully and sustainably. The course aims at preparing the students to engage with others empathetically and face the challenges of life competently.

**Course Objectives:**

1. Help learners understand and engage in mindful practices to become more conscientious, responsible and ethically informed.
2. Provide opportunities for insightful readings, critical analysis and meaningful discussions on various challenges and complexities of life with a focus on transformative change.
3. Motivate students to apply the knowledge and insights gained from the course to real life problems and enable them to explore and identify best practices in an area of professional interest.
4. To create an awareness on professional ethics and Human Values and social responsibility of particular profession.
5. To appreciate ethical dilemma while discharging duties in professional life.

**Course Outcomes:**

On completion of this course, the students will be able to;

1. Understand the significance of value inputs in a classroom and start applying them in their life and profession
2. Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
3. Understand the role of a human being in ensuring harmony in society and nature.
4. Distinguish between ethical and unethical practices,
5. Chalk out the strategy to actualize a harmonious environment wherever they work.

**Course Content:****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)

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

### **Course Description**

The course provides an 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. To offer ability to establish a distinctive voice and a clear sense of purpose
4. To provide insightful reflection on the chosen subject matter;
5. To render vivid scenes complete with dialogue; distinguish between various types of nonfiction.

### **Course Outcomes:**

After completion of the course, students will be able to;

1. Understand and explain principles of creative writing, including form, technique, and style.
2. Deepen that understanding by interpreting and evaluating both published works and the works of peer writers.
3. Apply these principles to produce poems, stories, or essays.
4. Become familiar with the publishing process in the literary market and improve as a writer by submitting work to literary journals and participating in the writing community.
5. Apply principles of creative writing to improve communication in a variety of contexts, including personal, academic, and public life.

### **Course Content:**

#### **Unit I**

**8 Hours**

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

and stylistic clarity and innovation; composition strategies

## **Unit II**

**9 Hours**

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

## **Unit III**

**8 Hours**

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

## **Unit IV**

**9 Hours**

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

## **Unit V**

**8 Hours**

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

### **Reference books:**

Bishop, Wendy. *Working Words: The Process of Creative Writing*.

DeMaria, Robert. *The College Handbook of Creative Writing*.

Joselow, Beth Baruch, *Writing without the Muse: 60 Beginning Exercises for the Creative Writer*

Gross, Gerald, *Editors on Editing*

Kenly, Eric, & Mark Beach, *Getting It Printed*

Lee, Marshall. *Bookmaking: Editing/Design/Production*, 3<sup>rd</sup> edition

Neira Dev, Anjana and others. *Creative Writing: A Beginner's Manual*. Delhi, Pearson, 2009.

Drewry, John. *Writing Book Reviews*. Boston: The Writer, 1974.

Teitelbaum, Harry. *How to Write Book Reports*. 3rd ed. New York: Macmillan, 1998.

Walford, A.J., ed. *Reviews and Reviewing: A Guide*. Phoenix, AZ: Oryx Press, 1986.

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

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

**Course Description:**

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

**Course Objectives:**

1. To introduce theories of Globalization and understand the history, purpose, and impact of the World Trade Organization.
2. Explore the pros and cons of globalization, especially in relation to its impact on developing countries.
3. Investigate the effects that entry into the WTO is having in China and in other developing countries.
4. Understand the following terms and concepts: World Trade Organization (WTO), free trade, liberalized trade, exploitation, developing countries, third world countries, globalization/ anti-globalization, debt relief, global market
5. Develop research, presentation, writing and conflict resolution skills that can be applied to numerous other content areas and case studies.

**Course Outcomes;**

1. Identify characteristics of global systems, including the specific structure and functions of various international institutions.
2. Analyze globalization within historical context, including colonialism and international conflict.
3. Explain arguments for and against economic and cultural globalization.
4. Explain the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships.
5. Analyze the impacts of international policies upon local realities, including conceptual organization of information and recognition of the ethical and social requirements of responsible global citizenship.

**Course Content:**

**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 civilizations’ 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. Analyse the impact of social media on social order
5. Study the possibility of creating positive effect on society

**Learning Outcomes**

Students will be able to:

1. Identify the landscape of traditional, digital, and social media netscape.
2. Understand the major social media platforms, how they function.
3. Analyse the role they played by social media in day to day life.
4. Choose the right social media platforms and learn how to create social media policies
5. Learn to broadcast live content on social media platforms

**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)**

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

## **Course Description:**

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

## **Course Objectives:**

1. Enable students to understand relevant concepts such as work-life balance and what constitutes healthy behaviour.
2. Provide foundational knowledge of what can help one lead a healthy and fulfilling life.
3. Motivate learners to become more aware of their physical and mental health, emotional wellness, social well-being, and overall outlook on life.
4. To make students to understand the roles and responsibilities of health education and promotion professionals.
5. To identify appropriate programmatic strategies to meet the needs of specific populations.

## **Learning Outcomes:**

On completion of the course, students will be able to ;

Apply at least one health behavior theory to a real-world health program.

1. Demonstrate the ability to conduct a needs assessment and also describe at least three fundamental skills in managing a health-related program.
2. Describe the behavioral, environmental, and genetic risk factors for chronic diseases.
3. Identify the ethical considerations associated with planning, implementing, and evaluating health programs.
4. Demonstrate an overarching understanding of research in the health field.
5. Apply course content via their culminating research and internship experiences.

## **Course Content:**

### **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. To understand and evaluate different methodologies used to measure and explain public opinion.
2. To identify the strengths and limitations, and how they can be applied to new research questions.
3. To develop an appreciation of the challenges of relating theory to empirical data in public opinion research, and the social sciences more broadly.
4. To demonstrate through one's written work and seminar discussions the ability to synthesize, engage critically with, and extend the scholarly literature on public opinion.
5. To collect the prevailing opinion among the various subjective groups.

## Course Outcomes;

On completion of the course, students will be able to ;

1. Explain the phenomenon of public opinion.
2. debates the relationship between public opinion and political systems.
3. Expresses the differences between public opinion and other social groups.
4. Explains the relationship between political systems and formation process of public opinion.
5. Interprets interaction between democratic development and public opinion.

## Course Content:

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

**Reference books:**

- K. Warren, 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press, pp. 45-80. 2001.
- W. Cochran, 'Chapter 1', *Sampling Techniques*, John Wiley & Sons. 2007.
- G. Gallup, *A Guide to Public Opinion Polls*. Princeton: Princeton University Press, pp. 14-20; 73-75. 1948.
- D. Rowntree. *Statistics without Tears: An Introduction for Non Mathematicians*, Harmondsworth: Penguin. 2000.

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

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

**Course Description:**

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

**Course Objectives:**

1. To explain the aesthetics and political connotations of 20th century British literature.
2. To analyze the use of language, tropes and literary styles prevalent in the 20th century British literature.
3. To demonstrate how ideas of self and self-criticism challenged as well established 20th century British literary production.
4. To inculcate knowledge of the major literary movements of the period, the texts discussed and class and the socio-cultural conditions of British society.
5. To make students learn critical approaches to the works of the period.

**Course Outcomes:**

1. After completion of the course, students will be able to;

2. Read and analyze a survey of texts written by 20th Century British writers, from the period 1890-2001;
3. Demonstrate thorough knowledge of the major literary movements of the period, the texts discussed and class and the socio-cultural conditions of British society in which they were produced;
4. Locate texts within the cultural and historical framework of their time
5. Prepare clear, well-organized essays on topics related to the works studied and be able to apply basic principles of selected critical theory to their chosen topics.

## Course Content

### Unit I

**8 Hours**

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

### Unit II

**9 Hours**

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

#### \*Essential Reading

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

Wilfred Owen (1893-1918): “Strange Meeting”

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

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

Sylvia Plath (1932-1963): “The Applicant”

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

Allen Ginsberg (1926-1997): “My Sad Self”

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

Benjamin Zephaniah (born 1958): “Who’s Who”; “Neighbours”

### Unit III

**8 Hours**

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

#### \*Essential Reading

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

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

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

#### **Unit IV**

**8 Hours**

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

**\*Essential Reading:**

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

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

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

#### **Unit V**

**9 Hours**

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

**\*Essential Reading**

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

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

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

**Reference books:**

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

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

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

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

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

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

Evelyn Waugh (1903-1966): *Scoop*

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

Philip Arthur Larkin (1922-1985): “Faith Healing”

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

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

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

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

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

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

Viktor Frankl (1905-1997): Excerpt from ”Man’s Search for Meaning”

Salman Rushdie (b 1947): “Commonwealth Literature does not exist”, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.  
Samuel Beckett (1906-1989): *Waiting for Godot*  
John Galsworthy (1867-1933): *The Spirit of Punishment*

## **GHG-209: Cross-Cultural Communication** (Ability Enhancement Course - Compulsory)

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

### **Course Description:**

This course aims to prepare students to communicate effectively, efficiently, and empathetically with people from different cultures, geographical locations or social backgrounds. The course is activity based and provides opportunities to practice 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.
2. Provide proficiency to communicate effectively in a cross-cultural environment.
3. Help learners develop strategies for overcoming social blind spots in order to mitigate the risk of ineffective communication in cross-cultural settings.
4. Enable learners to discover the ways in which they can adapt their communication style.
5. Impart knowledge to communicate without compromising their core values for impactful, empathetic and positive communication.

### **Course Outcomes:**

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

1. Explain how and why miscommunication happens and how stereotypes are formed.
2. Identify speech practices that are characteristic of a speech community or community of practice.
3. Describe speech practices and associated ways of behaving from a non-ethnocentric perspective.
4. Identify ways of studying cross-cultural and intercultural communication.
5. Reflect on their experience and contribute, in their own way, to a better intercultural understanding in Australia and in the world.

6. Think about, write and present an argument using evidence from intercultural and cross-cultural research.

**Unit I** **8 Hours**

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

**Unit II** **9 Hours**

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

**Unit III** **8 Hours**

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

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

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

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

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

**Reference books:**

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

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

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

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

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

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

- Holliday, A., Hyde, M. & Kullman, J. *Intercultural Communication: An Advanced Resource Book*. London: Routledge. 2004.
- Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2004.
- Klopf, D. & McCroskey, J. *Intercultural Communication Encounters*. New York: Pearson. 2007.
- Mathews, G. *Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket*. New York: Routledge. 2000.
- Min-Sunkim. *Non-Western Perspectives on Human Communication: Implications for Theory and Practice*. London: Sage Publications. 2002.
- Nisbett, R. *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York: Free Press. 2003.
- Paige, R. *Education for the Intercultural Experience* (2nd edition). Yarmouth, Maine: Intercultural Press, Inc. 1993.
- Reagan, T. *Non-Western Educational Traditions: Alternative Approaches to Educational Thought and Practice* (2nd edition). London: Lawrence Erlbaum. 2000.
- Samovar, L., & Porter, R. (Eds.). *Intercultural Communication: A Reader* (9th edition). Belmont, CA: Wadsworth Publishing Company. 1999.
- Shaules, J. *Deep Culture: The Hidden Challenges of Global Living*. Toronto: Multilingual Matters. 2007.
- Tromenaars, F. & Hampden-Turner, C. *Riding the Waves of Culture: Understanding Diversity in Global Business* (2nd edition). New York: McGraw-Hill. 1998.
- Wierzbicka, A. *Understanding Cultures Through Their Key Words*. New York: Oxford University Press. 1997.
- Wierzbicka, A. *Cross-cultural Pragmatics: The Semantics of Human Interaction*. New York: Mouton de Gruyter. 2003.
- Wierzbicka, A. *English: Meaning and Culture*. New York: Oxford University Press. 2006.

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

### **Course Description:**

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

### **Course Objectives:**

- Help students understand the significance of the literary movements and conventions and the intellectual environment of the period under study.
- Enable learners to critically analyse selected literary texts from various perspectives and examine their socio-cultural and historical context, their influence, and contemporary relevance.
- Equip students with the skills to research specific topics and write critical essays analysing selected texts adhering to accepted academic conventions.
- To provide students an overview knowledge about the history of English literature from Old English times to the Modern period, with particular reference to the major literary movements and authors
- To offer an overview of the major linguistic influences on the English language a look at certain linguistic processes that have contributed to the development of the English language.

### **Course Outcomes;**

After completion of the course, students will be able to ;

1. Understand Romanticism as a concept in relation to ancillary concepts like Classicism, the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.
2. Analyze and understand the main characteristics of Romanticism and appreciate the canonical and representative poems and prose of the writers of the Romantic period.
3. Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
4. Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community.
5. Understand fraternity and relate Romantic literary texts to other forms of expression such as painting, for instance.

## Course Content:

### Unit I

8 Hours

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

### Unit II

9 Hours

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

#### \*Essential Reading

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

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

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

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

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

Alfred Tennyson (1809-1892): “Lotus Eaters”

Robert Browning (1812-1889): “My Last Duchess”

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

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

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

### Unit III

8 Hours

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

#### \*Essential Reading

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

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

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

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

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

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

**\*Essential Reading**

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

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

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

**\*Essential Reading**

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

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

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

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

**Reference books:**

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

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

Samuel Richardson (1689-1761): *Pamela*

Mary Shelley (1797-1851): *Frankenstein*

George Eliot (1819-1880): *Middlemarch*

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

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

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

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

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

Thomas Grey (1716-1771): “Elegy Written in a Country Churchyard”

Walter Scott (1771-1832): “The Lady of the Lake”

P. B. Shelley: “To a Skylark”

John Keats: “Ode to Melancholy”

Robert Burns (1759-1796): “A Red, Red Rose”

Walt Whitman (1819-1892): “I Hear America Singing”

Ralph Waldo Emerson (1803-1882): “Brahma”

Philip Freneau (1752 -1832): “To Sir Toby”

Matthew Arnold (1822-1888): “Dover Beach”/ “The Forsaken Merman”

Christina Rossetti (1830-1894): “In an Artist’s Studio”/ “The Goblin Market”  
 W. B. Yeats: “Second Coming”/ “Sailing to Byzantium”  
 Samuel Butler (1835-1902): An excerpt from “Hudibras”  
 Henry Longfellow (1807-1882): “A Psalm of Life”  
 Toru Dutt (1856-1877)- “Sita”  
 Thomas De Quincey (1785-1859): “Murder Considered as One of the Fine Arts”  
 John Ruskin (1819 - 1900): “The Veins of Wealth” (Essay 2. Unto This Last)  
 Thomas Paine (1737-1809): Excerpt from Common (Pamphlet) “On the Origin and Design of Government in General, with Concise Remarks on the English Constitution.”  
 Thomas Carlyle (1775-1881): Excerpts from ‘Heroes and Hero Worship’  
 William Congreve: *The Way of the World* (1700)  
 John Dryden (1631-1700): *Mac Flecknoe*

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

**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. To make students to attract the public with their charming speeches.
5. To establish the power of public speaking.

**Course Outcomes:**

By the end of this course students should be able to:

1. Speak more confidently in front of an audience utilizing a variety of delivery skills such as eye contact, gestures, movement & vocal variety.
2. Develop Informative and Persuasive speeches through research, audience analysis, etc.
3. To enhance a presentation via the effective use multimedia & visual support.
4. Critically assess their own speaking, and that of others.
5. Get the ability to deliver speeches extempore.

## **Course Content;**

### **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
5. Assess/evaluate its effectiveness and challenges faced while translating from mother tongue to English.

### Course Outcomes;

After completing the course, the students will be;

1. Obtain knowledge about different literary genres.
2. Gain knowledge about descriptive analysis of the problems
3. Acquire knowledge about their hypothetical solutions encountered in the translation of literary works.
4. Learn the evaluation of literary translations from the eyes of a reader and translator.
5. Analyse the significance of translated poetry, prose and plays.

### **Course Content:**

#### **Unit I 9 Hours**

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

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

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

#### **Unit III 8 Hours**

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

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

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

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

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

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

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

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

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

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

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

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

Eka Kurniawan (b1975): *Man Tiger*

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

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

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

### **Course Description:**

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

### **Course Objectives:**

1. Provide the students a historical sense of the evolution and development of literary theory and criticism
2. Familiarise the students with important literary theories and criticism
3. Introduce important critical concepts to students which they can apply to literary texts
4. Equip the students with critical tools that are useful for reading the text
  
5. Provide students with tools that are useful for comprehending and analysing literary texts

## Learning Outcomes

On completion of the course, students will be;

1. Familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
2. Able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
3. 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. Able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
5. Able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.

## Course Content:

### Unit I

**8 Hours**

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

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

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

### Unit II

**8 Hours**

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

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

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

### Unit III

**9 Hours**

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

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

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

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

### Unit IV

**9 Hours**

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

**\*Essential Reading**

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

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

**\*Essential Reading**

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

**Unit V**

**8 Hours**

Post structuralism

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

**\*Essential Reading**

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

Postcolonial Studies

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

**\*Essential Reading**

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

**Additional Reading/ Reference books:**

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

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

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

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

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

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

Virginia Woolf: *Modern Fiction*

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

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

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

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

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

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

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

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

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

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

Edward Said: 'The Scope of Orientalism' in *Orientalism*.

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

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

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

### **Course Description**

This course examines sociological aspects of gender. In this course, we will explore gender as socially constructed with meanings that vary historically and across cultures. Through this critical lens, we will recognize the intersections of gender with other social markers, connecting concepts to our own experiences. We will trace the marks of gender on our bodies, and interrogate how gendered embodiment conveys arbitrary meanings of masculinities and femininities. The course will examine how sexuality is gendered. We will understand the ways gender is socially controlled, and consider gendered violence as an extreme form of controlling gender. We will study gender in the social institutions of media, education, and work.

### **Course Objectives:**

1. Familiarize with various concepts of Gender Studies
2. Understand the construction of Masculinity and femininity and gender roles
3. Aware of the distinction between gender and sex and gender stereotyping in the private and public spaces
4. Get informed about the feminism, different waves, schools of feminism and perspectives
5. Understand the genesis and emergence of Feminist Theories and Women Movements and their contributions

## Course Outcome:

1. Identify and analyze the links among gender, sexuality, identity, power, and social justice
2. Identify and analyze intersections among gender and sexuality and other categories of difference, such as class, race, religion, nationality, and physical ability
3. Situate gender and sexuality in broader historical and geopolitical contexts
4. Write or otherwise present (depending on field of study) analyses of gender and sexuality in specific works (visual, literary, theoretical)
5. Design and execute a senior project that demonstrates these competencies within a theoretical framework of gender and sexuality

## Course Content:

### Unit I

8 Hours

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

### Unit II

9 Hours

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

### Unit III

8 Hours

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

### Unit IV

9 Hours

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

### Unit V

8 Hours

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

## Reference books:

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

## GHG-341: Language, Literature and Society

**(Discipline Specific Elective)**

**L T P C**  
**3 0 0 3**

**Course Description**

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit I**

**8 Hours**

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

**Unit II**

**8 Hours**

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

**Unit III**

**8 Hours**

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

**Unit IV**

**8Hours**

**Literature and Identity Politics:** Major influences on social identities through language and text; categories of identity; politics of representation; class, race and caste; dominant social order; dalit discourse; adivasi voices.

**Unit V**

**8 Hours**

**Tradition and modernity in language and literature:** Nationalism; cultural reformation; postmodern perspectives; plural narratives.

**Essential Reading**

A.K. Ramanujan. "Language and Social Change" from *The Collected Essays of A.K. Ramanujan*. Oxford University Press. 2004.

Ngugi wa Thiong'o: 'The Language of African Literature' in *Decolonising the Mind: The Politics of Language in African Literature*. James Currey. 1986.

Gauri Viswanathan: 'Rewriting English' from *Masks of Conquest: Literary Study and British Rule in India*. Faber and Faber. 1990.

Hansda Sowvendra Shekhar. 'The Adivasi will not Dance' from *The Adivasi will not Dance*. Speaking Tiger Publishing Private Limited. 2017.

Susie Tharu and K. Lalita (eds.) 'Introduction' from *Women Writing in India: 600 BC to the Present*. Rivers Oram Press. 1993.

**Reference books:**

Franz Fanon, '*Black Skin, White Masks*', tr. Charles Lam Markmann. London: Pluto Press, 2008.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell Cambridge: Cambridge University Press, 1987.

G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar. Delhi: Orient BlackSwan, 2010.

Svati Joshi (Ed.). *Rethinking English: Essays in Literature, Language, History*. Delhi: OUP, 1994.

Thomas Babington Macaulay. *Speeches with the Minute on Indian Education*. G.M. Young ed. London: OUP, 1935.

Raymond Williams. 'Language' from *Marxism and Literature*. New Delhi: OUP, 2010.

Rokeya Sakhawat Hossain. *Sultana's Dream and Padmarag*. Penguin Modern Classics. 2005.

Arjun Dangle. *Poisoned Bread*. Orient BlackSwan. 2009.

Velcheru Narayana Rao: 'The Indigenous Modernity of Gurajada Apparao and Fakir Mohan Senapati' from Satya P. Mohanty (Ed.) from *Colonialism, Modernity and Literature: A View from India*. Palgrave Macmillan. 2011.

Chinua Achebe. *Things Fall Apart*. Penguin UK. 2001.

Volga: *Political Stories* (Tr. Ari Sitaramayya, Madhu H. Kaza). Hyderabad: Swechcha Prachuranalu, 2007.

## **GHG-342: Fundamentals of English Language Teaching** (Discipline Specific Elective)

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

### **Course Description:**

This course seeks to provide the students concepts and principles to gain basic knowledge of English language education and understand its underlying principles. It aims to equip them with the knowledge and the essential information on the major areas of ELT. The course thus provides an account of the issues that are involved in teaching English language skills and aspects; describes various approaches and methods of teaching English; covers some of the major aspects of material development; and testing, assessment and evaluation.

### **Course Objectives:**

1. Introduce the key concepts of ELT

2. Enhance interest in the career of English Language teaching
3. Enable them to understand and critique the principles behind the teaching of language skills and elements
4. Build awareness about some of the prominent methods and approaches to language teaching
5. Provide knowledge of key terms of testing, evaluation and assessment

### **Course Outcomes**

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

1. Understand the key concepts of ELT
2. Take interest in the career of English Language teaching
3. Understand and critique the principles behind the teaching of language skills and elements
4. Show awareness about some of the prominent methods and approaches to language teaching
5. Understand key terms of testing, evaluation and assessment

### **Course Content:**

#### **Unit I**

**8 Hours**

**Overview of English Language Teaching:** Brief history of early developments in language teaching; overview of English Language Teaching in India; paradigm shift in ELT; common terms used in ELT.

#### **Unit II**

**8 Hours**

**Aims and Objectives of Teaching English:** Objectives of teaching English in India; English as global language: implications in teaching and learning; teaching and learning environment: teacher, learner, classroom, curriculum.

#### **Unit III**

**9 Hours**

**Teaching English as a Second Language:** Teaching English as a skill; teaching English in multilingual contexts; role of L1 in the classroom; changes in English language education: issues and contexts.

**Unit IV**

**9 Hours**

**Approaches, Methods and Techniques:** Teaching language skills (speaking, writing, listening and reading); methods of teaching English; materials for teaching English; language testing: definition and types of language testing.

**Unit V**

**8 Hours**

**ELT in the current context:** English for Specific Purposes; study skills; learner autonomy; technology for English Language Teaching.

**Essential Reading**

Thornbury, S: *An A-Z of ELT: A dictionary of terms and concepts used in English language teaching.*

Gass, Susan M. and Selinker, Larry: *Second Language Acquisition: An Introductory Course.*

Richards. J.C. and T. Rogers: *Approaches and Methods in Languages Teaching.*

**Additional Reading/ Reference books:**

Agnihotry, R.K., and Khanna: *English Language Teaching in India. Sage, New Delhi.*

Nagaraj Geetha. *English Language Teaching: Approaches, Methods, Techniques in Education.*

Vyas, M. A., & Patel, Y. L.: *Teaching English as a second language: A new pedagogy for a new century.*

National Curriculum Framework. *National Curriculum Framework.*

Hutchinson, T. & Waters, A: *English for Specific Purposes.*

**GHG-343: Literary Representations of Resistance**  
**(Discipline Specific Elective)**

L	T	P	C
3	0	0	3

**Course Description:**

This course provides an introduction to the theoretical framework of Resistance literature which emerged through the writings of Latin American, Middle-eastern and African critics such as Ghassan Kanafani, Ngugi Wa Thiongo. It provides a survey of resistance literature and thought that aimed to create a conscious cultural challenge to imperial hegemony. Students will be

familiarized with resistance literature from different continents and their political as well as cultural implications.

### **Course Objective:**

1. Explain the aesthetics and political connotations of representation and resistance literature
2. Analyze the core arguments prevalent in the resistance literature
3. To provide the students with a historical perspective of the age
4. To familiarize the students with representative texts of the period.
5. Demonstrate how ideas of national culture, post colonialism, populism and hegemony are problematised by the oeuvre of resistance literature

### **Course Outcomes:**

Upon completion of this course, students will be able to-

1. Acquire knowledge about the basic concepts in Post colonial Literature
2. Identify key questions, authors, and literary forms in postcolonial literature
3. Think critically about these texts in relation to postcolonial theory
4. Compare and contrast ideas, representations, and strategies of political and cultural resistance with reference to the historical and social contexts.
5. Evaluate how race, class, gender, history, and identity are presented and problematised in the literary texts

### **Course Content**

#### **Unit I**

**8 Hours**

**Resistance - An Overview:** Elements of Resistance in the Earliest Works; Resistance as Political Movements; Resistance: Historical Evolution (Literary Perspectives); Albert Camus: an essay from *The Rebel*

#### **Unit II**

**9 Hours**

**Resistance - Class:** “Bourgeois and Proletarians” from *The Communist Manifesto*; Jo Goodwin Parker: “What is Poverty?”; Oscar Wilde – “Modern Millionaire”

#### **Unit III**

**9 Hours**

**Resistance - Race:** Zora Neal Hurston: “How It Feels to be Coloured Me?”; Jane Harrison: *Stolen*; Maya Angelou: “I Know Why the Caged Bird Sings”; “Still I Rise”; Wole Soyinka: “Telephone Conversation”

**Unit IV**

**9 Hours**

**Resistance - Gender:** Simone de Beauvoir: Introduction to *The Second Sex*; Judy Brady: “Why I Want a Wife?”; Alice Walker: “Brothers and Sisters”; Dorothy Sayers: “Are Women Human?”

**Unit V**

**8 Hours**

**Resistance - Caste:** M.C. Raj – Excerpts from *Dyche: The Dalit Psyche*; B.R. Ambedkar: *Annihilation of Caste* (Introduction and Excerpts)

**Reference books:**

Anand, S., ed., *Annihilation of Caste: The Annotated Critical Edition B. R. Ambedkar*. New Delhi: Navayana Publishing Pvt. Ltd., 2014.

Angelou, Maya. *And Still I Rise*. London: Little Brown Book Group, 1978.

Bama. *Sangati*. New Delhi: Oxford India, 2008.

Barbara, Harlow. *Resistance Literature*. New York: Methuen Press, 1987.

Beauvoir, Simone, de. *The Second Sex*. New York: Vintage Books, 1952.

Buscemi, Santi V. and Charlotte Smith. *75 Readings: An Anthology*. New York: McGraw Hill, 2013.

Camus, Albert. *The Rebel*. London: Penguin, 1972.

Bird, Carmel, ed. *The Stolen Children: Their Stories*. Sydney: Random House, 1998.

Human Rights and Equal Opportunities Commission. *Bringing Them Home*. Sydney: Commonwealth of Australia, 1997.

Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. New Delhi: Cambridge University Press, 2007.

Memmi, Albert. *Racism*. London: University of Minnesota Press, 2000.

Sanders, Andrew. *The Short Oxford History of English Literature*. New Delhi: OUP, 2004.

Eugene O’Neill – *The Hairy Ape*

Vijay Tendulkar: *Silence! The Court is in Session*

**GHG-344: Fundamentals of Linguistics  
(Discipline Specific Elective)**

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

**Course Description:**

The course introduces the students to the various branches of linguistics such as Phonetics and Phonology, Morphology, Syntax and Semantics. It covers the basic concepts and approaches in these branches and aims to lay the foundation for further study in any specialisation in linguistics. It is hoped that equipped with the fundamental concepts with regard to the various dimensions of language, the student will be able to become aware of the nuances of any language and examine them.

### **Course Objectives:**

1. To stimulate curiosity about language, what it reveals about the human mind, and the human cultures it reflects
2. To formalize linguistic facts into concise rules and diagrams
3. To make the students think and question popular beliefs about language and determine whether they have any scientific validity
4. Transcribe English words using a phonetic alphabet.
5. Analyze English phonemes by their articulations.

### **Course Outcomes:**

1. Analyze English words by their morphemes.
2. Analyze English words by their class. (noun, verb, etc.)
3. Analyze English sentences by their syntactic patterns.
4. Demonstrate knowledge of theories of first language acquisition.
5. Research issues related to interaction of first and other languages.

### **Course Content:**

#### **Unit I**

**9 Hours**

**Introduction to Linguistics & Applied linguistics:** Language and communication; varieties of language; social and biological roots of language; language and society; language and mind; structure of language multilingualism and language learning; first language acquisition; second language acquisition.

#### **Unit II**

**8 Hours**

**Intermediate Phonetics and phonology:** Mechanics of human language; classification of sounds in air stream mechanism; Phonetic transcription (IPA); intonation; voiced and voiceless sounds.

#### **Unit III**

**9 Hours**

**Introduction to morphology and syntax:** Word formation; words and lexemes; processes of word formation; derivation and the lexicon; structure of word segmentation and analysis; structure and components of a sentence; word order; subject-object-verb; inflection.

**Unit IV**

**8 Hours**

**An Introduction to sociolinguistics:** Varieties of sociolinguistics; language and dialect; register and style; pidgin and creole.

**Unit V**

**8 Hours**

**Pragmatics and semantics:** Pragmatics; literal meaning of words, phrases and grammar; language variation; dialects; meaning and context.

**Essential Reading**

George Yule. *The Study of Language*. New York: CUP. 2006.

**Additional Reading/ Reference books:**

Harris, Randy A. *The linguistics wars*. Oxford: Oxford University Press. 1993.

Lepschy, Giulio C. *A survey of structural linguistics*. London: Faber and Faber. 1972.

E. K. Brown, Keith Brown, Jim Miller. *Syntax: A Linguistic Introduction to Sentence Structure*. 1991.

Martin J Ball, Joan Rahilly. *Phonetics: The Science of Speech*. 1999.

Bauer, Laurie. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press. 2003.

Stockwell, Peter. *Sociolinguistics: A Resource Book for Students*. London: Routledge. 2002.

Jakobson, R. and Halle M. *The Fundamentals of language*. The Hague: Mouton, (2nd edition).

**GHG-346: Short Fiction: Across the World**  
**(Discipline Specific Elective)**

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

**Course Description**

This course is an introduction to short stories written across the world. Students will write stories and short descriptive sketches. Students will read great short stories and participate in class discussions of students' writing and the assigned stories in their historical and social contexts.

**Course Objective:**

1. Familiarize students with genre of short story writing
2. Enable them to read and analyse representative short stories in their socio-cultural contexts
3. Equip students to understand ways in which different writers have addressed issues of narrative technique, plot, character, place and theme.
4. Prepare them to appreciate diverse techniques of writing short stories
5. Encourage them to gain a cosmopolitan perspective by finding universal elements in short fiction

### **Course Outcomes:**

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

1. Get familiar with the genre of short story writing
2. Read and analyse representative short stories in their socio-cultural contexts
3. Understand ways in which different writers have addressed issues of narrative technique, plot, character, place and theme.
4. Appreciate diverse techniques of writing short stories
5. Gain a cosmopolitan perspective by finding universal elements in short fiction

### **Course Content:**

#### **Unit I 8 Hours**

**Introduction:** A Historical Overview; Short Story: Its points of departure/ variance from other literary genres; Edgar Allan Poe: “Tale Writing”; Alan H. Pasco : “On Defining Short Story”

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

**Indian Short Stories:** Shashi Deshpande: “Last Enemy”; Satyajit Ray: “Prof Shonku and the Macaw”

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

**British / American Short Stories:** Arthur Conan Doyle -“A Scandal in Bohemia”; Edgar Allan Poe - “Tell Tale Heart”; James Finn Garner- “Cinderella”

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

**Russian/ French Short Stories Short Stories:** Nikolai Gogol -“The Nose”; Guy de Maupassant -“The Necklace”

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

**South African/ Latin American Short Stories:** Nadine Gordimer- “Country Lovers”, Gabriel

Garcia Marquez - "A very Old Man with Enormous Wings"

**Reference books:**

Deshpande, Shashi. "Last Enemy", *Collected Short Stories Vol 2*. New Delhi: Penguin Books, 2004.

Ray, Satyajit. "Prof. Shonku and Macaw". *Diary of a Space Traveller and Other Stories*. London: Penguin, 2009.

Doyle, Arthur Conan. "A Scandal in Bohemia." *The Complete Sherlock Holmes: All 56 Stories & 4 Novels*. New York: Random House, 1986.

Poe, Edgar Allan. "Tell Tale Heart." *Edgar Allan Poe: Complete Stories and Poems*. New York: Barnes & Noble Inc, 2012.

Garner, James Finn. "Cinderella". *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*. New York: Macmillan, 1994.

Gogol, Nikolai. "The Nose." *The Collected Tales of Nikolai Gogol*. New York: Vintage Classics, 1999.

Maupassant, Guy de. *The Complete Short Stories*. Delhi: Rupa Publications, 2000.

Gordimer, Nadine. "Country Lovers". *Town and Country Lovers*. Sylvester & Orphanos, 1980.

Marquez, Gabriel Garcia. "A Very Old Man with Enormous Wings". *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.

Fink, Ida. "Key Game." *A Scrap of Time and Other Stories*. Pantheon Books, 1987.

Achter, Erik Van. "How First Wave Short Story Poetics came into Being: E. A. Poe and Brander Matthews" Web.

Afridi, Humera. "The Price of Hubris." *And the World Changed*. Ed. Muneeza Shamsee. New York: Feminist Press at The City University of New York, 2008.

Baldwin, James. "Sonny's Blues." *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.

Bama. "Scorn." *The Little Magazine*.

Bates, H.E. *Modern Short Story: Critical Survey*. London: Robert Hale, 1988.

Bloom, Harold. *Short Story Writers and Short Stories*. Philadelphia: Chelsea House Publishers, 2005.

Boynton, Robert W. *Introduction to the Short Story*. Sandton: Heinemann Educational Books, 1992.

Chopin, Kate. "The Story of an Hour." *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.

Christie, Agatha. "The Kidnapped Prime Minister". *Fiction 100: An Anthology of Short Stories*. Ed James H. Pickering. New York: Macmillian Publishing Company, 1992.

Gordimer, Nadine. *Jump and Other Stories*. UK: Bloomsbury Publishing, 2013.

Hogge, Jerrold E. Ed. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.

Hunter, Adrian. *The Cambridge Introduction to Short Story in English*. Cambridge: Cambridge University Press, 2007.

James, Edward. Ed. *The Cambridge Companion to Science Fiction*. Cambridge: Cambridge

University Press, 2003.

Manto, Saadat Hasan. *Manto: Selected Short Stories*. Trans. Aatish Taseer. Delhi: Random House/Vintage, 2012.

Priestman, Martin. Ed. *The Cambridge Companion to Detective Fiction*. Cambridge: Cambridge University Press, 2003.

Tolstoy, Leo. *The Greatest Short Stories of Leo Tolstoy*. Mumbai: Jaico Publishing House, 2009.

## **GHG-352: Cultural Studies** (Generic Elective)

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

### **Course Description:**

The discipline of Cultural Studies has grown quite massive over a period of time. It has become one of the significant fields of critical inquiry in India and abroad. Keeping in mind 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:**

1. Introduce and familiarize students with the discipline of Cultural Studies
2. Locate the significance of cultural studies as an interdisciplinary field
3. Explain the major concepts within Cultural Studies
4. Create an interest among students to relate with and contemplate on cultural phenomena
5. Empower them to Analyse the framework in which Cultural Studies connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)

### **Course Outcomes:**

**At the end of the course, student should be able to**

1. gain familiarity with the discipline of Cultural Studies
2. appreciate the significance of cultural studies as an interdisciplinary field
3. understand the major concepts within Cultural Studies
4. evince an interest to relate with and contemplate on cultural phenomena
5. analyse the framework in which Cultural Studies connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)

**Course Content:**

**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)

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

**Course Description:**

This course 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. Familiarise students to the different strategies, techniques and theories of writing and performance in terms of content, context, meaning and intent
2. Provide an understanding of the relevance of the elements of music, dance, language and the body in performance
3. Acquaint students with other forms of performances which involve ritual, spectacle, carnival, discussed within a cultural framework
4. Enable students to understand the text in relation to performance
5. Empower the student to appreciate cultural nuances in dramatic texts and performances

**Course Outcomes:**

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

1. differentiate different strategies, techniques and theories of writing and performance in terms of content, context, meaning and intent
2. understand the relevance of the elements of music, dance, language and the body in performance

3. gain acquaintance with other forms of performances which involve ritual, spectacle, carnival, discussed within a cultural framework
4. understand the text in relation to performance
5. appreciate the cultural nuances in dramatic texts and performances

## Course Content:

### 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

#### **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)*.

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

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

### **Course Description:**

This course gives an overview on the nature of political science and highlights the attempts for good governments. It examines the concepts, theories and ideologies with reference to politics. It also describes basic concepts like State, Sovereignty, and Democracy to understand the political apparatus.

### **Course Objectives:**

1. Enable the student to interpret State, Ideology, Sovereignty and Democracy
2. Equip the student to compare different ideas and ideologies with reference to state and government
3. Help analyze the evolution of government from primitive times to modern times
4. To understand the participation of individuals in the political affairs of the state
5. To Impart knowledge about the influence of politics in everyday life

## Course Outcomes

Students would be able to

1. Explain the nature of Politics, Political Science and the concepts of Power, the State, and the Nation.
2. Classify the major Political Ideologies and Identities that drive politics domestically and globally.
3. Elucidate the factors influencing the participation of individuals in Democracies through Voting, Political Parties, and Interest Groups; examine the issues of Populism in democracies.
4. Debates on everyday issues such as Food, Sports, and Environment.
5. Analyse everyday politics.

## Course Content:

### Unit I

**9 Hours**

Political Science: Definition, Nature and Scope; Evolution of Political Science; Relation of Political Science with other Social Sciences; Traditional approaches to the study of Political Science; Principles of Political Science, Political Theory: Meaning and approaches;

### Unit II

**9 Hours**

State: Origin, Definitions, Elements and Theories of the State -Liberal, Neo-liberal, Marxist, Pluralist, Post- colonial and Feminist.

### Unit III

**8 Hours**

Political ideologies: Liberalism, Socialism, Marxism, Fascism, Gandhism and Feminism.  
Concept of power: Hegemony, Ideology and Legitimacy.

### Unit IV

**8 Hours**

Sovereignty: Austin's Theory and Pluralist Theory; Monoist and Pluralist; Liberty, Equality, Rights and Justice.

### Unit V

**8 Hours**

Democracy: Principles and characteristics; Classical and contemporary theories; Different models of democracy: Representative, Participatory and Deliberative.

## Reference books:

Rajeev Bhargava & Ashok Acharya. *Political Theory: An Introduction*, Pearson, 2008.  
Andrew Heywood. *Politics*. Palgrave Foundation, New York, 2005.

Aravind Sivaramakrishnan. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*, Sage Texts, 2017.  
A.C. Kapoor. *Principles of Political Science*. S.Chand, 2009.  
C.E.M. Joad. *Introduction to Modern Political Theory*. Oxford University Press.  
O.P. Guba. *An Introduction to Political Theory*. Mayur Paperback; 2016 edition (2016)  
J.C. Johari. *Principle of Modern Political Science*. Sterling, Delhi, 2009.  
S.P. Varma. *Modern Political Theory*, Vikas, New Delhi, 1983.

## **GEP-102: Indian Political Thought (Core)**

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

### **Course Description:**

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

### **Course Objectives**

1. to acquaint students with the vast repository of ideas and institutions produced by Indian philosophers on politics and management of statecraft.
2. to provide inputs on wisdom on politics, kingship, government functioning, including the monarchy and bureaucracy, and their relationship with the people
3. to appraise prominent ancient, mediaeval and modern political thinkers of India and their journey in making India.
4. To distinguish the values of Western and Indian Political thought
5. To evaluate the transition and impact of classical thinking to modern thinking in Indian Philosophy.

### **Course Outcomes**

1. The student will come to know about the ideas of individuals and philosophers on politics and the functioning of government.
2. They will be able to interlink the themes on the functioning of the Monarchy to Democracy and its relationship with the people taking the cue from the ideas of individual thinkers.
3. Students will explain the trajectory of ideas on key political questions and institutions of ancient, mediaeval and modern India.
4. It facilitates scholarly debates and discussions on contemporary India
5. Evaluate different ideologies and its impact on contemporary India

## **Course Content:**

### **Unit I**

**10 Hours**

#### **Classical Thought 1:**

Manu: Dharmasastra – Foundations of Social Organisation, Sources of Law, Origin of State, Science of Polity

Kautilya: Arthasastra – Genesis, Dandaniti, State, Seven Organs Theory, Diplomacy and Statecraft

Mahaveera; Buddha – Ethical Foundations, Origin of State, Rules of Good Conduct, Political Governance – (Sources: Dighanayaka and Anguttaranikaya)

### **Unit II**

**8 Hours**

#### **Classical Thought 2:**

Raja Rammohan Roy –Significance of Freedom, Role of Colonialism, Rational of Social Reform

DayanandSaraswathi – Reform of the Caste Reform, Principal of Political Organization, AryaSamaj

Vivekananda – Gospel of Humanism, Stages of Human Progress,

Rabindranath Tagore – Spiritual Foundations of Humanism, Road to Freedom, Synthetic Universalism

### **Unit III**

**8 Hours**

#### **National Thought:**

DadabhaiNaoroji – Critique on Imperialism, The Drain Theory,

M.G. Ranade – Role of State, Economic Philosophy, Concept of Freedom and Equality, Social Reform

G.K. Gokhale – Ends and Means, Concept of Freedom, Ideas of Nationalism

B.G. Tilak – Rational of Social Reform, National Education and National Reform, Concept of Swaraj, Passive Resistance

AurobindoGhosh – Nationalism as Religion, Technique of Political Struggle, Nationalism and

State, Dimensions of moral freedom, Theory of Passive Resistance, Humanity, Nationalized and spiritualized society

#### **Unit IV**

**8**

##### **Hours**

##### **Modern Indian Thought 1:**

M.K. Gandhi – Satyagraha, Truth and Non-violence, Democracy, Freedom, Equality, Politics and Ethics

J. Nehru – Liberal Nationalism, Anti-imperialism, Complete Independence, Social Ideas, Planning and Development, Modernization, Secularism and Humanism

B.R. Ambedkar- Caste System, Majority and Minority, Constitutional Democracy, Social Justice

Sir Syed Ahmed Khan – Scientific Thinking, Spiritual and Temporal Domains

#### **Unit V**

**8 Hours**

##### **Modern Indian Thought 2:**

Netaji S.C. Bose – Nationalism, Indian National Army, Future India

M.N.Roy – Scientific Humanism, Radical Humanism, Attack on Marxism,

Moulana Azad -

NarendraDev – Moral Foundations of Socialism, Class Conflict and New Life Movement,

R.M. Lohia – Wheel of History, Doctrinal Foundations of Socialism, Road to Democracy and Social Reconstruction, Seven Types of Revolution,

Jayaprakash Narayan – Democracy and Socialism, Fundamental Rights, Gandhism, Sarvodaya, Total Revolution,

##### **Reference books:**

MP Singh & Himanshu Roy. *Indian Political Thought: Themes and Thinkers*, Pearson, 2011.

Joseph Lasco and Leonard Williams, *Political Theory: Classic and Contemporary Readings* (2 vols), Oxford University Press, 2002.

Bidyut Chakrabarty. *Modern Indian Political Thought: Text and Context*. SAGE Texts, 2009.

Sivaramakrishnan, Arvind. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*. SAGE Publications Pvt. Ltd, 2017.

Appadorai, Arjun. *Indian Political Thinking through the Ages*. Khanna Publishers, Delhi, 1992.

M.N. Jha. *Political Thought in Modern India*. Meenakshi Prakashan, Meerut.

V. R. Mehta. *Indian Political Thought*. Manohar, New Delhi, 1996.

V.R. Mehta. *Foundations of Indian Political Thought*. Manohar, New Delhi, 1992.

V.P. Verma. *Modern Indian Political Thought*. Lakshi Narayan Aggarwal, Agra, 1974.

## **GEP-201: Indian Constitution**

(Core)

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

### **Course Description:**

This course introduces the 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 realise the significance of constitution of India to students from all walks of life and help them to understand the basic concepts of Indian constitution.
2. To identify the importance of fundamental rights as well as fundamental duties.
3. To understand the functioning of Union, State and Local Governments in Indian federal system.
4. To learn procedure and effects of emergency, composition and activities of election commission and amendment procedure.
5. Improve knowledge on process of Judiciary and different structures of constitution

### **Course Outcomes:**

Upon completion of this course, the students will be able to:

1. Understand the emergence and evolution of Indian Constitution.
2. Understand the structure and composition of Indian Constitution
3. Understand and analyse federalism in the Indian context.
4. Analyse Panchayathi Raj institutions as a medium of decentralization
5. Understand and Evaluate the Indian Political scenario amidst the emerging challenges.

### **Course Content:**

**Unit I**

**8 Hours**

**Introduction to Indian Constitution:** Constitutional history, Constituent assembly, Salient features of the Constitution, Significance of Preamble, Amending Process of the Constitution.

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

**Rights and Duties:** Citizenship, fundamental rights, Directive Principles of State policy, Fundamental duties.

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

**Union Government:** President and Vice-President: election, removal and powers; Prime Minister and Council of Ministers; Parliament, Supreme Court, Union-State relations; Emergency provisions.

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

**State and Local Governments:** Governor, Legislature, Assembly, Council of Ministers, Chief Minister, High court, Rural and Urban local governments with reference to 73<sup>rd</sup> and 74<sup>th</sup> amendment acts.

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

**Other Constitutional and Statutory bodies:** Comptroller and Auditor General; Attorney General and Advocate General; Tribunals; Public Accounts Committee; S.C and S.T Commissions.

**Reference books:**

J.C. Johari, *Indian Government and Politics*, Vishal Publications, Delhi, 2010.

M.V. Pylee, *Introduction to the Constitution of India*, Vikas Publishing House, Mumbai.

D.D Basu, *Introduction to the Indian Constitution*, Lexis Nexis, Gurgaon, India.

Subhas C. Kashyap, *Our Constitution*, National Book Trust India, New Delhi.

**GEP-202: Indian Government and Politics**

(Core)

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

**Course Description:**

Indian Government and Politics is designed to understand Indian Politics and strategies of freedom struggle and different perspectives of national movement. The course also explicates

the basic structure of the Indian constitution and its other contents. The course will make an assessment of federalism and its functions and challenges.

**Course Objectives:**

1. Explains approaches and strategies in nation freedom and development
2. Enables to understand constitution and its significant factors
3. Shows the center and state relations and its dimension in unity and disunity
4. To enable the students to understand the importance of Constitution, origin, development and its Philosophy.
5. To understand and analyse the structure and functioning of the Government of India.

**Course Outcomes:**

**On completion of the course, students will :**

1. Analyze contemporary interpretations of key documents.
2. Interpret contemporary social movements.
3. Understand historical background, importance, structure of Indian government.
4. Evaluate the various level of government organisations, various commissions for sustaining Democracy.
5. Understand various activities of governmental administrators which includes policy making, the delivery of services and programmes.

**Course Content:**

**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

### **Course Content:**

#### **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-345: Public Administration**  
(Disciplinary Specific Elective)

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

**Course Description:**

This course is designed as a foundational course for the students who seek to understand the basics in the discipline of Public Administration. It encapsulates the conceptual journey from the Wilsonian times to the present day when public administration has tended to redefine and reinvent its role in the changing circumstances of the diminishing role of the state on the one hand and expanding role of the market on the other. The course engages the students with concepts and schools of thinking which would enable them to advance their study and research in organization theory and public policy.

**Course Objective:**

1. To introduce Public Administration as a discipline.
2. To explain different approaches in Public Administration.
3. To give an overview of the Organisation and its Theories
4. To understand and apply motivation and leadership
5. To analyse how the organization has been understood by different schools and how all these reinforce the overall understanding of the organization

**Course Outcomes**

Students will be able to:

1. Distinguish public administration from private administration.
2. Explain how New Public Management and the concept of New Public Service have changed the focus and ways of ensuring the public good.
3. Explain how the organization has been understood by different schools and how all these reinforce the overall understanding of the organization.
4. Distinguish between the content and context theory of motivation.
5. know what leadership skills that organization needs and how conflicts can be managed within the organization

### **Unit I**

**9 Hours**

**Introduction:** Meaning, Scope and Significance of Public Administration; Evolution of the Discipline and its present status; Challenges of liberalisation, privatization and globalization; Good Governance; Electronic Governance - Concepts and Applications; New Public Management (NPM)

### **Unit II**

**8 Hours**

**Administrative Thought:** Scientific Management Theory; Classical Theory; Bureaucratic Theory; Human Relations Theory System Theory

### **Unit III**

**9 Hours**

**Accountability and Control:** Legislative, Executive and Judicial control over administration; Role of Media; Interest Groups; NGOs; Civil Society; Right to Information Act (RTI); Social Audit; Citizen Chapters

### **Unit IV**

**8 Hours**

**Union and State Governments Administration:** President; Prime Minister; Council of Ministers; Cabinet; Central and State Secretariats; Boards and Commissions; Governor; Chief Minister and Council of Ministers; Central- State Relations; Finance Commission; Neeti Ayog

### **Unit V**

**8 Hours**

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

### **Text Book(s):**

Avasti and Maheswari. *Public Administration*. Lakshmi Narain Agarwal Books. Agra, India. 31/E, 2014.

Bl Fadia and Kuldeep Fadia. *Indian Administration*. Sahitya Bhawan. Agra, India.8/E,2014.

### **References:**

Nicholas Henry. *Public Administration and Public Affairs*. PHI Learning. Delhi, India.12/E.

Prasad and Prasad. *Administrative Thinkers*. Sterling Pub. New Delhi, India.2/E.

D.D. Basu. *Introduction to the Indian Constitution*. LexisNexis. Gurgaon, India.21/E.

Ramesh K. Arora and Rajni Goyal. *Indian Public Administration*. New Age International Publishers. New Delhi, India. 3/E.

## **GEP-309: Western Political Thought (Core)**

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

### **Course Description:**

This course deals with the classical thinkers and themes of western political philosophy. It introduces the concepts of justice, contract, implication of human nature, state and individualism, utilitarianism Marxist perspectives. The main objective is to train students in the foundational texts and thinkers of political science.

### **Course Objectives:**

1. understand the history of Western Political Thought and its significance
2. explain various theories of political philosophers
3. compare the implications of Political Theories.
4. analyse the relevant to the contemporary polity.
5. examine the relevance of western political thought in the contemporary era.

### **Course Outcomes**

Students would be able to:

- 1) know the key ideas from the Western political philosophers.
- 2) Explain the preconditions for a good state and justice.
- 3) make a distinction among social contract theories of state on nature, law of nature, nature and form of contract and the emergence of state from the contract.
- 4) answer how and why pragmatism of statecraft played critical role in modern politics

### **Course Content:**

**Unit I**

**8 Hours**

Plato and Aristotle

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

Machiavelli and Hobbes

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

Locke and Rousseau

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

Bentham, J.S. Mill and Green

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

Hegel, Karl Marx, Gramsci and Hannah Arendt

**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. 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. To give an overview on India's relations with major powers of international relations

**Course Outcome**

Upon completion of the course, students will be able to:

- Learn India's relations with its near abroad countries.
- Know about India's relations with far abroad countries
- Understand major areas of India's foreign policy
- Study about India's relations with major international groups in international relations
- Review India's standing position during the crisis.

**Course Content:****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)

L	T	P	C
3	0	0	3

#### Course Description:

The course is intended to introduce International Relations with reference to different approaches and theories to understand international politics. The international relations include power relations, foreign policy, and cooperation based on the time and relationship of the nations.

#### Course Objectives:

1. Demonstrate nature of International Politics
2. Understand International Political Theories
3. Explain the importance of National Power
4. Elaborate the objectives of Foreign Policy
5. Estimate the regionalised world politics

#### Course Outcomes:

Students will able to:

1. Learn India's relations with various countries from its neighboring area
2. Critically understand the China's impact in India's near abroad region
3. Know about India's relations with emerging economies

4. Know about India's relations with Indo-Pacific region countries
5. Critically study the importance of Maritime Security and Naval Diplomacy importance in India's foreign policy

### **Course Content:**

#### **Unit I**

**8 Hours**

Definition, Nature and Scope of International Politics; Objectives of the study of International Politics; Approaches: Realism, Neo-Realism, Idealism, Behaviouralism, Constructivism, Feminism; Similarities and Dissimilarities between National Politics and International Politics.

#### **Unit II**

**9 Hours**

Theories of International Politics: Game Theory, Decision Making Theory, Communications Theory.

#### **Unit III**

**8 Hours**

National Power; Elements of Power; Balance of Power; Forms of Balance of Power; Relevance of Balance of Power; Relevance of Collective Security; U.N. Charter of methods for Peaceful settlement of disputes between the nations

#### **Unit IV**

**9 Hours**

Foreign Policy: The determinants of foreign policy; Foreign Policy Objectives; India's foreign Policy; India's contribution to the Non-Alignment Movement; Different phases, current role; India and the global centres of power: USA, EU, Japan, China and Russia.

#### **Unit V**

**8 Hours**

Regionalisation of World Politics: EU, ASEAN, APEC, NAFTA; Contemporary global concerns: Democracy, Human Rights, Environment, Gender Justice, Terrorism and Nuclear Proliferation.

#### **Reference books:**

Rumki Basu, *International Politics*, Sage Publications.

Kenneth N. Waltz, *Theory of International Politics*, McGraw-Hill Higher Education.

Alexander Wendt, *Social Theory of International Politics*, Cambridge University Press.

Gujral, I.K., *A foreign policy for India*, External Publicity Division, MEA, Government of

India Delhi,1998.

W.D. Coplin, *Introduction to International Politics*, Markham, Chicago,1971.

K. Deutsch, *The Analysis of International Relations*, Prentice Hal, Englewood Cliffs NJ,1967.

C. Brown, *International Relations Theory*, Harvester Wheat sheaf, London, 1975.

## **GEP-344: Urban Governance in India** (Discipline Specific Elective)

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

### **Course Description:**

The course is intended to expose urban and local governance since ancient times to contemporary days. The course will elucidate composition and functions of local governance at different levels. The course will also bring out the challenges in the process of urbanization and also discuss the governance of the local bodies.

### **Course Objectives:**

1. Give a thorough knowledge on urban and local governance
2. Enable to understand operationalization of governance
3. Identify and address the different problem of urbanization
4. Analyze the politics both from internal and external forces
5. Enabling students to understand processes and structures play an important role in the administration of these laws and policies vis-à-vis different classes of citizens

### **Course Outcomes:**

1. Understand the real-life situation in planning practice and recognize the dialectic relationship between cities and the environment
2. Thrive in a rigorous intellectual climate which promotes inquiry through planning research.

3. Work collaboratively toward synthetic design resolution which integrates an understanding of the requirements.
4. Apply visual and verbal communication skills at various stages of the design and delivery process.
5. Produce professional quality and technical drawings/documents.

**Course content:**

**Unit I** **8 Hours**  
 Historical perspective; Urban-Local Governments in ancient times; Urban-Local Governments in Medieval times; Urban-Local Governments under the British. Municipal Government in Post-Independence Period; 74<sup>th</sup> Constitution Amendment Act.

**Unit II** **9 Hours**  
 Composition, Powers and Functions of Urban Local bodies; Municipal Corporations; Municipal Council; Nagarapalika; Local Governance Personnel; Local Governance Finance; Committee System in Local Governance.

**Unit III** **8 Hours**  
 The Metropolis: Concept of Metro polis; Metropolitan and Urban Development Authorities in India.

**Unit IV** **9 Hours**  
 Problems of Urbanisation in India; Growth of Cities; Causes and Consequences; Slums: Causes and Effects; Urban Development Strategies; Administration of Urban Services: Water supply; Health and Sanitation; Housing; Transport.

**Unit V** **8 Hours**  
 Local Government Politics and Elections to Local Bodies; State: Local Government Relations; Modern Trends and Problems in Local Government in India.

**Reference books:**

Singh, H, *Urban Local Government and Administration in India*, Kithab Mahal, New Delhi.  
 Muttalik, M.A, *Theory of Local Government*, Sterling Publishers.  
 Maheswari S.R., *Local Government in India*. Orient-Longman.  
 Avasthi, A., *Municipal Administration in India*, Lakshminarain

Agarwal. Bose, A., *Studies in Indian Urbanisation*, Tata McGraw-Hill.

Ramachandran. R, *Urbanisation and Urban System in India*, Oxford University Press

**GEP-352: Human Rights**  
(Generic Elective)

L	T	P	C
3	0	0	3

**Course Description:**

The course provides an introduction to basic human rights philosophy, principles, instruments and institutions, and also an overview of current issues and debates in the field. This course aims to explore some aspects of the diverse and increasingly complex body of international law of human rights that has both national and international application. The course also seeks to analyze the ways in which allegations of human rights violations are dealt with in the Bulgarian courts and the impact of human rights discourse on international politics and relations.

**Course Objectives:**

1. Educate students to recognize and interpret the nature of and need for human rights to respond to moral violations such as genocide, slavery and trafficking, torture, denial of liberty, and world poverty.
2. Encourage students to identify, compare, and appraise diverse cultural and theoretical representations of human rights.
3. Identify human rights as evidenced in scholarship, literature and the arts, legal decisions, historical events and narratives, and cross-cultural traditions and norms.
4. Prepare students to design and critically assess multidisciplinary connections to human rights both across the university and within their own educational programs.
5. Engage students to participate in human rights practice through high impact student learning experiences, such as a capstone project, service learning, internships, or study abroad opportunities.

**Course Outcomes:**

1. The emerging issues to human security like armed conflicts, cross border migration, organised crimes and terrorism.
2. Pandemics as a threat to human security
3. The relevance of Human Rights in contemporary times
4. The natural resources termed as Global Commons and the need to protect them.
5. Food and Energy security as components of sustainable development.

## Course Content:

### 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.

## **GMP-101: Introduction to Mass Communication (Core)**

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

### **Course Description:**

Understanding the basic concepts of Mass communication and various communication theories and exploring the barriers of communication and models of communication.

### **Course Objectives:**

1. To introduce students to various path breaking theories of communication.
2. To develop the knowledge of basic elements of Communication.
3. To inculcate the knowledge of communication models.
4. To introduce students to the theories of Communication.
5. To acquaint students with the various types of Communication.

### **Course Outcomes**

After this course, students will be able to:

1. Introduce themselves to the theories of Communication.
2. Gain 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 7Cs of Communication.

### **Unit I**

**9 Hours**

**Introduction to Communication:** Meaning and importance; definitions, concept and elements of communication process; need for communication; evolution of communication: Functions of Communication. different milestones in communication from smoke signals to smart phones; variables of communication: emotional and cultural; different forms of communication: verbal, nonverbal, written communication, Seven C's of Communication, Barriers of Communication, Models of Communication, Types of Communication.

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

**Communication Process:** Levels of communication: intra-personal, inter-personal, group, mass media communication. Models: Aristotle - SMR, SMCR, Shannon and Weaver, Lasswel, Osgood, Dance, Schramm, Gerbener, Newcomb, convergent and gate-keeping, communication and socialization

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

**Brief introduction to Communication Theories:** Powerful Effects Theory; Magic Bullet Theory; Two-step flow- opinion leaders, Limited Effects theory into effects theory all over again; Press theories- Authoritarian, Libertarian, Soviet Communist and Social Responsibility. New Press Theories- Democratic and Participatory press theory, and Developmental press theory. Communication effects theories, agenda setting, Framing theory, cultivation, uses and gratification, Rogers' theory of Diffusion of Innovation. Normative media theories. Visual Communication theories, Marshall McLuhan's Theory of Media Classifications.

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

**Mass Communication:** Nature and process of mass communication, media of mass communication, characteristics and typology of audiences. Ownership patterns of mass media, ethical aspects of mass media. An over view of media in India: Print media, Broadcast media, Status of Regional media; New media, Advertising/ PR, Traditional media, Mass media audiences.

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

**Medium of Mass Communication:** Classification of Media – Various Types – Traditional Media – Classical and Folk Media – Modern Media.. Brief history of Films, Photographs, Radio and TV. Films, Photographs, Radio, TV as medium of Mass Communication.

**Reference Books:**

- Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 2017.
- Singhal, Arvind, and Everett M. Rogers. *India's Communication Revolution: from Bullock Carts to Cyber Marts*. Sage, 2001.
- Bel, B. et al. *Media and Mediation*, Sage, New Delhi. 2005.
- Bernet, John R., *Mass Communication, an Introduction*, Prantice Hall. 1989.
- Cyber Mohalla from Sarai Reader: Shaping Technologies, 187 and page 190-191.
- Fiske, John. *Introduction to Communication Studies*, Routledge. 1982.
- Gupta, Nilanjana ed. *Cultural Studies*, World View Publishers. 2006.
- McQuail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
- Miller, Katherine. *Communication Theories: Perspectives, processes and contexts*, McGraw Hill. 2004.
- Michael Ruffner and Michael Burgoon. *Interpersonal Communication*, Thomson Learning. 1981
- Narula, Uma. *Mass Communication -Theory and Practice*, Har-Anand Publications, New Delhi. 2001.
- Small, Suzy. "SMS and Portable Text" in Sarai Reader 03: Shaping Technologies.
- Williams, Kevin. *Understanding Media Theory*. 2003.

Baran, S.J.. *Introduction to Mass Communication*. New York: McGraw Hill. 2002.  
Berko, W. & W.. *Communicating*. New Jersey: Prentice Hall. 1989.

## **Print Media Production** (Core)

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

### **Course Description:**

Understanding the fundamentals of the most common printing methods regarding the printing process and press configuration and describes how print quality can be evaluated subjectively with the help of Instruments. Applying the different types of print areas and use for the print finishing techniques.

### **Course Objectives**

1. Learn basics of design
2. Learn the basics of graphics application
3. Learn basics of layout and design
4. Understanding composition for printing
5. Understanding basic editing for print

### **Course Outcomes**

Students will be able to:

1. Describe the fundamentals of the most common printing methods regarding the printing process and press configuration
2. Analyse how print quality can be evaluated subjectively with the help of instruments
3. Understand the principles for, the different types of as well as the areas of use for print finishing techniques
4. Illustrate the premises for, and the steps involved in establishing, a colour-managed process
5. Perform Basic editing process in print

### **Course Content**

#### **Unit I**

**9 Hours**

**Journalism and Society:** Media and Democracy: the Fourth Estate, freedom of expression, Article 19 of the Constitution of India, forms of journalism: news, features, opinions, yellow, tabloid, penny press, page 3; changing practices: new/alternative media, speed, circulation.

Agenda setting role of newspapers- Ownership, Revenue, Editorial policy; Citizen Journalism, Investigative journalism; Celebrity/ Page 3 journalism; Ethical debates in print journalism - Paid news, Advertorials

## **Unit II**

**8 Hours**

**Principles of Journalism:** Examination of principles and social theory underlying the practice of journalism; social responsibility and ethics; positioning, accuracy, objectivity, verification, balance and fairness; defining spot/action, statement/opinion, identification/attribution; news vs opinion, hoaxes. News: meaning, definition, nature; space, time, brevity, deadlines; five Ws and H, inverted pyramid; sources of news, use of archives, use of internet; from the event to the reader/ audience.

## **Unit III**

**8 Hours**

**Language and Narrative of News:** Constructing the story: selecting for news, quoting in context, positioning denials; transitions, credit line, byline, and dateline; styles for print, electronic and online journalism; Robert Gunning: principles of clear writing; Rudolf Flesch's Formula - skills to write news, News Gathering: Cultivating sources-interviews, press conferences, news reporting, beat reporting, accident and disaster reporting, crime and legal reporting, election reporting, sports reporting, business reporting, investigative and interpretative reporting; National and international news agencies, sting operations;

## **Unit IV**

**9 Hours**

**News Story - Structure and Copy Editing:** Inverted pyramid and other narrative styles; lead writing; various kinds of lead writing; readability factors, Fundamentals of news editing, functions of editing, and editorial hierarchy in electronic media. Rewriting techniques; space saving techniques; readability formula; style sheet; copy reading and proof reading symbols; headline writing; various types of headlines

## **Unit V**

**8 Hours**

**Production of a Newspaper:** Planning for print: size, anatomy, grid, design; Format, typography, copy, pictures, advertisements; Plotting text: headlines, editing pictures, captions; Front page, Editorial page, Supplements; Technology and Page making techniques: layout, use of graphics and photographs; Printing Processes: Traditional vs modern; Desk Top Publishing: Quark Express, Coral Draw, Photoshop, **Layout and Design:** Principles and systems of design; systems of page makeup (modular and grid make up, formal and symmetrical balance, informal and asymmetrical balance, circus make up); pullouts; use of page make up and design software; picture editing; cutline and caption; info graphics; bumpers; info boxes; timeline and fast-fact-boxes

**Reference Books:**

- Hicks, Wynford, et al. *Writing for Journalists*. Routledge, 2016.
- Bull, Andy. *The NCTJ Essential Guide to Careers in Journalism*. Sage Publications, 2007.
- Bruce D. Itule and Douglas A. Anderson, *News writing and reporting for today's media*, McGraw Hill Publication.
- Flemming, Carole and Hemmingway, Emma. *An Introduction to Journalism*, Sage, London, 2005.
- Franklin, Bob, Hamer, Martin, Hanna, Mark, Kinsey, Marie, Richardson, John E.: *Key Concepts in Journalism Studies*, Sage, London, 2005.
- Harcup, Tony. *Journalism Principles and Practice*, Sage, London, 2009.
- Schudson, Michael. *Sociology of News*, W.W. Norton, New York, 2011.
- Schwartz, Jerry. *Associated Press Reporting Handbook*, McGraw-Hill, New York, 2002.
- Smith, Jon. *Essential Reporting*, Sage, London. 2007.
- Truss, Lynne. *Eats, Shoots & Leaves*, Profile Books, London, 2003.
- Watson, Don. *Gobbledygook*, Atlantic Books, London, 2003.
- Willis, Jim. *The Mind of a Journalist*, Sage, London, 2010.
- Fred Fedler, John.B.Bender, Lucinda Devenport & Michael W. Drager. *Reporting for the Media*, OUP, New York, 2001.
- Richard Keeble. *Print Journalism; A Critical Introduction*. Routledge, London, 2005.
- Vir Bala Aggarval. *Essentials and Practicals of Journalism*. Concept Publishing, New Delhi.
- Kamath, M.V. *Professional Journalism*, Vikas Publications.
- Hough, George A. *News Writing*. Kanishka Publishers, New Delhi. 1998.
- Hodgson F. W. *Modern Newspapers practice*, Heinemann London, 1984.
- Sarkar, N.N. *Principles of Art and Production*, Oxford University Press.
- Allan, Stuart. *Journalism Critical Issues*. Open University Press, 2010.

**GMP-201: Visual Media Production****(Core)**

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

**Course Description:**

Mastering the concepts of Video Production – Television and Film. And understand the concept of audio production and broadcasting. Handle and functioning of video camera, sound, and light equipment. Recording and producing the programs related to TV and films.

**Course Objective:**

1. Understanding the development process of making video production
2. To understand basic operations and functions of a video camera.
3. To describe techniques of lighting for video production and to describe the methods of recording and mixing of sound in video production.
4. To understand the role of aesthetics in visual composition.
5. To learn about postproduction work in TV programs.

**Course Outcomes:**

1. The course explores the media and tools that create imaging and how these tools are integrated into the Visual Communication process.
2. Design relates to industry, human perception, and the visual process along with the tools and techniques of visual communication.
3. To be able to identify the various media laws and their implications on conduct of media
4. Articulate how works of art and architecture reflect and relate to the natural and built environments of their time.
5. To be able to understand the differences between several visual communication models, including semiotics and formalism.

**Course content:**

**Unit I**

**9 Hours**

**Visual Communication:** Definition, need; the visual process; visual communication theories: sensual, perceptual and cognitive; chunking theory and their implications on human information processing; introduction to visual perception and Gestalt laws of organization; introduction to information theory and its application to spatial and spatio-temporal message design; concept of attention in perception; relationship between message design and attention

**Unit II**

**8 Hours**

**Visual Language and Aesthetics:** Visual power; visual pleasure; visuality; visual elements, features and principles: picture definition, line, colour, discipline; relationships: syntactics, semantics and pragmatics; viewpoints, point of reference and framing; explorations in visual abstraction; structure and appearance; form in nature; exploration of visual images with analogies from nature

**Visual Ergonomics:** Understanding of human physical characteristics and limitations with respect to the environment as related to visual communication; environmental conditions of illumination; figure and ground – relationships; ergonomics as applied to visual-legibility studies; implications for use of text and graphics; use of eye movement; readability issues with respect to static and dynamic text at short and long viewing distance; ergonomics related to readability issues on display devices

### **Unit III**

**9 Hours**

Conceiving the idea; theme and story, screenplay, dialogue; script development, short division, identification of recording/shooting medium (film/video), financing, casting and major staffing (production crew), location scouting. Budgeting; choosing the right equipment, schedule and location planning; audition for actors/actresses, casting and scheduling; role of production crew - director, assistant director, producer, production controller, cinematographer/videographer; camera assistant(s), properly and wardrobe identification and preparation, identification of make-up requirements, special effects identification and preparation, production schedule, set construction, script locking, script read-through with cast.

### **Unit IV**

**8 Hours**

**Scripting:** The art of writing for films; fundamentals of screen writing; script formats; stages of script and screenplay - idea, research, treatment, draft script, revision of script; scripts for film/TV fiction and non-fiction, educational documentaries, docudramas and advertisements, script and story board. **Script to Storyboard:** From script to story board; objectives and structure of story board; story board styles; story board exercises. shot division of script;

### **Unit V**

**9 Hours**

**Camera and Lighting:** Shot types - extreme long shots (ELS); long shots (LS); medium long shots (MLS); medium closeup (MCU); big close-up(Bcu); extreme close-up(Ecu); low angle shots; high angle shots; extreme wide shot, camera lighting accessories, exterior and interior photography, conventional lighting, special effects lighting, spot audio, location sound ambience, "point of no return", pick-up shots, review before pack-up.

### **Reference Books:**

- Zorian-Lynn, Joanne. Presenting for TV and Video. A. & C. Black, 2001.  
Harris, Christopher R., and Paul Martin. Lester. Visual Journalism: a Guide for New Media Professionals. Allyn and Bacon, 2002.  
Trewin, Janet. Presenting on TV and Radio: an Insiders Guide. Focal, 2003.  
Lester, Paul Martin. Visual Communications Images with Messages. Wadsworth, 2000.  
Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008.  
Ware, Colin. *Visual Thinking: for Design*, Morgan Kaufmann Publishers. 9 April 2008.  
James Thomas. *Script Analysis for Actors, Directors, and Designers*, 3<sup>rd</sup> edition, Focal Press, 1992.

Peter W. Rea & David K. Irving. *Producing and Directing the Short Film and Video*, Focal Press, 2001.

Gerald Millerson. *Video Production Handbook*, New Delhi, Focal Press, 1992.

Michael K. Hughes. *Digital Film Making for Beginners: A Practical Guide to Video Production*, Mc Graw-Hill Professional, 2012.

*Television: Critical Methods and Applications*, Blue Print London, 1995.

Gerald Millerson & Jim Ovens. *Video Production Handbook*, Focal Press, 2004.

Catherine Kellison. *Producing for TV and Video*, Focal Press, 1999.

Jim Ovens. *Television Production*, Focal Press, 2012.

Andrew H. Utterback. *Studio Television production and Directing*, Focal Press, 2012.

Richard Harrington Abba Shapiro Robbie Carman. *Final cut studio on the spot*, Focal Press.

Mollison, Martha. *Producing Videos: a Complete Guide*. Allen & Unwin, 2003.

## **GMP-341: Digital Movie Making** (Discipline Specific Elective)

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

### **Course Description:**

This course aims at providing a comprehensive understanding of film and its various genres and forms. Understanding of the critical and technical language associated with film studies, including genres, classic narrative form and non-narrative forms, mise-en-scene, cinematography, editing, sound, and modes of screen reality.

### **Course Objectives**

1. To make the students to get acquainted with the digital film making equipment and the terminology associated with it.
2. Create and use pre-production documents such as storyboards, shooting scripts, proposals, instructional design scripts, shot lists, editing scripts, text lists, lighting design documents, wardrobe lists and location diagrams.
3. To write, direct, produce and broadcast a quality digital video product
4. Demonstrate industry level ability and familiarity in Digital Video Technology by analysing digital videos in a variety of genres (Commercial, Documentary, Short Films and Instructional videos)
5. Basic film editing will be observed and learned

## Course Outcomes

Students will be able to:

1. Analyse the historical and theoretical foundations of filmmaking;
2. Create film work that manifests the filmmaker's unique voice;
3. Apply current best practices in cinematography, editing and other crafts
4. Effectively manage the resources and logistics required to produce a film;
5. Analyse the relationship between film and other art forms and intellectual disciplines.

## Course Content

### Unit I

**8 Hours**

History of world cinema, various film movements, classical Indian cinema, Indian parallel cinema, art films; regional films, commercial movies, celluloid to digital, rise of short films, contemporary digital movie.

### Unit II

**8 Hours**

Conceiving the idea; theme and story, screenplay, dialogue; script development, the art of writing for films; fundamentals of screen writing; script formats; stages of script and screenplay - idea, research, treatment, draft script, revision of script; scripts for film/TV fiction and non-fiction, educational documentaries, docudramas and advertisements, script and story board.

### Unit III

**9 Hours**

Director's role, film jargon, shot division, identification of recording/shooting medium (film/video), financing, casting and major staffing (production crew), location scouting. Budgeting; choosing the right equipment, schedule and location planning; audition for actors/actresses, casting and scheduling; role of production crew - director, assistant director, producer, production controller, cinematographer/videographer; camera assistant(s), properly and wardrobe identification and preparation, identification of make-up requirements, special effects identification and preparation, production schedule, set construction, script locking, script read-through with cast.

### Unit IV

**8 Hours**

**Camera and Lighting:** Shot types - extreme long shots (ELS); long shots (LS); medium long shots (MIS); medium closeup (MCU); big close-up(Bcu); extreme close-up(ECU); low angle shots; high angle shots; extreme wide shot, camera lighting accessories, exterior and interior photography, conventional lighting, special effects lighting, spot audio, location sound ambience, "point of no return", pick-up shots, review before pack-up.

### Unit V

**9 Hours**

Digitizing Process: Basic Editing Methodology. Grammar of editing. Editing Process. Use of Visual Effects, Colour Correction, Sound Editing, Sound Mixing, Dubbing, Rendering Master

Print, Film marketing & Distribution, Understanding the Film Market, Promotion and Marketing of Films, Promotions, Film festivals.

**Reference Books:**

Nowell-Smith, Geoffrey, and Ahmet Fethi. Dünya Sinema Tarihi = The Oxford History of World Cinema. Kabalcı, 2008.

Virdi, Jyotika, and Rajinder Dudrah. The Cinematic Imagination. Rutgers University Press, 2003.

Saran, Renu. History of Indian Cinema. Diamond Pocket Books, 2012.

Robert Rodriguez (1996), Rebel Without a Crew, U.S : Penguin.

Bordwell, David, et al. Film Art: an Introduction. McGraw-Hill Education, 2020.

Bobbie O’Steen. The Invisible Cut: How Editors Make Movie Magic

Chandler, Gael. Cut by Cut: Editing Your Film or Video. Michael Wiese, 2012.

Murch, Walter. In the Blink of an Eye: a Perspective on Film Editing. Silman-James Press, 2001.

Dmytryk, Edward, and Andrew Lund. On Film Editing: an Introduction to the Art of Film Construction. Routledge, 2019.

Chandler, Gael. Film Editing: Great Cuts Every Filmmaker and Movie Lover Must Know. Michael Wiese Productions, 2009.

Oldham, Gabriella. First Cut: Conversations with Film Editors. University of California Press, 2012.

Rabiger, Michael, et al. Directing Film Techniques and Aesthetics. Focal, 2013.

Ascher, Steven, et al. The Filmmakers Handbook: a Comprehensive Guide for the Digital Age. Plume, 2019.

Mamet, David. On Directing Film. Penguin, 1994.

Benjamin Pollack. Filmmaking: From Script Through Distribution, EU & US: Amazon Media. (2010)

Richard T. Kelly. The Name of this Book is Dogme95, Faber & Faber Film, (2011)

**GEM-202: Advertising, Public Relations and Media**  
(Core)

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

**Course Description:**

This course will acquaint students about managing promotions and functions of PR and Crisis management. It will further discuss the functions of ad agencies, regulatory bodies, and ethical issues in advertising. it will help in the understanding of subjects including Communication, Advertising, Public Relations, Corporate Communication, Research Methodology.

**Course Objectives**

1. To demonstrate the breadth of advertising and communications tools available today.
2. To provide real world examples of success
3. To introduce the student to the strategic process of developing advertising & Public Relation
4. To provide the student with practical hands-on problem-solving experience.
5. Understand media laws and ethics for advertising and Public Relations.

## Course Outcomes

Student will be able to:

1. Demonstrate an understanding of the overall role advertising plays in the business world.
2. Demonstrate an understanding of advertising strategies and budgets.
3. Identify and understand the various advertising media.
4. Demonstrate an understanding of how an advertising agency operates.
5. Understand media laws and ethics for advertising and PR

## Course Content

### Unit I

**8 Hours**

**Introduction:** The Advertisement as Communication; Capitalism and the Advertising Industry; Theories of Advertising - Information, Service, Ideology; Grammar of Advertisements - print, audio-visual

### Unit II

**8 Hours**

**Advertising through Print, Electronic and Online media:** Types of media for advertising; Segmentation, Positioning and Targeting; Media selection, Planning, Scheduling; Market strategy and Branding; Advertising Budget; Campaign Planning, Creation and Production

### Unit III

**9 Hours**

**Public Relations- Concepts and Practices:** Introduction to Public Relations; Growth and development of PR; Importance, Role and Functions of PR; Principles and Tools of Public relations; Organization of Public relations: In house department vs consultancy; PR in govt. and Private Sectors; Govt's Print, Electronic, Publicity, Film and Related Media Organizations

### Unit IV

**8 Hours**

**PR-Public and Campaigns:** Research for PR; Managing promotions and functions; PR Campaign-planning, execution, evaluation; Role of PR in Crisis management; Ethical issues in PR-Apex bodies in PR- IPRA code - PRSI, PSPF and their codes

## Unit V

9 Hours

**The Ad Agency-Practices:** Profile of the advertising professional; Encoding the Ad; Cultural Codes; Ethical Issues in Advertising - Regulatory Bodies

### List of Projects

- Design an ad copy for a product
- Script writing for electronic media (Radio jingle, TV Commercial)
- Planning & Designing advertising campaigns
- Critical evaluation of advertisements
- Writing a press release.
- Planning and designing PR campaign
- Assignment on crisis management

### Indicative Reading List

David Ogilvy, *Ogilvy on Advertising*, Pan/Prion Books.

Frank Jefkins, *Advertising Made Simple*, Rupa& Co.

Chunawalla, *Advertising Theory and Practice*, Himalaya Publishing House.

Jethwaney Jaishri, *Advertising*, Phoenix Publishing House.

Jefkins Frank Butterworth, *Public Relation Techniques*, Heinmann Ltd.

Heath Robert L, *Handbook of Public Relations*, Sage Publications.

Dennis L. Wilcoxe& Glen T, *Public Relations*, Pearson.

Cutlip S.M and Center A.H., *Effective Public Relations*, Prentice Hall.

Kaul J.M., Noya Prakash, *Public Relation in India*, Calcutta.

Goldman, R. *Reading Ads Socially*, London Routledge, 1992.

## GEM-252: Communication for Special Needs

(Generic Elective)

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

L	T	P	C
1	0	4	3

### Course Description:

Understanding the influence of media images and stories on social norms; misrepresentation, defamation, and lack of representation; disability issues as rights issues and also the use of new image technologies; production of campaigns for social and political change through visual evidence.

### Course Objectives:

1. Understanding communication and language impairments in individuals with autism spectrum disorder and related disabilities.
2. Understanding the process and components of communication of individuals and Communication and Media for the Differently Abled

3. Applying communication characteristics of individuals towards Media Representation of the Differently abled
4. Define areas of exceptionality and special education.
5. Identify exceptionality as to genetic and/or environmental causes.

**Course Outcomes:**

1. Explain how children develop an awareness of similarities and differences.
2. Describe learning experiences that promote children's appreciation and respect for all individuals and groups.
3. Describe available screening and assessment instruments.
4. Discuss classification and labeling of children with special needs.
5. Identify individuals and their roles in developing and implementing educational and family service plans.

**Unit I**

**8 Hours**

**Defining Special Needs:** Disability and the question of access; physical, emotional, behavioral, or learning disability or impairment; requirement of additional or specialized services, assistive devices, and special facilities; the discourse of marginalization (gender, poverty, access); the Indian scenario and the global scenario

**Unit II**

**9 Hours**

**Communication and Media for the Differently 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)**  
**(w.e.f Admitted Batch 2020-2021)**

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

**Course Description:**

Understanding the Global Media and Studying the role of media during various global conflicts. A glance at the cultural politics, media hegemony and debates on freedom of expression.

**Course Objectives**

1. Understanding Media and International Communication
2. Learn about global media and information society
3. Understanding of media conglomerates and the global market
4. Understand the effect of global conflict on world media
5. Understand the ideology and the cultural inference behind global media

**Course Outcomes**

Students will be able to:

1. Understand the global communication and the rise of popular media, and how information played its role in crucial developments in the world.
2. Analyse the impact of globalization on society, economy.

3. Identify the expansion of global market across the borders.
4. Illustrate the role of media during various global conflicts.
5. Explain the cultural politics, media hegemony and debates on freedom of expression.

## Course Content

### 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 345 - Film Appreciation**

**(Generic Elective)**

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

### **Course Description:**

The course provides an opportunity to read literature and watch movies to explore socio-cultural and literary and theory issues in films and media. It presents theoretical inputs to understand the role of popular culture and explores issues of identity and identity construction critically. It also introduces the necessary technical knowledge needed to understand film making. The course explores the context and content of the new media.

### **Course Objectives:**

1. To become an active viewer of cinema, developing one’s own informed perspective through personal engagement with films using analytical tools and techniques.
2. Understand the way that content, form, and contexts work together to create meaning in film.
3. Be able to critically explore how film is a dynamic, multi-faceted medium, and how a work is created and received from a cultural, ideological and theoretical perspective.
4. Understand the myriad of creative and technical choices that construct a work, and how ultimately each individually impacts a finished film.
5. Identify and use key concepts, models and tools in film criticism.
6. To consider film’s position in participatory culture and the shifting convergent media landscape.

### **Course Outcomes**

Students will be able to:

1. Apply theoretical, critical, and historical concepts when making style choices in their own projects and in referencing or analysing the medium of cinema.
2. Engage in the use and analysis of emerging technologies.
3. Demonstrate the ability to depart from traditional or comfortable ways of thinking, to explore, to wander, to get lost, to journey down unfamiliar channels and emerge with renewed perceptions in order to innovate and add to cinematic practice.
4. World cinema, appreciation and inclusion
5. Indian cinema, appreciation and inclusion

## **Course Content**

### **Unit I 8 Hours**

Theme, story and screenplay; cinematic terms; Semiotics; Cinematography and Editing: time, space, narrative and shot; Set and design, lighting; sound/ music

### **Unit II 9 Hours**

Feature films and short films; documentaries; Introduction to Indian cinema; History of Indian cinema- Dadasaheb Phalkey, Bombay Talkies, mythological; Cubism, Realsim, Neo-realism; other arts and cinema- theatre, painting

### **Unit III 8 Hours**

Importance accorded to song and dance; actors and personality cults; mythological films; formula in cinema; melodrama in Indian cinema

### **Unit IV 9 Hours**

High culture vis-a-vis low culture; 'B' movies; satire; cult; remakes; Japanese Cinema; British Cinema; Chinese/ Korean Cinema; Latin American Cinema; Regional Cinema in India

### **Unit V 8 Hours**

Major turning points and trends in cinema; parallel cinema in India; Language in Indian Cinema- English Bollywood movies; Impact of the multiplex system

### **Reference books:**

Bordwell, David and Thompson, Kristin, *Film Art: An Introduction*, 7th ed. New York: McGraw-Hill Co., 2004.

Kawin, Bruce, *How Movies Work*. Berkeley and Los Angeles: University of California Press,

1992.

Cook, David A., *A History of Narrative Film*, 4th ed. New York: W.W. Norton & Co., 2004.

Goodykoontz, Bill. *Film: "From Watching to Seeing"* (2nd Edition).

## **GEM-303: Media, Ethics and the Law**

(Core)

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

### **Course Description:**

This course gives an understanding of the Indian Constitution specially article 19(1). It helps in understanding the roles, responsibilities and powers of different media authorities. Explore the working process of legislature, executive and judiciary and to analyze the different media ethics and laws of print, electronic and web media.

### **Course Objectives:**

1. Learn the media framework outlined by the constitution
2. Discuss and learn about the various technological media ethics
3. Gauge and understand social, ethical and moral parameters of media
4. Learn about various media associations for the weaker sectors of the society
5. Understand media regulation
6. Emphasis on social responsibility of media

### **Course Outcomes**

1. Students will be able to identify ethical issues faced by the media and discuss trends in commercialization of news
2. Students will be able to discuss the various media laws and their implications on conduct of media
3. Students will be able to analyze the issue of media regulation in India
4. Emphasis on the concept of media for social welfare will be understood
5. Identification of the positive, developmental power of the media will be understood.

### **Course Content:**

**Unit I**

**8 Hours**

**Ethical Framework and Media practice:** Freedom of expression (Article 19(1)(a) and Article 19(1)2); Freedom of expression and defamation- Libel and slander; Issues of privacy and Surveillance in Society; Right to Information; Idea of Fair Trial/Trial by Media; Intellectual Property Rights; Media ethics and cultural dependence

**Unit II**

**9 Hours**

**Media Technology and Ethical Parameters:** Live reporting and ethics; Legality and Ethicality of Sting Operations, Phone Tapping; Ethical issues in Social media (IT Act 2000, Sec 66 A and the verdict of The supreme court); Discussion of Important cases; Some Related laws- Relevant sections of Broadcast Bill, NBA guidelines

**Unit III**

**8 Hours**

**Representation and ethics:** Advertisement and Women; Related Laws and case studies- Indecent representation of Women (Prohibition) Act, 1986 and rules 1987, Protection of Women against Sexual Harassment Bill, 2007, Sec 67 of IT Act; 2000 and 292 IPC

**Unit IV**

**8 Hours**

**Media and Regulation:** Regulatory bodies, Codes and Ethical Guidelines; Self-Regulation; Media Content- Debates on morality and Accountability

**Unit V**

**9 Hours**

**Media and Social Responsibility:** Economic Pressures; Media reportage of marginalized sections- children, dalits, tribals, Gender; Media coverage of violence and related laws - inflammatory writing (IPC 353), Sedition, incitement to violence, hate speech; Relevant Case Studies – Muzaffarpur Riots, Attack on civil liberties of individuals and social activists

**Reference books:**

- Thakurta, ParanjyGuha, *Media Ethics*, Oxford University Press, 2009.  
Barrie mcDonald and Michel petheran. *Media Ethics*, Mansell,1998.  
Austin Sarat. *Where Law Meets Popular Culture* (ed.), The University of Alabama Press, 2011.  
Vikram Raghvan, *Communication Law in India*, Lexis Nexis Publication,2007.  
Iyer, Vekat. *Mass Media Laws and Regulations in India*-Published by AMIC, 2000.

**GEM-341: Development Communication**  
**(Discipline Specific Elective)**

L	T	P	C
3	0	0	3

**Course Description:**

This course is an Introduction to development for social change, Millennium Development Goals and Sustainable Development Goals. Understanding various strategic approaches to Development Communication. Focusing on paradigms and linear Models of Development Communication. Explaining about the designing for outreach with different media for the development communication. Discussing the historical overview of Development Communication in India.

### **Course Objective:**

1. To develop understanding of development issues
2. To contribute positively towards the development process of country as responsible mass communicators.
3. To understand the role of communication for rural, urban and tribal development.
4. To know development communication approaches and development support communication. To help students understand the role of international development agencies.
5. To give a historical overview of Development Communication in India

### **Course Outcome:**

Upon completion of the course, students will be able to :

1. Understand the development for social change, Millennium Development Goals and Sustainable Development Goals.
2. Identify various strategic approaches to Development Communication
3. Focus on paradigms and linear Models of Development Communication
4. Design for outreach with different media for the development communication.
5. Attain a historical overview of Development Communication in India

### **Course Content:**

#### **Unit I**

**8 Hours**

**Social Change and Issues in Development:** Global Parameters of Development and India; Global and Regional Initiatives –Millennium Development Goals, human rights, social inclusion, gender, ecology and sustainable; development, public health, family welfare; Communication and Social Change; Media and Social Marketing

#### **Unit II**

**9 Hours**

**Strategic Approaches to Development Communication:** Development Support Communication-RTI, Social Audits, Grass-root activism, Whistleblowers, NGOs, other

agencies; Wood's Triangle; Multi-Media Campaigns, radio, cyber-media, KAP Gap; Diffusion of Innovation; Magic Multiplier; Empathy

**Unit III**

**9 Hours**

**Paradigms of Development Communication:** Linear Models - Rostow's Demographic transition, transmission; Non-Linear - World System Theory, Marxist Theory; Dependency Paradigm – centre-periphery, unequal development, development under development; Alternative Paradigms –participatory, think local/act global think global/act local

**Unit IV**

**8 Hours**

**Development Communication- Praxis:** Designing the Message for Print; CommUnit-y Radio and Development; TV and Rural Outreach; Digital Media and Development Communication

**Unit V**

**8 Hours**

**Development Communication in India:** A historical overview; the current scenario; creating awareness; the real social situation in which people operate; catalyzing local development activities, local development: planning, communication and implementation; beyond the conventional mass media; interpersonal as well as traditional modes; communication for change not merely dissemination of information about developmental activities

**Reference books:**

Gupta V.S. *Communication and Development*, Concept Publication, New Delhi.  
Ganesh S. *Lectures in Mass Communication*, India Publishers, 1995.  
Murthy D V R, *Development Journalism, What Next?* Kanishka Publication, New Delhi.  
Melkote Srinivas R. & H. Leslie Steeves. *Communication for Development in The Third World*, Sage Publications.  
Joshi Uma. *Understanding Development Communication*, Dominant Publishers, New Delhi.

**GEM-342: Media, Industry and Management**

**(Discipline Specific Elective)**

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

**Course Description:**

This course covers the fundamentals of media management. What a manager should know and do as a marketer in order to develop a successful new product and also for students to gain a firm understanding of the steps necessary to bring a new product from concept to successful launch.

## Course Objectives

1. Understand media management
2. Learn and analyze issues and challenges pertaining the media industry
3. Understand roles, responsibilities, guidelines of a media organization
4. Understand media economics, strategic marketing in media
5. Discuss and learn from case studies

## Course Outcomes

Students will be able to:

1. Analyze the economic structure of content industries and businesses.
2. Apply the principles of program development and creation.
3. Examine the business strategies underlying content marketing and exploitation.
4. Study the audience measurement and activity across media platforms, including broadcast ratings, website activity, downloads.
5. Discuss and learn from case studies

### Unit I

**8 Hours**

**Media Management: Concept and Perspective:** Concept, origin and growth of Media Management; fundamentals of management; management school of thought

### Unit II

**9 Hours**

**Media Industry - Issues and Challenges:** Media industry as manufacturers; manufacturing consent, news and content management; market forces, performance evaluation (TAM, TRP, BARC and HITS) and market shifts; changing ownership patterns

### Unit III

**8 Hours**

**Structure of News Media Organizations in India:** Role responsibilities and hierarchy; workflow and need of management; shifting patterns, circulation and guidelines

### Unit IV

**9 Hours**

**Media Economics, Strategic Management and Marketing:** Understanding Media Economics- Economic thought, Theoretical foundations, issue and concerns of media economics. Capital inflow, Budgeting, Financial management, and personnel Management, Strategic Management, Market forces

### Unit V

**8 Hours**

**Case Studies:** Visionary leadership - media entrepreneurs, qualities and functions of media managers; Indian and international media giants- case studies

## Reference books:

Vinita Kohli Khandeka, *Indian Media Business*, Sage.

Pradip Ninan Thomas, *Political Economy of Communications in India*, Sage.

Lucy Kung, *Strategic management in media*, Sage.

Dennis F. Herrick, *Media Management in the age of Giants*, Surjeet Publications.

Jennifer Holt and Alisa Perren, (Edited) *Media Industries-History, Theory and Method*, Wiley-Blackwell

John M. Lavine and Daniel B. Wackman, *Managing Media Organisations*

## **GEM-343: Communication and Disaster Management** (Discipline Specific Elective)

L	T	P	C
3	0	0	3

### Course Description:

The Course aims at making students aware about the important stakeholder and sources for information during emergencies, situation reports (SITREPs) during an emergency. To acquaint them with various case studies of natural, man-made disasters and the role played by the media.

### Course Objectives

1. To introduce students about the disasters, disaster preparedness, politics of disaster, economy of disaster, response: rescue, relief, and rehabilitation.
2. Integrating knowledge about the usage of technology and disaster communication, including social media.
3. To explain information management in disaster situations and communication activities during disasters with reference to international organizations.
4. To make students understand about the important stakeholder and sources for information during emergencies, situation reports (SITREPs) during an emergency.
5. To make them acquainted with various case studies of natural, man-made disasters and role played by the media.

### Course Outcomes

Students will be able to:

1. Understand the hazards, disasters and associated natural/social phenomena
2. Familiar with disaster management aspects
3. Get acquainted with community involvement in disaster management
4. Analyze the technological innovations in Disaster Risk Reduction: Advantages and problems
5. Understand and discuss case studies

## **Course Content:**

### **Unit I**

**8 Hours**

**Introduction:** Disaster and Disaster Preparedness, The Politics of Disaster, The Economy of Disaster, Response: Rescue, relief and rehabilitation

### **Unit II**

**8 Hours**

**Technology and Disaster Communication:** Information Communication Technology (ICT) - radio, television, Internet - distress communication and deploying biosurveillance; ICT systems for modelling and predicting outcomes based on real data; Geo-Informatics Technology (GIT), GIS. GPS; Social Media:

Facebook Safety Check, Google Crisis Response; tools, information and interactive platforms; Mobile phone and mobile Applications; Satellite phone; Amateur radio/ HAM radio

### **Unit III**

**9 Hours**

**Information Management in Disaster Situations:** Communication activities during disasters - general guidelines; PAHO/WHO Regional Disaster Response Team; basic principles of information management and communication in disaster situations; main steps to be taken; planning communication before and during emergencies; information requirements and key messages

### **Unit IV**

**8 Hours**

**Stakeholders and Sources:** Important stakeholders; sources for information during emergencies; preparation and distribution of situation reports (SITREPs) during an emergency; techniques and recommendations for working with the communication media

### **Unit V**

**9 Hours**

**Case Studies - Natural/ Man-made Disasters and Role of Media:** The Nepal Earthquake of April 2015, The Kashmir Floods 2014, The Orissa Cyclone 2014 Uttarakhand Disaster 2013; Bhopal Gas Tragedy; Chernobyl; the Holocaust; Hiroshima and Nagasaki

## **Reference books:**

Alexievich, Svetlana, Keith, Gessen (translator). *Voices from Chernobyl: The Oral History of a Nuclear Disaster*, Picador, 1997.

Benson, Charlotte and Clay, Edward. *Understanding the Economic and Financial Impacts of Natural Disasters*, World Bank Publications, 2004.

Carter, W. Nick. *Disaster Management: A Disaster Manager's Handbook*. Asian Development Bank.

Chouhan, L.B, Alvares, Claude. *Bhopal - The Inside Story*, Apex Press, 2004.

Dominique, Lapierre, Moro, Javier. *It was Five Past Midnight in Bhopal*, HPB/FC; 1st Indian pbk. ed, 2001.

Gupta, Harsh K. (Editor) *Disaster Management*, Universities Press 2003.

Gopi, Satheesh. *Global Positioning System: Principles And Applications*, Tata McGraw-Hill Education, 2005

Karim Hassan A.(ed) *Big Data: Techniques and Technologies in Geoinformatics*, CRC Press 2014.

Luite, Achyut I. *Understanding Disaster Management in Practice with reference to Nepal*, Practical Action, 2010.

Mukhopahyaya, Asim Kuma, *Crisis and Disaster Management Turbulence and Aftermath*, 2009

Medvedev Grigori. *The Truth About Chernobyl*, Basic Books, 1979.

Nomura, Ted. *Hiroshima: The Atomic Holocaust: An Illustrated History*, Antarctic Press and Mindvision, 2014.

Rabbany, Ahmed EI. *Introduction to GPS: The Global Positioning System*, Artech House, 2002.

Sarangi, Aruna. *ICTs in Disaster*, Neha Publishers and Distributors, 2010.

Sylves, R. *Disaster Policy and Politics: Emergency Management and Homeland Security*, CQ Press, 2008.

Wise, Stephen. *GIS Fundamentals*, CRC Press, 2013.

**GEM-344: Integrated Marketing Communication**  
(Discipline Specific Elective)

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

**Course Description:**

The objective of the course is to acquaint the students with essential concepts and techniques for the development and designing of an effective Integrated Marketing Communication programme. It provides the learning about various communication tools and its effectiveness, in such a way that fosters the creative ideas from the learners for development of effective marketing communication program.

**Course Objective:**

1. Understanding the key terms, definitions, and concepts used in integrated marketing communications.
2. Examine how integrated marketing communications help to build brand identity
3. Identify the brand relationship, and create brand equity through brand synergy.
4. Choose a marketing communications mix to achieve the communications and behavioural objectives of the IMC campaign plan.
5. Measure and critically evaluate the communications effects and results of an IMC campaign to determine its success

**Course Outcomes:**

Upon completion of the course, students will be able to:

**Course Objective:**

1. Understanding the fundamentals of integrated marketing communications.
2. Identify how integrated marketing communications help to build brand identity
3. Examine the brand relationship, and create brand equity through brand synergy.
4. Select a marketing communication strategy.
  
5. Measure and critically evaluate the communications

**Course Content:**

**Unit I** **8 Hours**

**Introduction:** Meaning and concept, Key features, Objectives and components of IMC, Theoretical Underpinnings and Models of IMC, Benefits and Barriers

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

**Promotional Elements and Tools:** Understanding Promotional mix; IMC tools: (i) Personal selling (ii) Advertising (iii) Public Relations (iv) Direct and Database Marketing (v) Sales promotion (vi) Online communication / Interactive marketing

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

**Marketing Communication:** The Marketing concept, Segmentation, Targeting and positioning, Developing Marketing Strategy- SWOT analysis, Strategic planning process, Consumer Behaviour

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

**IMC Plan and Campaigns – Principles:** Developing IMC Plan / campaign planning, situation analysis, construction of a marketing strategy (STP); development of a clear communication strategy for the creative team to design and implement; market research and formulating objectives, campaign creation and production, media planning, selection, budgeting and scheduling

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

**Developing an IMC Plan:** Process of developing an IMC plan for a product/service/organization; written brief for potential agency partners; utilization of supporting functions to maximize effectiveness; rationale supporting the proposed creative development; proposed media plan including timeline for campaign launch; estimated budget and plan for allocation to specific functions; anticipated results and evaluation of the proposed campaign

**Reference books:**

Kotler, Philip and Keller, Lane, *Designing and Managing Integrated Marketing Communication*. Egan J., *Marketing Communications*, Thomson, 2007.

Fill C, *Marketing Communications: Interactivity, CommUnit-ies and content*. 5<sup>th</sup> ed., FT Prentice Hall, 2009.

Pickton D & Broderick A, *Integrated marketing communications 2<sup>nd</sup> ED.*, Pearsons,2009.

Ramaswami V.S and Namakumari S, *Marketing Management, Planning, implementation and control*, 3<sup>rd</sup> edition, Macmillan.

**GEM-348: Fashion Communication**  
(Discipline Specific Elective)

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

**Course Description:**

Understanding the multiple media platforms for fashion Journalism and focusing on concepts like set piece interviews, cover stories, issue-based features, data journalism, fashion shoots, etc.

**Course objectives**

1. Introducing the fashion industry, market segments, concepts like merchandising, brand management etc.
2. Understanding the fashion history, socio-cultural context and fashion as communication
3. Explaining about the evolving trends and their implications for the practice of fashion journalism
4. Discussing the multiple media platforms for fashion Journalism
5. Focusing on concepts like set piece interviews, cover stories, issue-based features, data journalism, fashion shoots, etc.

**Course Outcomes:**

Upon completion of the course, students will be able to;

1. Identify the fashion industry, market segments, concepts like merchandising, brand management etc.
2. Understand the fashion history, socio-cultural context and fashion as communication

3. Explain about the evolving trends and their implications for the practice of fashion journalism
4. Discuss the multiple media platforms for fashion Journalism
5. Focus on concepts like set piece interviews, cover stories, issue-based features, data journalism, fashion shoots, etc.

## **Course Content:**

### **Unit I**

**8 Hours**

**Introduction to the Fashion Industry:** Structure and financial model, understanding market segments, location of communicators, making a portfolio; operations of the fashion sector; visual merchandising/ retail experience; design; exhibition and display design; brand management; fashion advertising and promotion; the Indian and global scenarios

### **Unit II**

**9 Hours**

**Fashion as Communication:** A brief history of fashion; key concepts and the language of fashion; socio-cultural contexts; fashion and lifestyle, fashion as a visual language; creativity and design; culture and consumption; aspiration and gratification; various aspects: visual merchandising; styling, graphic design, display and exhibit design, advertising, public relations, and creative writing

### **Unit III**

**8 Hours**

**Fashion Journalism in Context:** Fashion journalism as a specialization; creating original content for different audiences; targeted primary and secondary research; application of the theories of journalism; exploring various outlets and platforms; evolving trends and their implications for the practice of fashion journalism

### **Unit IV**

**8 Hours**

**Fashion Journalism for Multiple Platforms:** Collaboration and team work; conceiving original formats and content ideas; delivering content on a variety of platforms; ideas-generation and delivery skills: researching and telling stories for print, web and broadcast; ethical and legal implications

### **Unit V**

**9 Hours**

**Feature Treatments:** Variety of treatments used by fashion journalists; creating relatable angles for targeted audiences; accuracy, fairness, balance and impact; written and moving image feature formats, fashion journalism as critique; comment and opinion; set piece interviews; cover stories; issue-based features; data journalism; fashion shoots

## **Reference books:**

- Barthes, Roland, Carter, Michael. (Editor), Stafford, Andy, (Translator). *The Language of Fashion*, Bloomsbury Academic, 2006.
- Barnard, Malcolm. *Fashion Theory: An Introduction*, Routledge, 2014.
- Barnard, Malcolm. *Fashion as Communication*, Routledge, 2002.
- Hethorn, Janet. (Editor), Ulasewicz, Connie. *Sustainable Fashion: Why Now?: A conversation exploring issues, practices, and possibilities*, Fairchild Books, 2008.
- Kapferer, Jean-Noël. Bastien Vincent. *The Luxury Strategy: Break the Rules of Marketing to Build Luxury Brands* (Hardcover) Kogan Page, 2009.
- Welters Linda (Editor), Lillethun, Abby. *The Fashion Reader*, Bloomsbury Academic, 2011.

**GMS-254: Indian Financial Institutions and Markets**  
**(Generic Elective)**  
**(w.e.f. Admitted Batch 2020-2021)**

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

**Course Description**

This course will provide an understanding of the functions, and operations of the financial markets and institutions operating in India. It explains the role of financial system on economic development. Various conceptual issues related to risk and return, the role of regulatory bodies, mechanism of commercial banking, operations of insurance companies and mutual funds are discussed elaborately. It also describes the importance of small savings, provident funds, pension funds and credit rating agencies. The course provides a comprehensive overview and systematic evaluation of the mainstream markets of various financial instruments such as call money, bond, stock, derivatives and exchange rate.

**Course Objectives:**

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

**Course Outcome:**

Upon completion of the course, students will be able to;

1. Understand the role of money, components of money demand and money supply, and measures of monetary control.
2. Identify 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
5. Asses and to evaluate the financial derivatives

### **Course Content:**

#### **Unit-I**

**8 Hours**

Introduction to Money: Simple exposition to money demand and money supply – RBI and measures of money supply – commercial banks and credit creation – RBI control on money supply – time value of money and interest rates.

#### **Unit-II**

**8Hours**

Introduction to Indian Financial System: Overview of Indian Financial System – functions of financial system – players – structure and growth – regulatory bodies.

#### **Unit-III**

**9 Hours**

Money and Capital Markets: Indian money market – instruments – institutions – functioning of Indian money market – changes in the regulatory framework – growth – stocks and bonds – primary and secondary markets – process of initial public offer – offer of Government bonds – stock market functioning – stock indices – evaluation of stocks and bonds – understanding stock market information.

#### **Unit-IV**

**8 Hours**

Foreign Exchange Market: Exchange rate – types – determination of exchange rate – nature of forex market – nature of forex inflow and outflow – examples of ECBs and NREs – RBI and exchange rate management.

#### **Unit-V**

**9 Hours**

Financial Derivatives: Need for derivatives – types of derivatives – example of how stock index derivatives could be used to hedge risks in stock market investment – evaluation of financial derivatives.

### **Reference books:**

Bhole, L.M. (2002), Indian Financial Institutions and Markets, Tata McGraw Hill Ltd, New Delhi.

David S. Kidwell, David W. Blackwell, David A. Whidbee, Richard L. Peterson, (2005) Financial Institutions, Markets, and Money, 9th Edition, Wiley Publication, New York.  
Khan M.F., (2006), Indian Financial Institutions, Tata McGraw Hill Ltd, New Delhi.  
Pathak, Bharathi V., (2007), The Indian Financial System: Markets, Institutions and Services, 2/e, Pearson Education India, New Delhi.

**GMS-256: Environmental Economics**  
**(Generic Elective)**  
**(w.e.f. Admitted Batch 2020-2021)**

L	T	P	C
1	0	4	3

**Course Description:**

This course aims at developing and deepening your economic thinking regarding local and global environmental problems, such as air pollution and climate change, and expanding your knowledge of economic solutions to such problems.

**Course Objectives:**

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

**Course Outcomes:**

Upon completion of the course, students will be able to

1. Understand the fundamental concepts, subject matter, nature
2. Identify the scope of environmental economics and key environmental issues.
3. Learn the basic theory of economics of externalities and market failure.
4. Analyze the environmental problems, and their linkages with economic development.
5. Asses pollution control, design of policy instruments, and environmental planning and sustainable development indicators.

## **Course Content:**

### **Unit I**

**8 Hours**

Theory and Concept: Nature and significance of environmental economics – definition and scope of environmental economics – basic theory – market system and the environment – welfare and environment – the economics of externalities.

### **Unit-II**

**9 Hours**

Environment and Economics: Environment – economy linkage – environment as a necessity and luxury – population and environment linkage – environmental use as an allocative problem – environment as a public good – valuation of environmental damages: land, water, air and forest.

### **Unit-III**

**9 Hours**

Environmental Problems: Economic development and environmental problems – air pollution – water pollution – sound pollution – energy use and environment problem – pollution and urbanization – global warming and greenhouse effect – health, urbanization, transport and technology – environmental degradation.

### **Unit-IV**

**8 Hours**

Pollution Control: Prevention, control and abatement of pollution – choice of policy instruments in developing countries – environmental law – sustainable development – indicators of sustainable development – environmental planning – environmental accounting.

### **Unit-V**

**8 Hours**

Policy measures: Basic approach – design of environmental policy – Indian environment policies and performance – pollution control boards and their function.

### **Reference books:**

M. Karpagam (1993), Environmental Economics, Sterling Publishers, New Delhi.

S. Sankaran(1994) Environmental Economics, Margham , Madras

N.Rajalakshmi and Dhulasi Birundha (1994), Environomics, Economics of Enviroment, Allied, Ahmedabad.

S.Varadarajan and S. Elangovan(1992), Environmental economics, Speed, Chennai.

Singh G.N (Ed.) (1991) Environmental Economics, Mittal Publications, New Delhi.

Garge, M.R. (Ed.) (1996), Environmental Pollution and Protection, Deep and Deep Publications, New Delhi.

Lodha, S.L (Ed.) (1991), Economics of Environment, Publishers, New Delhi.

The Hindu survey of Environment: Annual Reports.

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

**L T P C**  
**3 0 0 3**

**Course Description:**

The main objectives of the course will be to understand the role of money in the economy as well as to understand some models where inflation shows persistence, the theory of monetary policy, monetary policy operating procedures and the central banking mechanisms

**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
4. To identify the role of financial intermediaries.
5. To discuss and analyze various monetary policy instruments and lessons learned from them.

**Course Outcomes:**

Upon completion of the course, students will 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
4. identify the role of financial intermediaries.
5. discuss and analyze various monetary policy instruments and lessons learned from them.

**Course Content:**

**Unit-I**

**9 Hours**

Definition, Functions and Theories of Money: Money and its function – the concepts and definitions of money – measurement of money – advantages of money – theories of demand for money: Classical approach, the transactions and cash balance approach – the Keynesian analysis – Post Keynesian developments – Monetarist approach.

**Unit-II**

**8 Hours**

Money Supply: Financial intermediaries – nature and functions– theories of money supply – mechanistic model of money supply determination – high powered money and behavioral model of money supply determination – methods of monetary control – Interest rates in closed and open economies – theories of term structure.

**Unit-III**

**9 Hours**

Monetary Transmission Mechanism: Meaning – interest rate channel, credit channel, bank lending channel, balance sheet channel, exchange rate channel, other asset price channels.

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

Monetary Policy: Instruments, targets, indicators, lags in monetary policy and rules versus discretion debate.

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

Central Banking: Functions of a central bank – quantitative and qualitative methods of credit control – bank rate policy, open market operations, cash reserve ratio, selective methods, role and functions of Reserve Bank of India – objectives and limitations of monetary policy with special reference to India.

**Reference books:**

Pierce, D G and P J Tysome (1985), Monetary economics: theories, evidence and policy, Butterworths, London.

Saving, R T (1967), “Monetary policy targets and indicators”, Journal of Political economy, 75: 446-465

Carl E Walsh (1998), Monetary Theory and Policy, MIT Press, Cambridge.

Bennett McCallum (1989), Monetary Economics: Theory and Policy, Macmillan.

C Rangarajan (1999), Indian Economy: Essays in Money and Finance, UBSPD.

Narendra Jadhav (1994), Monetary Economics for India, Macmillan

**GHP-352: History of Indian Journalism: Colonial and Post-Colonial Period****(Generic Elective)****(w.e.f Admitted Batch 2020-2021)**

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

**Course Description:**

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

**Course objectives:**

1. Introduction about the evolution of media and history of journalism
2. Imparting knowledge about pre-colonial history of print media
3. Explaining about the rise of print media and the associated theories.
4. Focusing on the print media during freedom movement and propagating nationalism.
5. Practical project on writing skills.

**Course Outcomes:**

Upon completion of the course, students will be;

1. Able to understand the evolution of media and history of journalism
2. Identify the 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 freedom movement and propagating nationalism
5. Independently deal any project related to journalistic writing.

**Course Content:**

<b>Unit I</b> Evolution of Media - History of Journalism: Print, Television, New Media	<b>9 Hours</b>
<b>Unit II</b> Pre-colonial History of written records & modalities of dissemination	<b>8 Hours</b>
<b>Unit III</b> Advent of Print media: Imperialist Ideologies	<b>8 Hours</b>
<b>Unit IV</b> Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times	<b>9 Hours</b>
<b>Unit V</b> Writing & Reporting: Field Work	<b>8 Hours</b>

**References:**

Ananda. Prakash, (1986) A History of the Tribune, A Centenary Publication by the Tribune Trust.  
 Ghosh, Hamendra Prasad, (1952), Newspapers in India, University of Calcutta.  
 Natrajan. J, (1962) A history of the Press in India, Asian Publishing House, Bombay.  
 Natrajan.J, (1954), History of Indian Journalism, Vol. –ii of Press Commission Report, New Delhi.

**GHP-354: Gender and Education in India**  
 (Generic Elective)  
 (w.e.f Admitted Batch 2020-2021)

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

**Course Description:**

This course aims to understand and examine how education and schooling are deeply ‘gendered’ constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and

labour in colonial and contemporary contexts from the lens of gender. It draws on feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy.

Course Objectives:

**Course Outcomes:**

1. To understand key concepts related to gender and different feminist perspectives on education;
2. To demonstrate familiarity with key policies, issues
3. To understand the debates around gender and education in contemporary India;
4. To identify gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.
5. To explain how education and schooling are deeply 'gendered' constructs and experiences.

**Course Outcomes:**

On successful completion of this course students should be able to:

1. Explain key concepts related to gender and different feminist perspectives on education;
2. Demonstrate familiarity with key policies, issues
3. Focus on debates around gender and education in contemporary India;
4. Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.
5. Examine how education and schooling are deeply 'gendered' constructs and experiences.

**Course Content:**

<b>Unit I</b> Historiographical Trends	<b>8 Hours</b>
<b>Unit II</b> Education in Early and medieval times; Formal & Informal	<b>9 Hours</b>
<b>Unit III</b> Colonial Period: Socio-religious reform women & education for females	<b>9 Hours</b>
<b>Unit IV</b> Contours of Female literacy since 1950	<b>8 Hours</b>

## Unit V

9 Hours

Present Scenario: Education as a tool of empowerment

### 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

## 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 generates revenue for the business.

### Course Objectives:

1. Discover who you are – Values, Skills, and Contribution to Society.
2. Gain experience in actually going through the innovation process.
3. Conduct field research to test or validate innovation concepts with target customers.
4. 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 make learners proficient in analyzing the business, revenue and operating models.

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

	<b>Learning Outcome</b>	<b>Assessment</b>
1	Understand conceptual framework of the foundation of a venture	A1, A2
2	Understand the concept of purpose, mission and value-add service offered by a venture	A3
3	Analyze design and positioning of the product	A3
4	Demonstrate prototyping	A3
5	Analyze business, revenue and operating models	A3

### **Course outline and indicative content**

#### **Unit I (6 sessions)**

**Personal Values:** Defining your personal values, Excite & Excel, Build a Team, Define purpose for a venture. Four stages: Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration.

#### **Unit II (6 sessions)**

**Solution Discovery:** Craft and mission statement, Experience design, Gaining user insight, Concept design and positioning, Product line strategy, Ideation & Impact.

#### **Unit III (6 sessions)**

**Business Model Discovery:** Prototyping solutions, Reality Checks, Understand your industry, Types of business models, Define Revenue Models, Define Operating Models

#### **Unit IV (6 sessions)**

**Discovery Integration:** Illustrate business models, Validate business models, Define company impact

#### **Unit V (6 sessions)**

**Tell a Story:** Can you make money, Tell your venture story.

## Assessment methods

Task	Task type	Task mode	Weightage (%)
A1. Assignments	Individual	Report/Presentation	20
A2. Case / Project/Assignment	Groups* or Individual	Presentations/Report/Assignment	40
A3. Project	Individual/Group	Report/Pitch	40

## 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:***

## GHG-391: Project - Phase I

L	T	P	C
1	0	2	2

### Course Description:

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

### Course Objectives:

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and their enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

### Course Outcomes:

By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Unit 1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Unit 2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Unit 3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Unit 4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Unit 5: Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. “They Say / I Say”: The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

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

**L T P C**

**Course Description:**

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

**Course Objectives:**

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and their enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

**Course Outcomes:**

By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Unit 1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Unit 2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Unit 3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Unit 4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Unit 5: Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**

10. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
11. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
12. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
13. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
14. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
15. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
16. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
17. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
18. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)