

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT
(GITAM)**

**(Deemed to be University, Estd. u/s 3 of UGC Act 1956)
*VISA KHAPATNAM *HYDERABAD *BENGALURU*
Accredited by NAAC with 'A+' Grade**



**Gandhi School of Humanities and Social Sciences
Hyderabad Campus**

Bachelor of Arts (B.A.)

A Three Year Full Time - VI Semester Program

English, Psychology, Political Science

Structure and Syllabus

w.e.f. Academic Year 2018-2019

Website: www.gitam.edu

REGULATIONS
(w.e.f. 2018-19 admitted batch)

1.0 ADMISSION

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

2.0 ELIGIBILITY CRITERIA

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

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

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

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

3.0 CHOICE BASED CREDIT SYSTEM

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

- Student centered learning
- Cafeteria approach
- Inter-disciplinary perspective

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

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

4.0 STRUCTURE OF THE PROGRAM

- 4.1 The Program Consists of

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

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

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

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

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

Table-1

Description of the courses	Compulsory credits required to complete the program
Ability Enhancement Courses - Compulsory (AECC)	18 Credits
Ability Enhancement Courses - Elective (AECE)	9 Credits
Foundation Courses (F)	20 Credits
Core Courses (C)	49 Credits
Discipline Specific Elective Courses (DSE)	18 Credits
Generic Elective Courses (GE)	6 Credits
Total	120 Credits

NOTE:

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

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

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

4.5 SEMESTER WISE COURSE STRUCTURE

B. A. English, psychology, political science (EPP) I Semester

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-101	English for General Purposes	AECC	3 0 0 3
*2	GHG-103	Second Language: Telugu I	*AECE	3 0 0 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		
3	GHG-113	The Culture and Heritage of India	F	2 0 0 2
4	GHG-115	MS Office (Continuous Evaluation)	AECC	1 0 2 2
5	GHG- 117	History of English Language and Literature: An Overview	C	3 0 0 3
6	GSS- 109	Foundations of Psychology	C	3 0 0 3
7	GEP- 101	Introduction to Political Science	C	3 0 0 3
8	GHG-121	English Communication Lab (Continuous Evaluation)	C	0 0 2 1
Total Credits				20

*Any one to be chosen from the given list

BA (EPP)
II Semester

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-102	Workplace Communication	AECC	3 0 0 3
*2	GHG-104	Second Language: Telugu II	*AECE	3 0 0 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		
3	GHG-116	Our Environment	F	2 0 0 2
4	GHG-114	Soft Skills (Continuous Evaluation)	AECC	1 0 3 3
5	GHG-118	English Literature from 16 th to 17 th Century	C	3 0 0 3
6	GSS-114	Outlines of Indian Psychology	C	3 0 0 3
7	GEP-102	Indian Political Thought	C	3 0 0 3
Total Credits				20

*Any one to be chosen from the given list

BA (EPP)
III Semester

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-201	Human Values and Professional Ethics	F	3 0 0 3
2	GHG-203	Understanding Globalization	F	3 0 0 3
3	GHG-205	Health and Well-being	F	2 0 0 2
*4	GHG-247	Film Appreciation	*AECE	3 0 0 3
	GHG-249	Cross-Cultural Communication		
5	GHG-211	English Literature from 18 th to 19 th Century	C	3 0 0 3
6	GSS-209	Psychological Measurement of Individual Differences	C	3 0 0 3
7	GEP-201	Indian Constitution	C	3 0 0 3
Total Credits				20

*Any one to be chosen from the two courses offered

BA (EPP)
IV SEMESTER

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-202	Creative Writing and Book Reviews	AECC	3 0 0 3
2	GHG-204	Social Media: Impact and Possibilities	F	3 0 0 3
3	GHG-206	Public Opinion and Survey Research	F	2 0 0 2
4	GHG-208	English Literature from 20 th century to the present	C	3 0 0 3
5	GSS-208	Social Psychology	C	3 0 0 3
6	GEP-202	Indian Government and Politics	C	3 0 0 3
7	GHG-222	Public Speaking in English (Practical/ Lab) (Continuous Evaluation)	AECC	0 0 6 3
Total Credits				20

BA (EPP)
V Semester

S. No.	Course Code	Course Title	Course Category	L T P C
*1	GHG-341	Language, Literature and Society	*DSE	3 0 0 3
	GHG-343	Literary Representations of Resistance		
*2	GSS-353	Developmental Psychology	*DSE	3 0 0 3
	GSS-355	Mental Health in General Care		
*3	GEP-341	Introduction to Indian Foreign Policy	*DSE	3 0 0 3
	GEP-343	International Relations		
4	GEP-305	Public Administration	C	3 0 0 3
5	GHG-305	Fundamentals of Literary Theory and Criticism	C	3 0 0 3
6	GEP-307	Introduction to Abnormal Psychology	C	3 0 0 3
7	GHG-307	Youth, Gender and Identity	F	3 0 0 3
			Total Credits	21

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

**BA (EPP)
VI Semester**

S. No.	Course Code	Course Title	Course Category	L T P C
*1	GHG-342	Fundamentals of English Language Teaching	*DSE - I	3 0 0 3
	GHG-344	Fundamentals of Linguistics		
	GHG-346	Short Fiction: Across the World		
*2	GSS-354	Psychology of Peace and Conflict Resolution	*DSE - II	3 0 0 3
	GSS-356	Educational Psychology		
	GEP-354	Psychology of Happiness		
*3	GEP-342	Western Political Thought	*DSE - III	3 0 0 3
	GEP-344	Urban Governance		
*4	GHG-348	Text and Performance	*GE - I	3 0 0 3
	GHG-350	Literature in Translation		
	GHG-352	Cultural Studies		
*5	GEP-348	Nationalism in India	*GE - II	3 0 0 3
	GEP-350	Contemporary Political Economy		
6	GEP-392	Project based on one of the core subjects	C	0 0 8 4
Total Credits				19

*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	40	Continuous Evaluation	Class Room Seminars/ Case Discussion/ Mid examinations/ Workshop/ Training/ Assignments/ Mini Projects.
		60	Semester-end Examination	The semester-end examination in theory subjects: 60 marks.
Total		100		
2	Lab	100	Continuous Evaluation	Class Room Seminars/ Presentations/ Case Discussion/ Workshop/ Training/ Assignments/ Mini Projects/ Experiments

9.0 RE-TOTALING, REVALUATION & REAPPEARANCE

- 9.1 Re-totaling of the theory answer script of the end semester examination is permitted on request made by the student by paying the prescribed fee within the stipulated time after the announcement of the result.
- 9.2 Revaluation of the theory answer script of the end semester examination is also permitted on a request made by the student by paying the prescribed fee within the stipulated time after the announcement of the result.
- 9.3 A student who has secured 'F' Grade in any course of any semester shall have to reappear for the semester end examination of that course.

10.0 SPECIAL EXAMINATION

A student who has completed the stipulated periods of study for the BA program and still has failure grade 'F' in not more than **four theory courses** may be permitted to appear for special examinations, which shall be conducted during the summer vacation at the end of the last academic year.

11.0 BETTERMENT OF GRADES

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

1. Candidates who have passed all the courses of a program within the stipulated period of study and who have obtained a Pass or Second Class only are eligible for Betterment of Grades.
2. Candidates who have already secured First Class or First Class with Distinction are not eligible for betterment of Grades.
3. Candidates who have completed the program of study beyond the stipulated period of study i.e. through Special examinations or subsequently, are not eligible for betterment of Grades
4. Betterment of Grades is permitted only through appearance of the theory examinations.
5. Betterment of Grades is permitted only once, at the end of the program of study, simultaneously along with Special examinations.
6. Candidates can appear for betterment at one course, across the semesters, for the number of semesters they have studied. i.e. a Sixth semester BA student can appear for betterment in any Six courses of study.
7. The better Grade secured either in the first or betterment appearance shall be considered as the final Grade.
8. New Grade Card/PC shall be issued to candidates who have improved their Grades/Class after submitting the old Grade Card/PC.

9. The date, month and year of the declaration of betterment result shall be printed on the Grade Card/PC
10. Betterment marks shall not be taken into consideration for award of ranks, prizes, and medals.
11. Candidates have to pay a betterment fee as prescribed by the University.
12. The rules & regulations framed by the University from time to time shall be applicable.

12.0 GRADING SYSTEM

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

Table 3: Grades & Grade Points

S. No.	Grade	Grade Points	Absolute Marks
1	O (outstanding)	10	90 and above
2	A+ (Excellent)	9	80 to 89
3	A (Very Good)	8	70 to 79
4	B+ (Good)	7	60 to 69
5	B (Above Average)	6	50 to 59
6	C (Average)	5	45 to 49
7	P (Pass)	4	40 to 44
8	F (Fail)	0	Less than 40
9	Ab (Absent)	0	-

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

13.0 GRADE POINT AVERAGE

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

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

Where

C = number of credits for the course,

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

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

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

Table 4: CGPA required for award of Class

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

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

14.0 ELIGIBILITY FOR AWARD OF THE BA DEGREE

14.1 Duration of the program:

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

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

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

- i) Registered and successfully completed all the courses and projects.
- ii) Successfully acquired the minimum required credits as specified in the curriculum within the stipulated time.

iii) Has no dues to the Institute, Hostels, Libraries, NCC/NSS etc.

iv) No disciplinary action is pending against him/her.

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

15. PEDAGOGY

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

15.1 Experiential Learning

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

16.0 SEMESTER END EXAMINATIONS

16.1 Examinations

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

16.2 Examination Duration

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

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

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

16.3 Examination pattern

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

GHG-101: English for General Purposes
(Ability Enhancement Course - Compulsory)

L T P C
3 0 0 3

Module I

8 Hours

Introduction to Communication: Aims and objectives of communication; verbal and non-verbal (spoken and written) communication; difference between oral and written communication; common barriers to effective communication; interpersonal and group communication; strategies for effective communication; understanding communication styles and cultural contexts.

Module II

9 Hours

Grammar and Vocabulary: Grammar and vocabulary in context: parts of speech; articles; tenses; subject-verb agreement; punctuation: rules and their usage; synonyms, antonyms; homophones and homographs; idioms and phrasal verbs; phrases, clauses and sentences; common errors.

Module III

8 Hours

Listening and Speaking Skills: Speech sounds (vowels and consonants) and syllables; word-stress and intonation; types and traits of good listening; barriers to listening; listening for specific information, listening for details; following a talk or a lecture; making effective presentations; debates and group discussion; public speaking.

Module IV

8 Hours

Reading Skills: Reading speed; reading and comprehension: skimming and scanning, drawing inferences; critical reading: analysis and interpretation of select texts.

Module V

9 Hours

Writing Skills: Paragraph writing; writing essays: descriptive, expository, persuasive and narrative; the writing process: planning, drafting, editing the draft, final copy; coherence and cohesiveness; using reading to support writing; citing references in text.

Reference Books:

McCarthy, M., et al. *English Vocabulary in Use: Upper-Intermediate & Advanced*. Cambridge UP, Cambridge, 1999.

Bansal, R. K., et al. *Spoken English*. Orient BlackSwan, Hyderabad, 2009.

Delhi University. *Business English*, Pearson, 2008.

Language, Literature and Creativity. Orient BlackSwan. 2013.

GHG-102: Workplace Communication
(Ability Enhancement Course - Compulsory)

L T P C
3 0 0 3

Module I

8 hours

Internal Communication: Memo - structure, layout and style; e-mail - structure, style, content and etiquette; Notice – structure, content and layout; Conducting a Meeting - purpose and preparation, drafting agenda and minutes, conducting effective meetings, meeting etiquette.

Module II

9 hours

Making a Business Presentation: Planning - define the purpose, analyze audience and occasion; Preparation – developing central idea, main ideas, gathering supporting materials, audio-visual aids; Organization – introduction, body and conclusion; Delivery - addressing the audience, body language, eye contact, use of appropriate language, style and tone.

Module III

8 hours

Business Letters: Form and structure; Style and tone; Letters of enquiry; Letters placing orders/ giving instructions / urging action; Letters of complaint and adjustment.

Module IV

9 hours

Proposals and Reports: Proposals - types, structure, prefatory parts, body of the proposal, supplementary parts; Reports: types - informative, analytical, formal/informal, oral/written, individual/group; format and structure.

Module V

8 hours

Job search and telephone etiquette: Resume - design and structure; Cover letter - cover letters accompanying resumes - opening, body, closing; Interview - planning, purpose, pre-interview preparation, conversation, two-way interaction, projecting a positive image; Telephone etiquette - guidelines for telephone conversations in a professional context

Reference Books:

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)

SEMESTER – I

L T P C
3 0 0 3

Module I

9 Hours

ప్రాచీన కవిత్వం:

- (అ) నన్నయ - గంగాశంతనుల కథ
ఆంధ్రమహాభారతం-ఆదిపర్వం-నాల్గవ అశ్వాసం (120-165)
“నవవరుడగు 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 - దేశచరిత్రలు

Module III

9 Hours

కథానికలు

- (అ) పాపినేని శివశంకర్ - చింతల తోపు
(ఆ) బండి నారాయణస్వామి - సావుకూడు

Module IV

8 Hours

వ్యాకరణం

- (అ) సంధులు - నవ్వుదీర్లు, గుణ, వృద్ధి, యణాదేశ, త్రిక, గ. న. డ. ద. వాదేశ, రుగాగమ, టుగాగమ, ఆద్రేడిత, అత్వ, ఇత్వ, ఉత్వ, సంధులు

Module V

8 Hours

వ్యాకరణం

- (అ) సమాసాలు - తత్పురుష, కర్మాధారయ, ద్వంద్వ, ద్విగు, 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)

SEMESTER – II

L T P C
3 0 0 3
9 Hours

Module I

ప్రాచీన కవిత్వం:

- (అ) ధూర్జటి - సాయుజ్యము
శ్రీకాళహస్తి మహాత్మ్యము - ద్వితీయాశ్వాసం (109-139)
త్రేతాంబుననొక్క... నుండి పన్నగంబు... వరకు
- (ఆ) చేమకూర వేంకటకవి- సుభద్రా పరిణయం
విజయ విలాసం - 3వ ఆశ్వాసం (93-139)
“తనయుని పెండ్లివేగ వలె ధాత్రికి” నుండి
“తేరెక్కి దంపతులరుగ” వరకు

Module II

అధునిక కవిత్వం

- (అ) జూషువా - పిరదొసి లేఖ
("ఆ నుల్తాను"... నుండి "అనుచు లిఖించె" వరకు)

8 Hours

Module III

అధునిక కవిత్వం

- (అ) గెడ్డాపు సత్యం - "చెట్టు" ఖండిక 1 నుండి 25 పద్యాలు
("శ్రీనిధానం" నుండి "మహిమ నీది" పద్యం వరకు)
(కవితా వైజయంతి పద్య సంకలనం నుండి)

8 Hours

Module IV

కథానికలు

- (అ) కేతు విశ్వనాథరెడ్డి - సమ్ముకున్న నేల
(ఆ) ముప్పాళ్ళ రంగనాయకమ్మ - అమ్ముకు ఆదివారం లేదా?

9 Hours

Module V

నవల

- డా॥ వి.ఆర్.రాసాని - బతుకాట

8 Hours

విద్యార్థి కృత్యాలు:

1. సుభద్రా వివాహ ఆచారాలు - ఈనాటి వివాహ ఆచారాలు తులనాత్మకంగా పరిశీలించండి.
2. మీకు సచ్చిన ఒక చెట్టుకు సంబంధించిన పూర్తి సమాచారాన్ని సేకరించండి.
3. మీ ఇంటి నేపథ్యంలో అమ్ముకు ఆదివారం ఉందో, లేదో ఒక సంఘటన ఆధారంగా కథ రాయండి.
4. సమ్ముకున్న నేల కథలోని రైతుల గాధలను చిత్రాలతో దినుపత్రికల ఆధారంగా సేకరించండి.

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

L T P C
3 0 0 3

Module 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

Module II: Prose (Detailed Text)

8 Hours

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

Module III: Prose (Detailed Text)

8 Hours

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

Module 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

Module 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

Text Books*:

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

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

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

*Latest Editions

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

L T P C
3 0 0 3

Module I: Poetry

8 Hours

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

Module II: Poetry

8 Hours

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

Module III: Poetry

8 Hours

1. Dohe – Rahim
2. Dohe – Bihari

Module IV: Poetry

9 Hours

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

Module 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

Text Book

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

GHG-107: Second Language (Sanskrit I)
(Ability Enhancement Course - Elective)

L T P C
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Module I **8 Hours**

Panchatantram (A study of these texts is expected for answering critical questions, translations and explanations)

Text Introduction of the following: Lubdh Brahmana Kath, Shukah Kakah Katha

Module II **9 Hours**

Niti satakam – Bhartruhari (A study of these texts is expected for answering critical questions, translations and explanations)

Introduction to Niti satakam; Text reading of Niti satakam - Bhartruhari from verses: 01- 10.

Module III **8 Hours**

Text reading of Niti satakam - Bhartruhari from verses: 11-30

General Introduction to Sanskrit Literature

Module IV **8 Hours**

Mahakavya (Kalidasa and Bharavi), Prose (Dandin)

Module V **9 Hours**

Drama (Bhasa, Kalidasa and Bhavabhuti)

Reference books:

Franklin Edgerton, Johannes Hertel (ed.). *A Collection of Ancient Hindu Tales*. 1908.

M.R. Kale (ed. and trans.). *Panchatantram*, Motilal Banarasidass, Delhi, 1999.

Chandra Rajan (trans.). *Panchatantram*. Penguin Classics, Penguin Books.

Dasgupta, S.N., *A History of Sanskrit Literature: Classical Period*, University of Calcutta, 1977.

Keith, Arthur Berriedale, *A History of Sanskrit Literature*, MLBD, Delhi.

Krishnamachariar M, *Classical Sanskrit Literature*, MLBD, Delhi.

GHG-108: Second Language (Sanskrit II)
(Ability Enhancement Course - Elective)

L T P C
3 0 0 3

Module I

8 Hours

Declensions and Conjugations: Masculine Words Stems endings in vowels (4): Noun Ending ‘a’, ‘i’, ‘u’, and ‘ṛ’ only, *rāma, muni, guru, pitṛ*
Stems ending in consonants: *ātman, daṇḍin, candramas*
Feminine Words Stems endings in vowels (4) : Noun Ending ‘ā’, ‘ī’, ‘ī’, and ‘ṛ’ only, *ramā, matī, kumārī, and mātṛ*
Stems ending in consonants: *vācand sarit*.
Neuter Words Stem ending in vowels (4): Noun Ending ‘a’, ‘i’, and ‘u’ only, *Phala, vāri and madhu*
Stem ending in consonants: *payas, jagat*. Pronouns *asmad, yuṣmad, tad, yad, idam, etad, kim* (in all three genders)
Numerals Declension of numeral words from *eka to daśan* (In all three genders)

Module II

9 Hours

Conjugations : paṭh, pac, bhū, kṛ, as, nt., śru, j, (in laṭ, lṛṭ, lañ, loṭ and vidhiliñ)
Sandhi, compound and kāraka -vibhakti rules
Rules of Sandhi : ac sandhi (6): *ya, gua, dīrgha, aydi, vddhi and prvarpa*
hal sandhi (5): *cutva, utva, anunsikatva, chhatva and jatva*
visarga sandhi (4): *utva, lopa, satva, rutva*.

Module III

8 Hours

Compounds: The concept of Compound and its types

Module IV

9 Hours

Kāraka -vibhakti rules Concept of kāraka and vibhakti Types of kāraka Kāraka-vibhakti and Upapada-vibhakti.
Kṛt Suffixes : tavyat, anīyar, yat, ṇyat, kta, ktavatu, śatṛ, śānac, tumun, ktvā and lyap

Module V

8 Hours

Composition Unit: I Short sentences, paragraph writing

Reference books:

Chakradhar Nautiyal Hans, *Bhad Anuvada Kaumudi*, Motilal Banarasidas, New Delhi.
Apte, V.S., *The Students' Guide to Sanskrit Composition*, Chowkhamba Sanskrit Series, Varanasi. (Hindi Translation also available).
Kale, M.R. *Higher Sanskrit Grammar*, MLBD, Delhi. (Hindi Translation also available)
Sambhashana sandesha, Sanskrit Bharati, Bangalore.
Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

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

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Module 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.

Module 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.

Module 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.

Module 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.

Module V**8 Hours**

Grammar and Vocabulary: pronominal verbs, imperative tense, passé composé, 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.

Text books

Panorama

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

Reference books:

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)

L T P C
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Module 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

Module 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

Module 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

Module IV

8 Hours

Grammar and Vocabulary: expressions of cause and effect, consequence, concession, logical connectors. Vocabulary of house, furniture.
Listening and Speaking: dialogue with house owner to rent an apartment/ house. Description of one’s own room, house, school, college.
Writing: description of one’s own house, school, college, writing a classified advertisement
Reading Comprehension: reading a classified advertisement.

Module V

9 Hours

Grammar and Vocabulary – subjonctif tense, pronom relatif pronom y et en
Listening and Speaking – talking about one’s necessities, desires, sentiments using subjonctif
Writing –student election manifesto, citizen manifesto
Reading Comprehension- charter of change in society, city.

Text Books

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

Reference books:

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)

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Module 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

Module 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.

Module 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.

Module 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.

Module 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.

Text book

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

Reference books:

Deutsch als Fremdsprache IA Grundkurs

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

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

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

L T P C
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Module 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.

Module 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.

Module 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.

Module 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.

Module 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.

Text book

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

Reference books:

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)

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Module I

5 Hours

Dance and Drama: Classical dance forms; folk dance traditions; modern dance; classical drama; folk theatre traditions.

Module II

6 Hours

Music and Painting: Classical Carnatic music; classical Hindustani music; modern music; painting traditions and schools from ancient to modern times.

Module III

5 Hours

Art, Architecture & Sculpture: Art and sculpture in India through the ages; Ancient Indian Architecture; Medieval Indian Architecture; Modern Architecture in India

Module IV

6 Hours

Literature: Vedic literature; the Upanishads; epics; Puranas and Smritis; Buddhist and Jain literature in Sanskrit, Pali and Prakrit; other Sanskrit literature; Sangam literature; Persian and Urdu Literature in Medieval India; Hindi Literature in Medieval India

Module V

5 Hours

Natural Heritage of India: Mountain ranges; plateaus and plains, forests, rivers systems and other wetlands; bio-diversity; geo-heritage.

Text book

Vidya, R. & Rajaram, K.. *Facets of Indian Culture*. New Delhi: Spectrum. 2014.

Reference books:

Basham, A.L. *The Wonder That Was India*. Volume 1. London: Sidgwick & Jackson. 1954.

Rizvi, S.A.A. *The Wonder That Was India*. Volume 2. London: Sidgwick & Jackson. 1987.

Bose, N.K. *Culture and Society in India*. New Delhi: Asia Publishing House. 1967.

De Barry, T. *Sources of Indian Tradition*. Volumes 1 & 2. New York: Columbia University Press.1957, 1964.

GHG-114: Soft Skills
(Ability Enhancement Course – Compulsory)

L T P C
3 0 0 3

Module 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

Module 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

Module 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

Module 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

Module V

8 Hours

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

Reference books:

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

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

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

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

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

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

GHG-115: MS Office

(Ability Enhancement Course - Compulsory)

Note: Continuous Evaluation for 100 marks

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Module I

6 Hours

Introduction to Information Technology: Definition and elements of IT; computer system; characteristics and classification of computers; components of computer: input devices, output devices, types of memories; software: system software, application software; networking: definition, types of networks: LAN, MAN, WAN, the Internet and its applications

Module 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

Module III

5 Hours

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

Module IV

6 Hours

MS Access: Basic database concepts – definition, advantages, integrity constraints and keys, creating database in ms access, creating forms in MS Access, creating reports in MS Access, working with Queries

Module V

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

Text Book

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

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-116: Our Environment (Foundation)

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2	0	0	2

Module 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

Module 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

Module 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

Module IV

8 Hours

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

Module 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

Module 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.

Module 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.

Module 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.

Module 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.

Module 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 16th to 17th Century

(Core)

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Module 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.

Module 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"

Module 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"

Module 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*)

Module 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 16th 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”

***Soft copy of the texts listed under essential reading to be made available**

GHG-121: English Communication Lab (Ability Enhancement Course – Compulsory)

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Speaking Skills

Oral Presentation

- Topics should be chosen from the given pool
- Duration of the presentation 3 - 5 minutes
- Marking to be done on the basis of the rubric provided
- Self-assessment reports to be completed in the record

Group Discussion

- Topics for the GD should be chosen from the given pool and provided one week in advance to the students. Students are expected to come prepared for the GD.
- The two rounds of GD must be conducted during two different lab sessions.
- Focus should be both on the conduct during the discussion and contribution in terms of content.

Presentation using AV aids

- The template for making slides should be strictly followed.
- The rubric must be shared with the learners.
- Number of slides should be 6-8 (not including the opening and the closing slide)
- One of the slides must contain a visual which must be explained by the learner.
- The presentation should be for 3-5 minutes on a topic approved by the lab instructor.
- Presentations should be made using MS Power point.
- Plagiarism/Copying should be strictly discouraged.

Listening Skills

Listening for Specific Information -

- This should be followed from the available pool of listening activities.
- The listening activities must be completed during the same lab session.
- Each listening track should be played only for twenty minutes.

Listening (Identifying details)

- This should be followed by any two listening activities from the available pool of listening tracks (A-F).
- The sample task and the listening activities must be completed during the same lab session.
- Each listening track should be played only for twenty minutes.

Following a talk

- Sample listening task has to be completed in every lab session
- This should be followed by any two listening activities, from the available pool of listening tracks.
- The sample task should be completed during the same lab session.
Each listening track should be played only for twenty minutes.

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8 Hours			

Module I

Introduction: Nature and scope of human values and ethics; moral character building; virtue and vice; right and wrong; justice and fairness

Module II

9 Hours

Indian Value System: *Dharma* (righteous way of living): its meaning and classification, *yama* - its five ethical disciplines: i. satya (truth) ii. ahimsa (non-violence) iii. asthaya (non stealing) iv. aparigraha (non possession) v. brahmacharya (celibacy), *niyama* (five rules of self-discipline): i. soucha (physical & mental cleanliness) ii. santhosa (happiness) iii. tapas (controlling the senses and the mind) iv. swadhaya (studying scriptures with self introspection) v. iswarapranidana (surrender/worship to God).

Module III

8 Hours

Great Personalities: Socrates: sacrificing one's life for the sake of Truth, Buddha: Astanga marga for rightful way of life, Mother Teresa: service to humanity, Eastern Perspective: M. K. Gandhi and Vivekananda, Western Perspective: Aristotle and Immanuel Kant.

Module IV

8 Hours

Practical Ethics: Social ethics: justification of civil disobedience in a democratic state, business ethics: moral and social responsibility of business organizations, medical ethics: code of pharmaceutical ethics and physician-patient relationship

Module V

9 Hours

Ethics in Public Affairs: Ethical standards for elected representatives of the people; ethics for the bureaucracy, police and other institutions of coercive authority; basic values in the civil services: dispassion, non-partisanship, moral integrity, objectivity, dedication to public service; empathy for weaker sections in the society; non-corruptibility

Reference books:

Naagarazan, R S. *A Textbook on Professional Ethics and Human Values*.
 R.R. Gaur, R. Sangal, G.P. Bagaria. *A Foundation Course in Human Values and Professional Ethics*.
 Khosla. Vaishali R and Kavita Bhagat. *Human Values and Professional Ethics*.
 Meckenzie. *A Manual of Ethics*. New Delhi: Oxford. 1975.
 Lillie, William. *An Introduction to Ethics*. New Delhi: Surjeet. 2007.
 Satyanarayana Y.V. *Medical Ethics, Principles & Problem*. Germany, Lambert Publication. 2013.
 Sinha, Jadunath. *A Manual of Ethics*. Culcutta, New Central Book Agency. 1990.
 Subramanian R. *Professional Ethics*. New Delhi: Oxford. 2013

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

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Module 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

Module 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

Module 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

Module 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

Module V

8 Hours

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

Reference books:

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

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

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

Gross, Gerald, *Editors on Editing*

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

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

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

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

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

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

GHG-203: Understanding Globalization (Foundation)

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Module 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.

Module II

8 Hours

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

Module 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.

Module 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

Module 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)

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Module I

8 Hours

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

Module 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.

Module 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

Module 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

Module 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)

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Module 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.

Module 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

Module 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.

Module 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.

Module 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)

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Module 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.

Module 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)

Module 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.

Module 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.

Module 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.

Additional Reading/ 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.

***Soft copy of the texts listed under essential reading to be made available**

GHG-208: English Literature from 20th Century to the present
(Core)

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Module 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.

Module 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 20th 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”

Module 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*

Module 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*

Module V

9 Hours

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

*Essential Reading

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

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

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

Additional Reading/ Reference books:

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

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

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

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

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

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

Evelyn Waugh (1903-1966): *Scoop*

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

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

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

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

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

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

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

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

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

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

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

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

***Soft copy of the texts listed under essential reading to be made available**

GHG-211: English Literature from 18th to 19th Century
(Core)

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Module I

8 Hours

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

Module 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”

Module 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”

Module IV

8 Hours

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

***Essential Reading**

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

Module V

9 Hours

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

***Essential Reading**

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

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

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

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

Additional Reading/ Reference books:

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

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

Samuel Richardson (1689-1761): *Pamela*

Mary Shelley (1797-1851): *Frankenstein*

George Eliot (1819-1880): *Middlemarch*

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

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

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

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

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

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

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

P. B. Shelley: “To a Skylark”

John Keats: “Ode to Melancholy”

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

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

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

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

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

Christina Rossetti (1830-1894): “In an Artist’s Studio”/ “The Goblin Market”

W. B. Yeats: “Second Coming”/ “Sailing to Byzantium”

Samuel Butler (1835-1902): An excerpt from “Hudibras”

Henry Longfellow (1807-1882): “A Psalm of Life”

Toru Dutt (1856-1877)- “Sita”

Thomas De Quincey (1785-1859): "Murder Considered as One of the Fine Arts"
John Ruskin (1819 - 1900): "The Veins of Wealth" (Essay 2. Unto This Last)
Thomas Paine (1737-1809): Excerpt from Common (Pamphlet) "On the Origin and Design of Government in General, with Concise Remarks on the English Constitution."
Thomas Carlyle (1775-1881): Excerpts from 'Heroes and Hero Worship'
William Congreve: *The Way of the World* (1700)
John Dryden (1631-1700): *Mac Flecknoe*

***Soft copy of the texts listed under essential reading to be made available**

GHG- 222: Public Speaking in English
(Ability Enhancement Course - Compulsory)

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Module 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

Module 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

Module 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

Module 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

Module 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-247: Film Appreciation
(Ability Enhancement Course - Elective)

L T P C
3 0 0 3

Module I

8 Hours

Theme, story and screenplay; cinematic terms; Semiotics; Cinematography and Editing: time, space, narrative and shot; Set and design, lighting; sound/ music

Module 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

Module III

8 Hours

Importance accorded to song and dance; actors and personality cults; mythological films; formula in cinema; melodrama in Indian cinema

Module 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

Module 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).

GHG-249: Cross-Cultural Communication
(Ability Enhancement Course - Elective)

L T P C
3 0 0 3

Module 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

Module 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

Module 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

Module 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)

Module 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

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

L T P C
3 0 0 3

Module 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)

Module 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)

Module 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.

Module 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*.

Module 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*.

***Soft copy of the texts listed under essential reading to be made available**

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

L T P C
3 0 0 3

Module 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

Module 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

Module III **8 Hours**

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

Module IV **9 Hours**

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

Module 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

Module 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.

Module II

8 Hours

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

Module 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.

Module 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.

Module V

8 Hours

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

Essential Reading

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

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

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

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

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

Additional Reading/ Reference books:

- Franz Fanon, *'Black Skin, White Masks*, tr. Charles Lam Markmann. London: Pluto Press, 2008.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell Cambridge: Cambridge University Press, 1987.
- G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar. Delhi: Orient BlackSwan, 2010.
- Svati Joshi (Ed.). *Rethinking English: Essays in Literature, Language, History*. Delhi: OUP, 1994.
- Thomas Babington Macaulay. *Speeches with the Minute on Indian Education*. G.M. Young ed. London: OUP, 1935.
- Raymond Williams. 'Language' from *Marxism and Literature*. New Delhi: OUP, 2010.
- Rokeya Sakhawat Hossain. *Sultana's Dream and Padmarag*. Penguin Modern Classics. 2005.
- Arjun Dangle. *Poisoned Bread*. Orient BlackSwan. 2009.
- Velcheru Narayana Rao: 'The Indigenous Modernity of Gurajada Apparao and Fakir Mohan Senapati' from Satya P. Mohanty (Ed.) from *Colonialism, Modernity and Literature: A View from India*. Palgrave Macmillan. 2011.
- Chinua Achebe. *Things Fall Apart*. Penguin UK. 2001.
- Volga: *Political Stories* (Tr. Ari Sitaramayya, Madhu H. Kaza). Hyderabad: Swechcha Prachuranalu, 2007.

***Soft copy of the texts listed under essential reading to be made available**

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

L T P C
3 0 0 3

Module 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.

Module 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.

Module 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.

Module 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.

Module 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.*

***Soft copy of the texts listed under essential reading to be made available**

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

L T P C
3 0 0 3

Module 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*

Module II

9 Hours

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

Module 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”

Module 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?”

Module 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*

***Soft copy of the texts listed under essential reading to be made available**

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

L T P C
3 0 0 3

Module 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.

Module 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.

Module 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.

Module IV

8 Hours

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

Module 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)

L T P C
3 0 0 3

Module 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”

Module II **8 Hours**

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

Module III **9 Hours**

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

Module IV **8 Hours**

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

Module 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.

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

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

James, Edward. Ed. *The Cambridge Companion to Science Fiction*. Cambridge: Cambridge University Press, 2003.

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

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

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

GHG-348: Text and Performance
(Generic Elective)

L T P C
3 0 0 3

Module 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

Module 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

Module 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

Module 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.

Module V

8 Hours

Street Theatre: Art, politics, economy, and resistance – Marginalization of art forms – Street theatre practice in the West – Street theatre practice in India

***Essential Reading**

Selections From

Cohen-Cruz, Jan (Ed.). *Radical Street Performance: An International Anthology*.

Deshpande, Sudhanva. *Theater of the Streets: The Jana Natya Manch Experience*.

Duncombe, Stephen (Ed.). *Cultural Resistance Reader*.

Eugène van Ervin. *The Playful Revolution: Theatre and Liberation in Asia*.

Topics for Student Presentations

- a. Producing street plays followed by discussion and analysis

Additional Reading/ Reference Books:

Yoshi Oida and Lorna Marshall. *The Invisible Actor*. London: Routledge, 1997.

John Willet. *The Theatre of Bertolt Brecht*. University of California, 1977.

Deeptha Achar and Shivaji K. Panikkar. *Articulating Resistance: Art and Activism*. New Delhi: Tulika Books, 2012.

Rustom Bharucha. *The Politics of Cultural Practice: Thinking through Theatre in an Age of Globalization*. New Delhi: OUP, 2001.

Sudhanva Deshpande, Akshara K.V., and Sameera Iyengar (Eds.). *Our Stage: Pleasures and Perils of Theatre Practice in India*. New Delhi: Tulika Books, 2009.

Aparna Bhargava Dharwadker. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. New Delhi: OUP, 2008.

Utpal Dutt. *Towards a Revolutionary Theatre*. Calcutta: Seagull Books, 2009.

Sadanand Menon. "Playmaking as a Primary Act of Politics". *Economic and Political Weekly*, Vol. 44, No. 26/27 (Jun. 27 - Jul. 10, 2009), pp. 34-36.

Safdar Hashmi. *The Right to Perform: The Selected Writings of Safdar Hashmi*. New Delhi: Sahmat, 1989.

Bhasa. *Madhyama Vyayoga*.

Sophocles, *Electra*

Gurajada Apparao. *Girls for Sale (Kanyasulkam)*.

Girish Karnad, Badal Sarkar, Vijay Tendulkar. *Three Modern Indian Plays (Tuglaq, Evam Indrajit, Silence! The Court is in Session)*.

***Soft copy of the texts listed under essential reading to be made available**

GHG-350: Literature in Translation
(Generic Elective)

L T P C
3 0 0 3

Module I

9 Hours

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

Module II

8 Hours

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

Module 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

Module IV

9 Hours

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

Module 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-352: Cultural Studies
(Generic Elective)

L T P C
3 0 0 3

Module 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.

Module 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.

Module III

8 Hours

Space: The body, space and time; culture and development; language, ethnicity, race and nation; globalization; consumption.

Module IV

8 Hours

Culture Industries, Cultural Forms, the commodity, Media: Television, science, technology and cultural Studies; cyber culture; cultural policy.

Module V

9 Hours

Cultural Studies in India: India as an object of study; contemporary caste dynamics; gender in Indian society; class relations, religion.

Essential Reading

Pramod K Nayar: *An Introduction to Cultural Studies*(excerpts)

Chris Barker: *Cultural Studies: Theory and Practice* (excerpts)

Additional Reading/ Reference books:

Chris Barker: *The Sage Dictionary of Cultural Studies*.

Tony Bennett and John Frow: *The Sage Handbook of Cultural Analysis*.

Andrew Milner: *Contemporary Cultural Theory: An Introduction*.

Meenakshi Gigi Durham and Douglas M Kellner, eds.: *Media and Cultural Studies*.

Imre Szeman and Timothy Kaposy: *Cultural Theory: An Anthology*.

Toby Miller, ed.: *A Companion to Cultural Studies*.

Andrew Edgar and Peter Sedgwick: *Key Concepts in Cultural Theory*.

GSS-109: Foundations of Psychology
(Core)

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Module I **8 Hours**

Introduction - Definition, Historical Antecedents, Scope, Branches and Methods of Psychology.

Module II **9 Hours**

Attention & Sensation - Sensation, Concept of threshold, Absolute and Differential; Signal detection and vigilance; Attention: Factors Influencing Attention including set and characteristics of stimulus.

Perception - Definition and concept; Principles of Perceptual Organization; factors in perception; Perceptual defense: Perception of form, space, movement and time; Depth Perception; Perceptual Constancies; perceptual readiness; Distortions in perception; Extrasensory Perception, culture and perception, subliminal perception.

Module III **8 Hours**

Motivation and Emotions - Psychological and Physiological basis of Motivation and Emotions; measurement; effects of Motivation and Emotions on behaviour; types of motivation; Factors influencing motivation; Emotions- Nature; Theories of Emotion.

Module IV **9 Hours**

Learning - Nature and factors in learning; Theories of Learning; Conditioning: Principles/processes, Types and schedules of reinforcement, Modelling and Social Learning; Applications; Cognitive influences on learning; Learning processes: transfer of training, programmed learning and self-instructional learning.

Memory & Forgetting - Encoding and remembering; Nature and types of memory; Multi-store Model, Levels of Processing; Theories of forgetting: Decay, interference and retrieval failure, Organization and consolidation of memory, Meta memory, Amnesia: Anterograde and Retrograde; Strategies to enhance memory.

Module V **8 Hours**

Thinking and Problem Solving - Piaget's theory of cognitive development; Concept formation processes, Information Processing, Reasoning and Problem Solving, Facilitating and Hindering Factors in Problem- solving; Creative thinking and Fostering Creativity; Factors Influencing Decision Making and Judgment.

Text book

Ciccarelli, S. K., Meyer, G. E. & Misra, G. *Psychology: South Asian Edition*. New Delhi: Pearson Education. 2010.

Additional Reading/ Reference books:

Baron, R. & Misra. G. *Psychology*. New Delhi: Pearson. 2013.

Chadha N.K. and Seth S. (eds) *The Psychological Realm*. New Delhi: Pinnacle Learning. 2013.

Mishra G. (Ed.). *Psychology in India, vol.1, ICSSR Survey of Advances in Research*. New Delhi: Pearson Education. 2011.

Mishra B.K. *Psychology: The Study of Human Behaviour*. New Delhi: PHI learning Pvt. Ltd. 2013.

Eysenck, M.W. and Kean M.T. *Cognitive Psychology: A Student's Handbook*. 5th Ed. Hove [u.a.]: Psychology Press. 2007.

Passer, M.W. & Smith, R.E. *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill. 2010.

Robinson-Riegler, B. & Robinson-Riegler, L. *Cognitive Psychology: Applying the Science of the mind*. Pearson Education. 2008.

Srinivasan, N., Gupta, A. K., & Pandey, J., Vol.1. *Advances in Cognitive Science*. New Delhi: Sage Publications. 2008.

Solso. *Cognitive psychology*. New Delhi: Pearson Publications. 2009.

Sternberg, R. J. *Cognitive Psychology*. New York: Cengage Learning. 2010.

GSS-114: Outlines of Indian Psychology
(Core)

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Module I

8 Hours

Introduction to Indian Psychology – Assumptions; Scope and substance; Methods of Study; Psychological thought in Ancient India; Origins of Sruti and Smriti; Models in Indian Thought.

Module II

9 Hours

Jaina Psychology; The Foundations of Early Buddhist Psychology; Varieties of Cognition in Early Buddhism; Consciousness Evolution of the Buddha; Buddhist theory of unconscious mind; Indian Buddhist theories of persons.

Module III

8 Hours

Transpersonal Psychology in the Bhagvad Gita – Reflections on Consciousness, meditation, work and love; The Model of Anchoring Cognition, Emotion and Behavior in Desire.

Module IV

9 Hours

Yoga Psychology: Theory and Application – Patanjali Yoga and Siddhis; Yoga Psychology and the Samkhya Metaphysic. Therapeutic Psychology and Indian Yoga.

Module V

8 Hours

Psychology in the Advaita Vedanta; The Nyaya-Vaisesika Theory of Perceiving the World; Psychological theories and practices in Ayurveda.

Text book

Rao, K.R., Paranjpe, A.C. & Dalal, A.K. *Handbook of Indian Psychology*. New Delhi: Cambridge University Press. 2008.

Reference books:

Sinha, J. *Indian Psychology*. Vols. I, II & III. Delhi: Motilal Banarasidas. 1958.

Cornelissen, R.M., Mishra, G. & Varma, S. *Foundations and Applications of Indian Psychology*. New Delhi: Pearson. 2014.

Lawson, R.B, Graham, J.E. & Baker, K.M. *A History of Psychology: Globalization, Ideas and Applications*. Upper Saddle River: Pearson Prentice Hall. 2007.

Leahey, T.H. *A History of Psychology: Main Currents in Psychological Thought*. Harlow: Prentice Hall. 2007.

Radhakrishnan, S. *Bhagavad Gita*. Bel Air: Harper & Row. 1973.

GSS-208: Social Psychology (Core)

L	T	P	C
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Module I

8 Hours

Introduction: The meaning of ‘social’; Key assumptions and approaches to social psychology; overview of the history of social psychology (including India); scope of social psychology, levels of social behaviour, approaches towards understanding social behaviour

Module II

9 Hours

Understanding and evaluating the social world: Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception

Module III

8 Hours

Individual level processes: Person perception: attribution-theories, biases and errors Attitude: Attitude-behaviour link; formation, change and resistance to change

Module IV

9 Hours

Interpersonal processes: Social interaction and Influence; Interpersonal attraction, Pro-Social Behaviour, Aggression

Module V

8 Hours

Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations- prejudice, inter- group conflict, Intervention techniques.

Text book

Baron, R.A., Byrne, D. & Bhardwaj. G. *Social Psychology* (12th Ed). New Delhi: Pearson. 2010.

Reference books:

Chadha, N.K. *Social Psychology*. MacMillan: New Delhi. 2012.

Myers, D.G. *Social psychology*. New Delhi: Tata McGraw-Hill. 2008.

Deaux, K. & Wrightsman, L. *Social Psychology*. Pacific Grove: Cole Publishing. 2001.

Misra, G. *Applied Social Psychology in India*. New Delhi: Sage. 1990.

Taylor, S.E. & Sears, D.O. *Social Psychology*. New Delhi: Pearson. 2006.

GSS-209: Psychological Measurement of Individual Differences (Core)

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Module I

8 Hours

Introduction: Meaning and purpose of Psychological Testing and Assessment: History, Principles of Assessment; types of Psychological tests; use, misuse and limitations of Psychological tests; Ethical considerations.

Module II

9 Hours

Psychological Testing; Nature of Individual Differences; Characteristics and construction of standardized Psychological test; Concept of Reliability & Validity and Norms of test scores: Meaning, methods and statistical techniques used in determining reliability and Validity coefficients: Criterion measure and types of reliability and validity.

Module III

8 Hours

Personality - Definition and concept. Different theories of Personality in brief: measurement of personality
- different techniques; inventories, Projective tests, Q-sort techniques, interview schedules, questionnaires, rating scales and surveys, administration of two personality tests.

Module IV

9 Hours

Intelligence and Aptitude - concept of Intelligence and Aptitude; nature and Theories of Intelligence; Emotional Intelligence, measurement of Intelligence and aptitude, concept of IQ, Deviation IQ, constancy of IQ, measurement of multiple intelligence; fluid and crystallized intelligence. Administration of two Intelligence tests and one Aptitude test.

Module V

8 Hours

Application of Psychological Measurement in Educational Field -; learning styles; gifted, retarded, and learning disabled and their training; training for improving memory and better academic achievement; education, vocational guidance and career counselling; use of psychological tests in educational institutions; effective strategies on guidance programs.

Text book

Anastasi, A. *Psychological Testing*. New York: MacMillan. 1997.

Reference books:

Gregory, R.J. *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education. 2006.

Kaplan, R.M. & Saccuzzo, D.P. *Psychological Testing: Principles, Applications and Issues*. Perth: Thomson Wadsworth. 2007.

Murphy, K.R. & Davidshofer, C.O. *Psychological Testing: Principles & Applications*. New Jersey: Prentice Hall. 2004.

GSS-353: Developmental Psychology
(Discipline Specific Elective)

L T P C
3 0 0 3

Module I

8 Hours

Understanding Life-Span Human Development: How should we think of development; science of life- span development; Human Development: meaning, problems of development, importance of development; Principles of growth, maturation and development; Developmental stages; Methods of developmental psychology, longitudinal, cross-sectional, mixed, observation, experimental.

Module II

9 Hours

Theories of Human Development - Psychoanalytic theory; Erikson's Psychosocial Stages of Development; Learning Theories; Piaget's Cognitive Theories; Attachment theory of Bowlby and Ainsworth, Systems theories of development.

Module III

8 Hours

Determinants of Development - Physical, Psychological & Social-Cultural; Genetics, Heredity and Environment influences, Individual Differences; Prenatal development: Stages and factors affecting it; Prenatal development; Prenatal Environment; Perinatal Environment; The neonate: Physical characteristics, reflexes, sensory and motor capacities.

Module IV

9 Hours

Development in Infancy, Childhood; Adolescence & Adulthood - Physical development & psychomotor development: different stages; Sensory & Perceptual development; Cognitive development; Language and Speech Development; Social and Emotional development; Moral Development and values; Emergence of Self and Personality.

Module V

8 Hours

Gender roles and sexuality development; Family and parenting; Peers; Media; Schooling; Socio-cultural context; Concept of aging, problems of aging; Effects of aging on mental health & well-being; Death and dying.

Text book

Papalia, D.E., Olds, S.W. & Feldman, R.D. *Human Development*. New Delhi: McGraw Hill. 2006.

Reference books:

Santrock, J.W. *Lifespan Development*. New York: McGraw Hill. 1999.

Saraswathi, T.S. *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage. 2003.

Shafer, D. *Developmental Psychology*. Belmont: Cengage. 2009.

Sigelman, C.K. *Human Development*. Belmont: Cengage. 2008.

GSS-354: Psychology of Peace and Conflict Resolution
(Discipline Specific Elective)

L T P C
3 0 0 3

Module 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.

Module II **9 Hours**

Direct Violence – Intimate Violence; Intrastate Violence; Nationalism and War; Genocide and Mass Killing; Weapons of Mass Destruction.

Module 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.

Module 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;

Module 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.

Text book

Christie, D.J., Wagner, R.V. & Winter, D.A. *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs: Prentice-Hall. 2001.

Reference books:

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.

GSS-355: Mental Health in General Care
(Discipline Specific Elective)

L T P C
3 0 0 3

Module I **8 Hours**
Behaviors that cause concern; Violent behavior and aggression; confusion and agitation; suicide; seizures; disturbances among the elderly.

Module II **9 Hours**
Symptoms that are medically unexplained; Multiple Physical Complaints; Fear and panic; sleep problems; fatigue; loss of a body function.

Module III **8 Hours**
Problems arising from loss and violence; Trauma; Intimate Partner Abuse; Sexual Assault; Bereavement.

Module IV **9 Hours**
Problems in childhood and adolescence; Learning disturbances; ADHD; Child abuse; Misbehavior; Enuresis; Depression in adolescents.

Module V **8 Hours**
Mental Health in other contexts; Reproductive Health; Health of Prisoners; Refugees; Disasters; Caring for carers.

Text book

Pilgrim, D. *Key Concepts in Mental Health*. London: Sage. 2014.

Reference books:

Goldberg, D.P. *Common Mental Disorders: A Bio-Social Model*. London: Routledge. 1992.

Helzer, J.E. & Hudziak, J.J. *Defining Psychopathology in the 21st Century: DSM V and Beyond*. Washington DC: American Psychiatric Publishing Inc. 2002.

Patel, V. *Where There is No Psychiatrist. A Mental Health Care Manual*. Glasgow: Gaskell. 2003.

GSS-356: Educational Psychology
(Discipline Specific Elective)

L T P C
3 0 0 3

Module I

8 Hours

Current Perspectives in Educational Psychology – Cognitive Contributions to Learning, Development and Instruction; Instructional, Interpersonal and Relational Processes; Curriculum Applications; Exceptional Learner Programs and Students.

Module II

9 Hours

Relationships between teachers and children – Developmental Systems Theory; Conceptual Model of Child-Teacher relationships; Dimensions, typologies and developmental change in child-teacher relationships; Issues in Prevention-oriented applications involving child-teacher relationships.

Module III

8 Hours

Computers, the Internet and New Media for Learning – Beginnings of Computer Aided Instruction; Cognitive Science and Research on Artificial Intelligence; The Role of Technology in Learning; Exemplary Learning Systems; Learning, thinking, attitudes and Distributed Cognition.

Module IV

9 Hours

Learning Disabilities – IQ-Achievement Discrepancy; Specificity; Subtyping Models; Types of Learning Disabilities; Assessment of Learning Disabilities; Remediation and Accommodation.

Module V

8 Hours

Future Perspectives in Educational Psychology – Theoretical Advances; Research Implications; Practice Initiatives; the future of educational psychology.

Reference books:

Reynolds, W.M. & Miller, G.E. (Eds.). *Handbook of Psychology Volume 7: Educational Psychology*. New Jersey: John Wiley & Sons. 2003.

Ormrod, J.E. *Essentials of Educational Psychology*. New Jersey: Pearson. 2015.

Pathak, R.P. *Educational Psychology*. New Delhi: Pearson. 2012.

Woolfolk, A.E. Winne, P.H. & Perry, N.E. *Educational Psychology*. Toronto: Pearson. 2006.

GEP-101: Introduction to Political Science (Core)

L	T	P	C
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Module 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;

Module II

9 Hours

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

Module III

8 Hours

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

Module IV

8 Hours

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

Module V

8 Hours

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

Reference books:

Rajeev Bhargava & Ashok Acharya. *Political Theory: An Introduction*, Pearson, 2008.

Andrew Heywood. *Politics*. Palgrave Foundation, New York, 2005.

Aravind Sivaramakrishnan. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*, Sage Texts, 2017.

A.C. Kapoor. *Principles of Political Science*. S.Chand, 2009.

C.E.M. Joad. *Introduction to Modern Political Theory*. Oxford University Press.

O.P. Guba. *An Introduction to Political Theory*. Mayur Paperback; 2016 edition (2016)

J.C. Johari. *Principle of Modern Political Science*. Sterling, Delhi, 2009.

S.P. Varma. *Modern Political Theory*, Vikas, New Delhi, 1983.

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

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

Module I **10 Hours**

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

Module II **8 Hours**

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

Module III **8 Hours**

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

Module IV **8 Hours**

Modern Indian Thought 1: Gandhi; Nehru; Ambedkar; Sir Syed Ahmed Khan

Module V **8 Hours**

Modern Indian Thought 2: Netaji Bose; M.N.Roy; Azad; Narendra Dev; Lohia; Jayaprakash Narayan.

Reference books:

- MP Singh & Himanshu Roy. *Indian Political Thought: Themes and Thinkers*, Pearson, 2011.
Joseph Lasco and Leonard Williams, *Political Theory: Classic and Contemporary Readings* (2 vols), Oxford University Press, 2002.
Bidyut Chakrabarty. *Modern Indian Political Thought: Text and Context*. SAGE Texts, 2009.
Sivaramakrishnan, Arvind. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*. SAGE Publications Pvt. Ltd, 2017.
Appadorai, Arjun. *Indian Political Thinking through the Ages*. Khanna Publishers, Delhi, 1992.
M.N. Jha. *Political Thought in Modern India*. Meenakshi Prakashan, Meerut.
V. R. Mehta. *Indian Political Thought*. Manohar, New Delhi, 1996.
V.R. Mehta. *Foundations of Indian Political Thought*. Manohar, New Delhi, 1992.
V.P. Verma. *Modern Indian Political Thought*. Lakshi Narayan Aggarwal, Agra, 1974.

**GEP-201: Indian Constitution
(Core)**

L T P C
3 0 0 3

Module I **8 Hours**

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

Module II **8 Hours**

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

Module 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.

Module IV **8 Hours**

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

Module V **9 Hours**

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

Reference books:

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

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

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

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

**GEP-202: Indian Government and Politics
(Core)**

L T P C
3 0 0 3

Module 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.

Module II

8 Hours

Indian National Movement: Liberal, Socialist and Marxist; Radical humanist and Dalit perspectives.

Module III

8 Hours

Indian Constitution: Basic structure; Role of Constituent Assembly; and Preamble; Salient features and Amendments.

Module IV

8 Hours

Working of Indian Federation; Political parties in India –an assessment.

Module 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 Bhawan, 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-305: Public Administration

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Module 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)

Module II

8 Hours

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

Module 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

Module 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

Module V

8 Hours

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

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-307: Introduction to Abnormal Psychology (Core)

L	T	P	C
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Module I

8 Hours

Basic Concepts: Definition and criteria of abnormality; Become familiar with historical and current perspectives of abnormal psychology. Difference between Normal and Abnormal. Gain understanding of variation in meanings of normal and abnormal behaviour. Classification, Diathesis Stress Model. The Impact of Stress on Physiological Parameters (Coronary Heart Disease and Essential Hypertension) b) Substance-Related Disorder

Module II

9 Hours

Theoretical perspectives: Learn the diagnostic criteria for common psychiatric disorders. Use diagnostic language to communicate case information. Biological, familial, cultural, behavioural, cognitive and psychodynamic.

Module III

8 Hours

Clinical status: Apply theoretical understanding the development, process and treatment of specific disorders. Assign diagnosis based on manifestation of symptoms and behaviours. Concept of Anxiety Disorders-obsessive compulsive disorder, mood disorders -Unipolar, Bipolar; schizophrenia: Paranoid and Catatonic.

Module IV

9 Hours

Developmental Disorders (Clinical Picture and Dynamics); Gain consistency in identifying and labelling syndromes and profiles of behaviours despite variation in symptom presentation. Mental Retardation, Autism, ADHD, and Learning Disabilities; Substance related disorders and eating disorders.

Module V

8 Hours

Treatment of disorders: Observation, Case Study, Clinical Interview, Clinical assessment-Meaning and Nature, Stages in the assessment process. a) Biological treatment: Electroconvulsive therapy. b) Psychological treatment: Psychoanalytic therapy and Behaviour therapy. Cognitive-behaviour therapy.

Reference books:

- Ahuja N. *A Short Textbook of Psychiatry* (7th Ed). New Delhi: Jaypee. 2011.
Barlow D.H. and Durand V.M. *Abnormal Psychology: An Integrated Approach* (4th Ed.).
Wadsworth: New York. 2005.
Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. *Abnormal Psychology* (13th Ed.). ND:

Pearson Education. 2007.

Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. *Abnormal Psychology* (11th Ed.). NY: John Wiley. 2010.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. *Abnormal Psychology*. New Delhi: Pearson. 2008.

Davison, G. C. & Neale, J. M. *Abnormal Psychology* (7th Ed.). New York: John Wiley. 1998.

Frude, N. *Understanding abnormal psychology*. Oxford: Blackwell Publishers. 1998.

Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. *Abnormal Psychology* (11th Ed.). NY: John Wiley. 2010.

Mohanty, G. *A text book of abnormal psychology*. New Delhi: Kalyani. 2004.

Mangal, S. K. *Abnormal Psychology*. New Delhi: Sterling. 2008.

Sarason, I. G., & Sarason. B. R. *Abnormal Psychology*. New Delhi: Prentice Hall of India. 1996.

Singh, R. N. *Adhunik Asamanaya Manovigyan*. Agra: Aggrawal Pub. 2009.

Zinta, R. L. *Psychology Manual*. New Delhi: HG Publication. 2010.

GEP-341: Introduction to Indian Foreign Policy
(Discipline Specific Elective)

L T P C
3 0 0 3

Module 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

Module 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.

Module 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.

Module 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.

Module 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)

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Module 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.

Module II

9 Hours

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

Module 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

Module 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.

Module 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: Western Political Thought
(Discipline Specific Elective)

L T P C
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Module I **8 Hours**
Plato and Aristotle

Module II **8 Hours**
Machiavelli and Hobbes

Module III **9 Hours**
Locke and Rousseau

Module IV **8 Hours**
Bentham, J.S. Mill and Green

Module 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-346: Urban Governance in India
(Discipline Specific Elective)

L T P C
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Module 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; 74th Constitution Amendment Act.

Module 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.

Module III

8 Hours

The Metropolis: Concept of Metro polis; Metropolitan and Urban Development Authorities in India.

Module 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.

Module 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-350: Nationalism in India
(Generic Elective)

L T P C
3 0 0 3

Module I

8 Hours

Concepts of Colonialism, Imperialism and Nationalism; Approaches: Imperialist, Marxist, Nationalist and Subaltern approach.

Module II

9 Hours

Stages of Colonialism: Period of Mercantilism (1757-1813), Period of Industrial Capital (Free Trade) 1830- 1860, Period of Finance Capital (1860-1947); The impact of Colonialism: Social, Economic and Political.

Module III

9 Hours

Early rebellions: Pazhassi Raja (the cotitoe war – Kerala, 18th Century), Veerapandiyan Kattabomman (Tamilnadu /Madras Presidency 18th century), Paik rebellion (Kalinga/Odisha, early 19th century), Vellore Mutiny (early 19th century); The Sepoy Mutiny of 1857 and its consequences.

Module IV

8 Hours

Emergence of Indian National Congress; Partition of Bengal; Radical Nationalists: Bal, Lal and Pal; Formation of the Muslim League; Minto-Morley Reforms; Gandhi and Mass Mobilisation; Satyagraha; Civil Disobedience Movement. First World War.

Module V

8 Hours

Constitutional Developments; Provincial Elections; Quit India Movement; Participation in Second World War; Rise of Indian National Army; Naval Mutiny of 1946; Partition and Independence; Impact on the Nation and World.

Reference books:

K.Majumdar, *Advent of Independence*, Bharatiya Vidya Bhavan, Mumbai.

R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Mumbai.

Bandyopadyay, Sekhar, *Nationalist Movement in India: A Reader*, Oxford University Press.

Chandra, Bipin, *Nationalism and Colonialism in Modern India*, Orient Longman.

GEP-352: Human Rights
(Generic Elective)

L T P C
3 0 0 3

Module 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.

Module 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;

Module 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.

Module 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.

Module 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.

GEP-354: Psychology of Happiness
(Discipline Specific Elective)

L T P C
3 0 0 3

Module I

8 Hours

A historical and contextual overview of positive psychology; Perspectives on happiness and wellbeing; Correlates and predictors of happiness and well-being across various cultures; factors affecting happiness

Module II

8 Hours

Identifying and measuring strengths: Positive self, traits, emotional strength, and flow, Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness

Module III

9 Hours

Promoting positive relationships and creating happiness: Compassion, Forgiveness, Gratitude, Empathy; measurement of character strengths, well-being and virtues; strategies for achieving well-being

Module IV

9 Hours

Positive Emotional States and Processes: Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

Module V

8 Hours

Applications of positive psychology: Ageing, Health, Work, Education, Intervention programmes. Specific Coping Approaches: meditation, yoga and spirituality; Future directions for applying the Science of Positive Psychology

Reference books:

Carr, A. *Positive Psychology: The Science of Happiness and Human Strengths*. New Delhi: Routledge. 2008.

Haidt, J. *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books. 2006.

Huppert, F, F.A., Baylis, N. & Keverne, B. *The science of well-being*. Oxford; Oxford University press. 2005.

Peterson, C. *A Primer in Positive Psychology*. New York: Oxford University press. 2006.

Seligman, M.E.P. *Authentic happiness. Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press. 2002.

Baumgardner, S.R. Crothers M.K. *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall. 2010.

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

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