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

Accredited by NAAC with A$^+$ Grade

REGULATIONS AND SYLLABUS

OF

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

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

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

1.0 ADMISSION

Admission into the 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 (EPD) program comprises six semesters spread across three academic years of study.

4.5 **Programme Educational Objectives (PEOs)**

1. Demonstrate the ability to prepare, organize and deliver content in a variety of formats both in speech and writing for academic and professional use.
2. Identify relevant print and internet resources for study of select topics, and use them appropriately in writing assignments, presentations and seminars by following standard academic conventions and ethical practices.
3. Apply suitable critical and theoretical approaches to the study and analysis of select texts.
4. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
5. develop the learner into competent and efficient Political Science professionals.

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

Programme Outcomes (POs)

1. Equip students with a sound knowledge base that can lead to higher education in the core areas of study or other related academic disciplines.
2. Cultivate critical and creative thinking, encourage intellectual openness and create socio-cultural awareness to promote lifelong learning in students for their personal and professional growth.
3. Help students develop their critical faculties and communication skills to excel in academic and work environments.
4. Enable the Student to develop solutions for a given problem in the area of data analytics, through conducive environment and infrastructure.
5. Develop a comprehensive understanding of the theories and practice in the field of Humanities and Social Sciences.
6. Apply verbal communication abilities, textual, visual, and communication technologies for better career prospects.
7. Analyze and evaluate various socio-economical, geographical, political, ideological, historical, and philosophical traditions and thinking.
8. Demonstrate critical and analytical thinking skills about the issues of contemporary relevance.
9. Acquire the knowledge with human values and face the world with courage and humanity.

10. Apply data science concepts and methods to solve problems in real-world contexts and will communicate these solutions effectively
11. Develop relevant programming abilities.
12. execute statistical analyses with professional statistical software

Programme Specific Outcomes (PSOs)

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

Table-1

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

NOTE:

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

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

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

4.5 SEMESTER WISE COURSE STRUCTURE

B. A. Psychology, English, Data Science (PEDS)
I Semester

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-101	English for General Proficiency	AECC	1 0 4 3
*2	GHG-103	Second Language: Telugu I	*AECE	2 0 2 3
	GHG-105	Second Language: Hindi I		
	GHG-107	Second Language: Sanskrit I		
	GHG-109	Second Language: French I		
	GHG-111	Second Language: German I		
	GHG-119	Second Language: Spanish I		
3	VDC– 111	Venture Development Course	F	1 0 2 2
4	GHG-121	Fundamentals of ICT	AECC	1 0 2 2
5	GMS 107	Fundamentals of Statistics	F	1 2 0 2
6	GPD-101	Introduction to Phonetics	C	3 0 0 3
7	GSS- 109	Foundations of Psychology	C	3 0 0 3
8	GPD- 105	Introduction to Python Programming	C	1 2 2 3

			Total Credits	21

*Any one to be chosen from the given list

BA (PEDS)
Semester II

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-102	Workplace Communication	AECC	1 0 4 3
*2	GHG-104	Second Language: Telugu II	*AECE	2 0 2 3
	GHG-106	Second Language: Hindi II		
	GHG-108	Second Language: Sanskrit II		
	GHG-110	Second Language: French II		
	GHG-112	Second Language: German II		
	GHG-114	Second Language: Spanish II		
3	GHG-116	Our Environment	F	1 0 2 2
4	GHG-113	The Culture and Heritage of India	F	1 0 2 2
5	GPD-103	R Programming	F	1 0 2 2
6	GPD-102	Fundamentals of Linguistics	C	3 0 0 3
7	GSS-114	Outlines of Indian Psychology	C	3 0 0 3
8	GPD-104	Excel and Tableau	C	2 0 2 3
			Total Credits	21

*Any one to be chosen from the given list

BA (PEDS)
Semester III

S. No.	Course Code	Course Title	Course Category	L T P C

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-201	Human Values and Ethics: Understanding Harmony	F	2 2 0 3
2	GHG-203	Understanding Globalization	F	3 0 0 3
3	GHG-207	Soft Skills	AECC	0 0 4 2
4	GHG-209	Cross Cultural Communication	AECC	1 0 4 3
5	GPD-201	Technology for English Language Learning	C	2 0 2 3
6	GSS-209	Psychological Measurement of Individual Differences	C	3 0 0 3
7	GPD-203	Web Technologies	C	2 0 2 3
			Total Credits	20

BA (PEDS)
Semester IV

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-202	Creative Writing and Book Reviews	AECC	1 0 4 3
2	GHG-204	Social Media: Impact and Possibilities	F	1 0 4 3
3	GHG-206	Public Opinion and Survey Research	F	2 0 0 2
4	GPD-202	Digital Technology for Language and Cultural Studies	C	1 0 4 3
5	GSS-208	Social Psychology	C	3 0 0 3
6	GPD-204	Database Management Systems	C	2 0 2 3
*7	GHG-252	Public Speaking in English	*GE	1 0 4 3
	GHG-254	Literature in Translation		
	GEM-252	Communication for Special Needs		
	GEM-254	Global Politics and Media		
	GEM-256	Film Appreciation		

	GEP-254	Psychology of Peace and Conflict Resolution		
	GMS-254	Indian Financial Institutions and Markets		
	GMS-256	Environmental Economics		
			Total Credits	**20**

BA (PEDS)
Semester V

S. No.	Course Code	Course Title	Course Category	L T P C
1	GHG-307	Youth, Gender and Identity	F	1 0 2 2
*2	GHG-341	Language, Literature and Society	*DSE I	3 0 0 3
	GPD-341	Modern English Grammar: Linguistic Approach		
*3	GSS-353	Developmental Psychology	*DSE II	3 0 0 3
	GSS-355	Mental Health in General Care		
*4	GPD-347	Data Mining	*DSE III	2 0 2 3
	GPD-349	Social Networks Analyses		
5	GPD-301	Artificial Intelligence & Machine Learning	C	2 0 2 3
6	GPD-303	Introduction to Psycholinguistics	C	3 0 0 3
7	GEP-307	Introduction to Abnormal Psychology	C	3 0 0 3
8	GHG-391	Project Phase I	C	1 0 2 2
			Total Credits	**22**

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

BA (PEDS)
Semester VI

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-346	Short Fiction: Across the World		
	GPD-342	Fundamentals of Computational Linguistics		
*2	GEP-346	Cognitive Psychology	*DSE II	3 0 0 3
	GSS-356	Educational Psychology		
	GEP-348	Psychology of Happiness		
*3	GPD-346	Cloud Computing	*DSE III	3 0 0 3
	GPD-348	Cryptography		
*4	GEP- 352	Human Rights	*GE	3 0 0 3
	GHG-352	Cultural Studies		
	GHG-354	Text and Performance		
	GMS-352	Monetary Economics		
	GHP-352	History of Indian Journalism: Colonial & Post Colonial Period		
	GHP-354	Gender and Education in India		
5	GHG-392	Project based on one of the core subjects - Phase II	C	1 0 10 6
			Total Credits	**18**

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

5.0 MEDIUM OF INSTRUCTION
The medium of instruction (including examinations and project reports) shall be English.

6.0 **REGISTRATION**

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

7.0 **ATTENDANCE REQUIREMENTS**

7.1 A student whose attendance is less than 75% in all the courses put together in any semester will not be permitted to attend the end-semester examination and he/she will not be allowed to register for subsequent semester of study. He/she has to repeat the semester along with his/her juniors.

7.2 However, the Vice Chancellor on the recommendation of the Principal / Director of the University College / Institute may condone the shortage of attendance to the students whose attendance is between 66% and 74% on genuine medical grounds and on payment of prescribed fee.

8.0 EVALUATION

8.1 The assessment of the student's performance in a theory course shall be based on two components: continuous evaluation (40 marks) and semester end examination 60 marks.

8.2 A student has to secure an aggregate of 40% in the course in the two components put together to be declared to have passed the course subject to the condition that the candidate must have secured a minimum of 24 marks (i.e. 40%) in the theory components at the semester-end examination.

Table -2 Assessment Procedure

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

		semester end examination (60 M)		
		(b) Practical component: continuous evaluation	100	30% of the weightage will be given for practical component. Evaluation for theory component shall be same as S. No. 2 as above.
		Total	200	
4	Project Work (V & VI Semesters)	Continuous Evaluation	100	i) Forty (40) marks for periodic evaluation on originality, innovation, sincerity and progress of the work assessed by the project supervisor. ii) Thirty (30) marks for mid-term evaluation by a panel of examiners. iii) Thirty (30) marks for final report, presentation and Viva-voce by a panel of examiners
5	Compulsory/ Elective courses (F/ AECC/ AECE/ GE/ C)	Continuous Evaluation	100	Class Room Seminars/ Presentations/ Case Discussion/ Workshop/ Training/ Assignments/ Mini Projects/ Experiments/ Mid exams

9.0 RE-TOTALING, REVALUATION & REAPPEARANCE

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

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

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

10.0 SPECIAL EXAMINATION

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

11.0 BETTERMENT OF GRADES

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

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

12.0 GRADING SYSTEM

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

Table 3: Grades & Grade Points

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

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

13.0 **GRADE POINT AVERAGE**

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

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

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	≥ 8.0*
First Class	≥ 6.5
Second Class	≥ 5.5
Pass	≥ 5.0

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

14.0 ELIGIBILITY FOR AWARD OF THE BA DEGREE

14.1 Duration of the program:

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

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

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

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

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

15. PEDAGOGY

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

15.1 Experiential Learning

GITAM provides ample opportunity for experiential learning. Practical field-based experiential learning enhances class-room instructions and links theory to practice, which is highly

emphasized in this curriculum. NGO Projects, Social & Rural Projects and Field Visits are integral parts of the program.

16.0 SEMESTER END EXAMINATIONS

16.1 Examinations

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

16.2 Examination Duration

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

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

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

16.3 Examination pattern

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

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

L	T	P	C
1	0	4	3

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

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

Unit I   **8 Hours**
Listening: Listening for gist and specific information (concrete facts, such as places, prices or times)
Speaking: Introducing self and others.
Reading: Skimming for gist and scanning for specific information.
Writing: Paragraph writing (specific topics: descriptive, narrative) - sequencing, creating coherence, cohesion, grammatical accuracy and lexical resource; awareness about punctuation and capitalization
Grammar & Vocabulary: Use of articles and prepositions; personal pronouns: case; word families: verbs, nouns, adjectives, adverbs

Unit II   **9 Hours**
Listening: Identifying main and secondary points; note taking; summarizing key information
Speaking: Asking for and giving information- social contexts and common experiences
Reading: Identifying main and secondary points
Writing: Note making and Summarizing
Grammar & Vocabulary: Verbs and Tenses, linkers, sign posts and transition signals

Unit III   **9 Hours**
Listening: Listening for comparisons, contrasts and trends; completing labels on a plan, map, or diagram
Speaking: Mini oral presentations using graphic representation of data, using appropriate language and organizing ideas coherently (speculating, comparing and contrasting)

Reading: Reading in detail, understanding precise information, interpreting figures and tables
Writing: Information transfer: writing short structured reports based on figures and tables – basic level
Grammar & Vocabulary: Language for writing: referring to figures and tables; trends and classification; comparisons and contrasts; use of antonyms; quantifiers

Unit IV   **8 Hours**
Listening: Drawing simple inferences – recognizing relationships, connections between facts
Speaking: Debate: expressing and justifying opinions, agreeing/disagreeing
Reading: Reading for inferential and organizational understanding through contextual clues
Writing: Controlled and guided writing: Argumentative essay
Grammar & Vocabulary: Subject verb agreement (countables, uncountables); use of synonyms

Unit V   **8 Hours**
Listening: Listening for inferential understanding through contextual clues
Speaking: Structured oral presentations on specific topics (general and academic context)
Reading: Critiquing a short text: analysing writer's opinion/claims
Writing: Argumentative essay writing
Grammar &Vocabulary: Reinforcing learning; awareness about task specific grammatical correctness and range of vocabulary

Reference Books:

Simon Greenall, Michael Swan, *Effective Reading*. Cambridge University Press, 2008.
Redman Gairns , *Oxford Word Skills Advanced.* Oxford, 2009.
Mccarthy, *English Vocabulary in Use*. Cambridge University Press, 2008.
Michael Swan, *Practical English Usage.* Oxford University Press, 2017.
Martin Hewings, *Advanced English Grammar*. Cambridge University Press; 2016.
Raymond Murphy, *English Grammar in Use*. Cambridge University Press, 2017.
Alice Savage, Patricia Mayer, Masoud Shafiei, Rhonda Liss, & Jason Davis, *Effective Academic Writing*. Oxford University Press, 2014.
Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press (India), 2013.
Peter Chin, Yusa Koizumi, Samuel Reid, Sean Wray, Yoko Yamazaki, *Academic Writing Skills*. Cambridge University Press, 2012.
Olsen, Leslie & Huckin, Thomas. T*echnical Writing and Professional Communication for Non-Native Speakers*. McGraw-Hill, 1991.

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

L	T	P	C
1	0	4	3

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

Course Objectives:

1. Enable the learner to understand the significance and benefits of effective communication in the workplace
2. Help the learner identify techniques for communicating with different audiences,
3. Enable them to address common challenges to effective communication
4. Impart skills for making make positive connections with co-workers
5. Equip the learner with the skills to communicate in English with clarity and confidence, both in speech and writing, in formal and informal contexts

Course Outcomes:

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

1. Enable the learner to understand the significance and benefits of effective communication in the workplace
2. Help the learner identify techniques for communicating with different audiences,
3. Enable them to address common challenges to effective communication
4. Impart skills for making make positive connections with co-workers
5. Equip the learner with the skills to communicate in English with clarity and confidence, both in speech and writing, in formal and informal contexts

Unit I   **8 Hours**
Listening: Listening for presentation strategies: identifying topic, context, function
Speaking: Structured Presentations using AV aids
Reading and Writing: memo, message, note, notice, advertisements; guided writing: short text for internal communication
Grammar & Vocabulary: Discourse markers; direct and indirect speech; reporting verbs; vocabulary list: placing orders; corporate hospitality

Unit II   **9 Hours**
Listening: Following a discussion: views, opinions, stance/position
Speaking: Formal group discussion
Reading: Reading to understand formal and informal styles, reading to understand types of reports and structure of a report
Writing: Writing short reports
Grammar & Vocabulary: Active and passive voice; formal/academic words and phrases; vocabulary list: sales, branding and marketing

Unit III   **8 Hours**
Listening: Listening for implicit meaning
Speaking: Discussion in pairs: sharing ideas, presenting opinions, reaching consensus
Reading: Reading to understand tone in emails/ letters
Writing: Guided writing: emails and letters
Grammar & Vocabulary: Negative and positive expressions; modifiers; vocabulary list: benefits, health and safety, relocation

Unit IV   **9 Hours**
Listening: Listening to discussions (workplace contexts)
Speaking: Discussion with specific agenda: conducting meetings
Reading: Reading for critical evaluation: proposals
Writing: Guided writing: Proposals
Grammar & Vocabulary: modifiers; vocabulary list: team work, appraisals and feedback

Unit V   **8 Hours**
Listening: Listening to interviews (job interviews – conventions, strategies and language)
Speaking: Mock interviews
Reading: Reading for critical evaluation
Writing: Resume and cover letter
Grammar & Vocabulary: Action verbs for resume writing; vocabulary list: work environment,

Reference Books
Guy Brook-Hart and Norman Whitby, *Business Benchmark Series*, Cambridge University Press, 2014.
Raymond Murphy, *English Grammar in* Use. Cambridge University Press, 2017.
Business Communication for Success. University of Minnesota Libraries Publishing, 2018.
Courtland L. Bovee , *Business Communication Essentials*. Pearson Education; 4 edition 2010
Savage, Alice et.al, *Effective Academic Writing*. Oxford University Press, 2014.
Teresa Thonney, *Academic Writings* ; Concepts and Connectoions, OUP, 2015.
Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press (India), 2013.
Olsen, Leslie & Huckin, Thomas. T*echnical Writing and Professional Communication for Non-Native Speakers*. McGraw-Hill. 1991.
Rizvi, M Ashraf. *Effective Technical Communication*. Tata McGraw Hill. 2005.

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

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                                                    L T P C

                                                  3 0 0 3

Course Description:

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

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

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

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

Module I   **9 Hours**

ప్రాచీన కవిత్వం:

(అ) నన్నయ్య   -   ▨▨▨▨▨▨▨▨▨ ▨▨

ఆంధ్ర మహాభారతం-ఆదిపర్వం-నాల్గవ ఆశ్వాసం (120-**165)**

''నవ వరుడగు శంతనునకు'' నుండి దివ్య భూషణాలంకృత వరకు

(ఆ) తిక్కన   ద్రౌపది పరిదేవనం-ఆంధ్ర మహాభారతం-ఉద్యోగపర్వం

తృతీయ ఆశ్వాసం-(100-125)

''ధర్మనందను పలుకులు'' నుండి ''అని యూరడిలగ బలికిన'' వరకు

Module II   **8 Hours**

ఆధునిక కవిత్వం

(అ) గురజాడ   కన్యక

(ఆ) శ్రీశ్రీ   దేశ చరిత్రము

Module III   **9 Hours**

కథానికలు

(అ) పాపినేని శివశంకర్   చింతలతోపు

(ఆ) బండి నారాయణ స్వామి   సావుకూడు

Module IV   **8 Hours**

వ్యాకరణం

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

            టుగాగమ, అద్రుతేత, అత్వ, ఇత్వ, ఉత్వ సంధులు

Module V   **8 Hours**

వ్యాకరణం

(అ) సమాసాలు   తత్పురుష, కర్మధారయ, ద్వంద్వ, ద్విగు, బహుర్రీహి

(ఆ) అక్షర దోషాలు   దోషాలు సరిదిద్ది సాధు రూపాలు రాయాలి

విద్యార్థి కృత్యాలు

1.   శ్రీశ్రీ కవిత దేశ చరిత్రలకు సంబంధించిన పేరడీలు సేకరించండి

2.   ముత్యాల సరాలు ఛందస్సులో రచనలు చేసే ప్రయత్నం చేయండి

3.   ఆనాటి ద్రౌపది పరిస్థితిని ప్రస్తుత సమాజ పరిస్థితికి అన్వయించండి

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

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

L T P C

3 0 0 3

Course Description:

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

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

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

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

Module I
9 Hours

;ప్రాచీన కవిత్వం

(అ) ధూర్జటి   - సాయుజ్యము

శ్రీకాళహస్తి మహాత్మ్యము- ద్వితీయాశ్వాసం-(109-139)

''త్రేతాంబునన్నొక్క'' నుండి ''పన్నగంబు''... వరకు

(ఆ) చేమకూర వేంకటకవి   - సుభద్రా పరిణయం

విజయ విలాసం-8వ ఆశ్వాసం-(93-139)

"తనయుని పెండ్లికేగ వలే ధాత్రికి" నుండి

"తేరెక్కి దంపతులరుగా" వరకు

Module II
8 Hours

ఆధునిక కవిత్వం

(అ) జాషువా   -   ఫిరదౌసి లేఖ

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

Module III
9 Hours

ఆధునిక కవిత్వం

(అ) గెద్దాపు సత్యం   - "చెట్టు" ఖండిక 1 నుండి 25 పద్యాలు

["శ్రీనిధానం" నుండి "మహిమనీది" పద్యం వరకు]

(కవితా వైజయంతి పద్య సంకలనం నుండి)

Module IV
8 Hours

కథానికలు

(అ) కేతు విశ్వనాథ రెడ్డి   - నమ్ముకున్న నేల

(ఆ) ముప్పాళ్ల రంగనాయకమ్మ   - అమ్మకు ఆదివారం లేదా?

Module V
8 Hours

నవల

    ణII వి.ఆర్. రాసాని   - బతుకాట

విద్యార్థి కృత్యాలు

1. సుభద్రా వివాహ ఆచారాలు ఈనాటి వివాహ ఆధారాలు తులనాత్మకంగా పరిశీలించండి

2. మీకు నచ్చిన ఒక చెట్టుకు సంబంధించిన పూర్తి సమాచారాన్ని సేకరించండి.

3. మీ ఇంటి నేపథ్యంలో అమ్మలకు ఆదివారం ఉందో, లేదో ఒక సంఘటన ఆధారంగా కథ రాయండి.

4. నమ్ముకున్న నేల కథలోని రైతుల గాథలను చిత్రాలతో దినపత్రికల ఆధారంగా సేకరించండి.

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

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

	L	T	P	C
	2	0	2	3

Course Description:

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

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

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

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

Unit I: Prose (Detailed Text)   **8 Hours**
1. "Bazar Darshan" – Jainendra Kumar
2. "Irshya: Tu na gayi mere man se" – Ramdhari Sinh 'Dinkar'
3. "Aapne meri rachana padhi?" – Acharya Hajari Prasad Dwivedi

Unit II: Prose (Detailed Text)   **8 Hours**
1. "Bharatiya Sahitya ki Ekta" – Nanddulare Vajpayee
2. "Athidhi" – Ramvilas Sharma
3. "Meri rumal kho gayee" – Vidyanivas Mishr

Unit III: Prose (Detailed Text)   **8 Hours**
1. "Kavi aur Kavita" – Mahavir Prasad Dwivedi
2. "Sona Hirani" – Mahadevi Varma
3. "Kafan" – Premchand

Unit IV: Prose (Non-detailed Text)   **9 Hours**
1. "Puraskar" – Jayashankar Prasad
2. "Haar" – Shrimati Mannu Bhandari
3. "Sadaachaar ka Taveej" – Harishankar Parsai
4. "Aadmi ka bachcha" – Yashpal
5. "Haar ki jeet" – Sudarshan
6. "Thakur ka kuan" – Premchand
7. "Usne Kaha tha" – Shri Chandradhar Sharma Guleri
8. "Roj" – Shri Agney
9. "Chief ki daavat" – Bhishma Sahani

Unit V: Grammar   **9 Hours**
1. Rewriting of sentences as directed:
   i. Kaarak (Case)
   ii. Ling (Gender)
   iii. Vachan (Number)
   iv. Kaal (Tense)
   v. Vaachya (Voice)
2. Correction of Sentences:
   i. 'Chahiye' prayog
   ii. Ling aur vachan sambandhi
3. Make your own sentences
4. Karyalay Hindi: Prashasani Shabdavali / Parnam
   i. Karyalayon ka naam
   ii. Pad Nam
5. Sandhi Vichched
6. Patra Lekhan
7. Gadyams ke aadhar par diye gaye prashnoka uttar dena chahiye
8. Nibandh

Reference Books

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

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

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

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

	L	T	P	C
	2	0	2	3

Course Description:

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

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

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

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

Unit I: Poetry   **8 Hours**
1. "Saakhi" – Kabirdas (Pratham das dohe)
2. "Baal Varnan" – Surdas

Unit II: Poetry   **8 Hours**
1. Dohe – Tulasi Das
2. Pad – Meerabai (Pratham das pad)

Unit III: Poetry   **8 Hours**
1. Dohe – Rahim
2. Dohe – Bihari

Unit IV: Poetry   **9 Hours**
1. "Matrubhasha ke prati" – Bharatendu Harishchandra
2. "Matrubhoomi" – Maithili Sharan Gupt
3. "Bharat Mata" – Sumitranandan Pant

Unit V: Poetry   **9 Hours**
1. "Ashok ki chinta" – Jayashankar Prasad
2. "Todti Pathar" – Suryakant Tripathi Nirala
3. "Mai neer bhari dukh ki badali" – Mahadevi Varma

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

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

L	T	P	C
2	0	2	3

Course Description:

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

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

5. Prepare and present messages with a specific intent.

Course Outcomes:

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

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

UNIT I

1 मुदाभिषेकंतु वरद त्वमहर्षि   8 HOURS

   [श्रीमद् वल्मिकिरामायणे अयोध्याकाण्डे द्वितीय सर्गः]

2 हिमालयो नाम नगाधिराजः

   [कुमा सम्भवे प्रथम सर्गः]

UNIT II   9 HOURS

3 धर्मबध्दो दौवारिकः

   [शिवराज विजये प्रथम विरमे द्वितीय निवासः]

4 कृतघ्ने नास्ति निष्कृतिः

   [पन्चतन्त्रे लब्ध प्रणाशे वानर मकर कथा]

UNIT III   8 HOURS

5 अवन्तुभरतप्रजाः स्वतन्त्रभारतप्रभाम्

   [भारत भारति]

6 एषः धर्मः सनातनः

   [१० सुभाषितानि]

UNIT IV   9 HOURS

7 शब्दाः

[निर्धारित शब्दाः]

8 संस्कृत सम्भाणाभ्यासः

UNIT V   8 HOURS

9 सन्धयः

[निर्धारित सन्धयः]

Text Book: सरस्वति सुभाम

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

L T P C
2 0 2 3

Course Description:

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

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

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

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

UNIT I   8 HOURS

सक्तु प्रस्थस्य महत्वम्

[महभरते अश्वमेधपर्वणि]

बुद्स्य वैरग्योदयः

[बुद्ध चरिते तृतीय सर्गः]

UNIT II   9 HOURS

वैग्रानिक संहिता

न गङ्गदत्तःपुनरेतिकूपम्

[पञ्चतन्त्रे लब्द प्रणशी मण्डूकराज कथा]

UNIT III   8 HOURS

मधुरोप देशः

[मधुर विजये तृत्तीय सर्गः]

दैवसुर सम्पद विभग योगः

[श्रीमद्भगवद्गीता]

UNIT IV   **9 HOURS**

धतवः

[निर्धारित धातवः]

संस्कृत सम्भाषणाभ्यासः

UNIT V   **8 HOURS**

समासाः

[निर्धारित समासाः]

TEXT BOOK NAME : ARASWATI SUSAMA

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

L	T	P	C
2	0	2	3

Course Description:

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

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

Course Outcomes:

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

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

Unit I   **8 Hours**
Grammar and Vocabulary: Usage of the French verbs in the present tense "etre" avoir" "se presenter" "parler". Subject pronouns, definite and indefinite articles. Vocabulary in use for introducing one self and introducing others, vocabulary of professions, numbers, nationalities, months, days.
Listening and Speaking: The authentic sounds of the letters of the French alphabet and the accents that play a vital role in the pronunciation of the words.
Writing: short text of self-introduction and introduction of others
Reading: Reading of the text and comprehension – answering of close ended questions.

Unit II   **9 Hours**
Grammar and Vocabulary : "prepositions de lieu" negative sentences with ne, pas, pronoms toniques, difference between c'est , il est, elle est. Possessive pronouns. Vocabulary of family.
Listening and Speaking: pronunciation system of French language, la liaison – vous etes, vous appelez and role play for locating a place.
Writing: particulars in filling an enrollment / registration form, description of a place, of one's family members.
Reading Comprehension : reading a text of a famous scientist and answering questions.

Unit III   **8 Hours**
Grammar and Vocabulary: present tense of regular ending with –er, -ir. Adjectives for masculine and feminine gender. Vocabulary of seasons of the year and leisure activities. Likes and dislikes, asking questions
Listening and Speaking: To express one's likes and dislikes and to talk of one's pastime activities (sports activities), je fais du ping-pong and nasal sounds of words – janvier, champagne
Writing: descriptions of people and short passages of one's likes and dislikes. Writing an autportrait. Paragraph writing on one's leisure activity- (passe-temps preféré).
Reading: a text on seasons and leisure activities – answering questions.

Unit IV   **9 Hours**
Grammar and Vocabulary: les verbes de direction- to ask one's way and to give directions, verbes- pouvoir and vouloir and verbs ending with –dre, -re. vocabulary relating to accommodation. Inviting persons home for a function, party or a get together. Accepting and refusing invitations.
Listening and Speaking : to read and understand the metro map and hence to give one directions – dialogue between two people. Booking a hotel room. asking about the different facilities available in a hotel, negotiating tariffs. Inviting people to restaurant/cinema/ outing/home.

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

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

Unit V   **8 Hours**

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

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

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

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

Reference books:
Panorama
Berthet, Annie, et al., *Alter Ego +* . Hachette. 2013.
Erotopoulos, Zoe, et al. *French for Dummies*. John Wiley & Sons, Inc. NJ. 2011.
Hachette French Made Easy Beginners -Goyal publishers. 2011

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

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Course Description:

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

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

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

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

Unit I   **8 Hours**
Grammar and Vocabulary: revision of past tense (passé composé), imparfait.
Listening and Speaking: talking of past using both past tenses, childhood memories
Writing: childhood memories, texts using past tenses.
Reading: text relating to biographies of famous personalities

Unit II   **9 Hours**
Grammar and Vocabulary: future tense : futur proche, futur simple vocabulary relating to weather forecast, landscapes
Listening and Speaking: future projects, weather bulletins, ambitions.
Writing: paragraph writing on future projects.
Reading Comprehension: reading of text relating weather forecast, location and description of regions, cities and countries

Unit III   **8 Hours**
Grammar and Vocabulary: articles partitifs, complement d'objet direct, complement d'objet indirect.Vocabulary relating to food items.
Listening and Speaking: recipes, culinary likes and dislikes, film reviews, dialogues on ordering food in a restaurant.
Writing: paragraph writing on general topics using COI/COD
Reading: Text on general informative topics such as film reviews, restaurant reviews

Unit IV   **8 Hours**
Grammar and Vocabulary: vocabulary of house, furniture.
Listening and Speaking: dialogue with house owner to rent an apartment/ house.
Writing: description of one's own house, school, college.
Reading: Comprehension: reading a classified advertisement.

Unit V 9 Hours

Grammar and Vocabulary: pronom relatif pronom y et en
Listening and Speaking: description of one's own room, house, school, college.
Writing: writing a classified advertisement
Reading Comprehension: charter of change in society, city.

Reference books:

Panorama Berthet, Annie, et al., *Alter Ego +* . Hachette. 2013.
Erotopoulos, Zoe, et al. *French for Dummies*. John Wiley & Sons, Inc. NJ. 2011.
Hachette French Made Easy Beginners -Goyal publishers. 2011

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

L	T	P	C
2	0	2	3

Course Description:

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

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

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

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

Unit I 8 Hours
Introduction to German -greetings, identifying countries and their capital cities, identifying the

directions, introducing oneself and others, read and write numbers till 20, Read and write telephone numbers and e-mail addresses, talk about hobbies.
Grammar - question words, sentence structure, verbs and personal pronouns.
Pronunciation of alphabets

Unit II **8 Hours**
Language: Read and write days, seasons, months, talk about work and working hours, talk about a place or building, discussing household situations.
Grammar: gender and articles, yes/no questions, plural forms.
Pronunciation: Questions and answers.

Unit III **9 Hours**
Language: Read and sort sentences of a picture story, describing shape, size and color of objects, describe means of transportation, ask and give directions to a place, talk about food.
Grammar: Definite, indefinite, negation articles, Imperative sentences with "Sie".
Pronunciation: Long and short vowels, Umlauts.

Unit IV **8 Hours**
Language: Shopping, talk to sales person while purchasing goods, return faulty goods at a shop, asking someone to repeat something, Refusing or declining politely, Express time in German language, talk about one's family.
Grammar: nominative and accusative cases, modal verbs.
Pronunciation: Diphthongs.

Unit V **9 Hours**
Language: Make appointments over phone, understand and write an invitation, order in a restaurant and pay, look for particular information in a given text.
Grammar: Possessive articles, separable verbs, Prepositions for accusative case, past tense.
Pronunciation: ei, eu, au.

Reference books:
Dengler, Stefanie. *Netzwerk: Deutsch als Fremdsprache A1*, Klett-Langenscheidt, 2015.
Deutsch als Fremdsprache IA Grundkurs
Ultimate German Beginner - Intermediate(Coursebook), Living Language, 2004.
Moment Mal!: Deutsch als Fremdsprache, Langenscheidt, 1996.

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

L	T	P	C
2	0	2	3

Course Description:

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

in addition to enhancing awareness about the linguistic and cultural diversity in contemporary society.

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

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

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

Unit I   **8 Hours**
Language: Arrange appointments, Understand and give instructions, understand and respond to a letter, understand discussions and situations, describe a home, understand a house ad, understand a house plan.
Grammar: Dative prepositions, Possessive articles, Dative articles, adjectives with be-form. Pronunciation: Long and short e.

Unit II   **9 Hours**
Language: Respond to an invitation in writing, talk about house furniture, standards for writing letters, describe a day in a person's life, talk about a happening.
Grammar: changing prepositions with dative case, Perfect tense. Pronunciation: "s" and "sch" pronunciation.

Unit III   **8 Hours**
Language: Understand job advertisements, express opinions about jobs, understand blogs about jobs, to prepare a telephone discussion, make phone calls and enquire, understand the information about a city and do research.
Grammar: Partizip II for regular and irregular verbs, Join sentences with "und", "oder", and "aber". Pronunciation: listen and pronounce h, Verbs with prefix.

Unit IV   **9 Hours**
Language: Talk about dressing, shopping for dresses, to report about the past, lead a discussion on purchasing dresses, orient oneself about a shopping complex, discussion with doctor, describe the weather.
Grammar: imperative sentences, Verbs with dative case. Pronunciation: Consonants.

Unit V   **8 Hours**

Language: Understand the suggestions for city tour, describe a path, write a post card, describe a problem in a hotel, talk about the travel destination.
Grammar: Pronouns, time adverbs, sentence formation. Pronunciation: Consonants.

Reference books:
Dengler, Stefanie. *Netzwerk: Deutsch als Fremdsprache A1*, Klett-Langenscheidt, 2015.Deutsch als Fremdsprache IA Grundkurs
Ultimate German Beginner - Intermediate(Coursebook), Living Language, 2004.
Moment Mal!: Deutsch als Fremdsprache, Langenscheidt, 1996.

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

L	T	P	C
1	0	2	2

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

Course Objectives:

1. Develop a broad understanding of Indian society and provide learners an opportunity for enhancing their cultural literacy.
2. Enable learners to deepen their knowledge of Indian socio-cultural issues through coursework, local engagement, and mini projects.
3. Help learners identify and critically analyse social issues and challenges that India is facing in the contemporary world.
4. Inculcate nationalist spirit among students
5. Help students engage with their contemporary Indian society in a more responsible and respectful manner

Course Outcomes:

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

1. gain a broad understanding of Indian society and provide learners an opportunity for enhancing their cultural literacy.
2. deepen their knowledge of Indian socio-cultural issues through coursework, local engagement, and mini projects.

3. identify and critically analyse social issues and challenges that India is facing in the contemporary world.
4. cultivate nationalist spirit among themselves
5. engage with their contemporary Indian society in a more responsible and respectful manner

Unit I   **5 Hours**
Introduction to the idea of heritage in the discourse of state, maps and borders.

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

Unit II   **6 Hours**
Introduction to Indian architecture, styles, forms and contextualising in the present as well as diasporic scenarios.

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

Unit III   **5 Hours**
Introduction to the coming up of Indian classical music tradition through developments of schools, associations and its popularity.

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

Unit IV   **5 Hours**
Introduction to Indian painting: Traditions, patronage and maturity.

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

Unit V   **6 Hours**
Introduction to Indian Food culture, its proliferation and evolution through ages

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

Reference Books:

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

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

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

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

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

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

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

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

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

L	T	P	C
2	0	2	3

Course Description:

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

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

Course Outcomes:

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

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

Unit I   **8 Hours**

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

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

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

Unit II   **9 Hours**

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

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

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

Unit III   **8 Hours**

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

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

Grammar: Prepositions of place; Reflexive verbs; Object pronouns

Unit IV   **9 Hours**

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

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

Grammar: Gerund; Present Perfect Tense

Unit V   **8 Hours**

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

Functions: Talking about daily routines; Talking about weekend activities; Talking about your

work / studies, how you get to work and what you like the most about it; Talking about activities that you are good at; Describing what you did yesterday/last weekend
Grammar: Present tense: irregular verbs; Prepositions; Adverbs of frequency;
Verb + Infinitive; Preterite tense

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

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

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

L	T	P	C
2	0	2	3

Course Description:

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

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

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

1. Read and comprehend the prescribed pieces of prose, poetry, short story and one act play

2. Use the learned grammatical concepts to speak and write good English
3. Write paragraphs and essays on the prescribed topics
4. Explore supplementary reading sources
5. Practice phonetics refer dictionary for finding out the correct pronunciation of a given word

Unit I   **8 Hours**
Spanish wishes and needs, plans and projects, certainty and probability, physical condition, illness and remedies, shopping for food and going to restaurants
Functions: Asking and talking about future plans and intentions; Expressing obligation; Expressing feelings, wishes and needs; Expressing pain; Making suggestions, offering, accepting and refusing; Buying food
Grammar: Quiero/Me gustaría + Infinitive; Ir a / Hay que+ Infinitive; Verb: Doler; Irregular Present Tense; Countable and uncountable nouns

Unit II   **9 Hours**
Recent events, Personal experiences, apologies and excuses, shopping for clothes, A birthday party, food and drink, presents and congratulations
Functions: Making comparisons; Expressing wishes; Buying clothes; Asking, giving and refusing permission; Talking about what you are doing; Ordering a meal in a restaurant; Talking about recent activities; Apologizing and giving excuses; Talking about personal experiences
Grammar: Comparatives; Direct Object pronouns; Present continuous; Some uses of Ser/estar; Indefinite adjectives and pronouns; Present Perfect Tense; Con + personal pronoun

Unit III   **8 Hours**
Travelling (I), biographies., important events in life, Social situations, telephone conversations, appointments and invitations, travelling (II), City life: public places, transport and directions.
Functions: Talking about the past; Describing a journey; Asking for help; Borrowing and lending
Grammar: Simple Past: regular and irregular verbs; Prepositions; Affirmative

Unit IV   **9 Hours**
Telephone conversations, appointments and invitations, travelling (II), City life: public places, transport and directions and leisure activities
Functions: Talking on the phone; Talking about dates and times; Talking about past activities/events; Expressing preferences; Making arrangements: suggesting, inviting, accepting and refusing; Asking for directions
Grammar: Irregular present tense; Comparatives; Verb preferir; Pretérito Indefinido (Simple Past): regular and irregular verbs

Unit V   **8 Hours**
Objects, shapes and material, speaking about historical events, childhood and memories and personality traits
Functions: Describing places; Learning about ancient civilizations and their environments; Describing objects and their uses; Expressing possession; Describing people's personalities
Grammar: Pretérito Imperfecto(Imperfect): regular and irregular verbs; Prepositional phrases; Different uses of ser para/de/ ser; Direct and Indirect Object Pronouns
Learning Resources
Textbook cum workbook:

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

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

GHG-116: Our Environment
(Foundation)

L	T	P	C
1	0	2	2

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

Course Objectives:

1. Introduce to students the various aspects of the natural environment in which they live
2. Enhance a sense of informed sensitivity among them towards their natural environment
3. Equip students with the knowledge and skills necessary to adopt best practices for conserving natural resources and protecting our environment
4. Provide strategies to help students integrate knowledge from multiple disciplines and perspectives to understand the implications of humans' interactions with their environments
5. Prepare students for careers, citizenship and environmental stewardship through awareness building and experiential learning

Course Outcomes:

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

1. understand the various aspects of the natural environment in which they live
2. experience increased sensitivity towards their natural environment
3. gain knowledge and skills necessary to adopt best practices for conserving natural resources and protecting our environment
4. acquire strategies to integrate knowledge from multiple disciplines and perspectives to understand the implications of humans' interactions with their environments
5. get ready for careers, citizenship and environmental stewardship through awareness building and experiential learning

Unit I   **8 Hours**
Natural Resources: Forest resources, water resources, mineral resources, food resources, energy resources and land resources; role of an individual in conservation of natural resources; equitable use of resources for sustainable lifestyles

Unit II   **9 Hours**
Ecosystems: Structure and function; producers, consumers and decomposers; energy flow in the ecosystem; ecological succession; food chains, food webs and ecological pyramids; characteristic features of forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems

Unit III   **8 Hours**
Biodiversity and its Conservation: Genetic, species and ecosystem diversity, biogeographical classification of India; India as a mega-diversity nation; hot-spots of biodiversity; threats to biodiversity; endangered and endemic species of India; conservation of biodiversity

Unit IV   **8 Hours**
Environmental Pollution: Causes, effects and control measures; solid waste management; role of an individual in prevention of pollution; disasters

Unit V   **9 Hours**
Social Issues and the Environment: Sustainable development; urban energy problems, water conservation; resettlement and rehabilitation; wasteland reclamation; environment protection act, wildlife protection act, forest conservation act

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

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

	L	T	P	C
	1	0	2	2

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

Course Objectives:

1. Impart skills to create business documents, and perform data analysis
2. Empower the students to use appropriate tools for graphical representation and use audio-visual aids to make presentations
3. Enable learners to confidently use the computer for internet services, electronic documentation, data analysis, and presentations.
4. Help learners understand the ethical considerations related to the use of the internet and various digital tools and resources for knowledge sharing and work.
5. Equip learners with basic computer skills for efficient and effective performance in the academic and professional contexts.

Course Outcomes:

At the end of the course, learners should be able to

1. gain skills to create business documents, and perform data analysis
2. use appropriate tools for graphical representation and use audio-visual aids to make presentations
3. use the computer for internet services, electronic documentation, data analysis, and presentations.
4. understand the ethical considerations related to the use of the internet and various digital tools and resources for knowledge sharing and work.
5. gain basic computer skills for efficient and effective performance in the academic and professional contexts.

Unit I   **4 Hours**
Introduction to Information Technology: Definition and elements of IT; computer system; networking: definition, types of networks: LAN, MAN, WAN, the Internet and its applications, Web browsers, Network settings.

Unit II   **5 Hours**
Introduction to MS Office and MS Word: Components of MS Office, applications of MS Office, MS Word; working with MS Word documents: text formatting, working with tables, spelling and grammar, adding graphics to document, mail merge

Unit III   **5 Hours**
MS PowerPoint: Creating presentations; working with slides - slide design and slide layout; working with animation; working with graphics - pictures, clipart, audio clips, video clips

Unit IV   **6 Hours**
MS Excel: Working with MS Excel Workbook, worksheet management, formulae and functions, inserting charts, sorting, filters, printing in Excel

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

Unit V   **6 Hours**
Google Productivity Tools: Google Drive, Google Slides, Google Docs, Google Forms, Google Sheets
Google Sites: Google site creation, Integrate google documents, spreadsheets, presentations, and other Google Apps into your site.

Text Book
Gary B Shelly, Thomas J Cashman, Misty E Vermaat. *Microsoft Office 2007*, New Delhi: Cengage Learning India Limited. 2010.
Nancy Conner, Google Apps: The Missing Manual, "O'Reilly Media, Inc.", 27-May-2008
Reference books:
Bandari Vinod Babu. *Fundamentals of Information Technology*, New Delhi: Pearson Education. 2012.
ITL ESL. *Fundamentals of Computers*, New Delhi: Pearson Education. 2011.
http://sites.google.com

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

L	T	P	C
2	2	0	3

Course Description:

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

Course Objectives:

1. Help learners understand and engage in mindful practices to become more conscientious, responsible and ethically informed.
2. Provide opportunities for insightful readings, critical analysis and meaningful discussions on various challenges and complexities of life
3. Motivate them with a focus on transformative change.
4. Encourage students to apply the knowledge and insights gained from the course to real life problems
5. Enable them to explore and identify best practices in an area of professional interest.

Course Outcomes:

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

1. understand and engage in mindful practices to become more conscientious, responsible and ethically informed.
2. engage in insightful readings, critical analysis and meaningful discussions on various challenges and complexities of life
3. cultivate a focus on transformative change.
4. apply the knowledge and insights gained from the course to real life problems
5. explore and identify best practices in an area of professional interest.

Unit I   **8 Hours**
Introduction: Nature and scope of human values and ethics; moral character building; virtue and vice; right and wrong; justice and fairness

Unit 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. astheya (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).

Unit 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.

Unit 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

Unit 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 Ethic*s.
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)

	L	T	P	C
	1	0	4	3

Course Description

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

Course Objectives:

1. Develop among students the creative ability to write
2. Provide understanding, skills and professional knowledge about writing
3. Train students to write in various genres
4. Enable them to organize their daily writing into structured categories
5. Equip the students to write with clarity and purpose

Course Outcomes:

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

1. enhance their creative ability to write
2. gain understanding, skills and professional knowledge about writing
3. acquire the skill to write in various genres
4. organize their daily writing into structured categories
5. write with clarity and purpose

Unit I   **8 Hours**
Introduction to Creative Writing: Creative writing genres: short story, narrative essay, feature article, memoir, travel writing; the craft: plotting, setting, physical description, characterization, and stylistic clarity and innovation; composition strategies

Unit II   **9 Hours**
Creative Writing Workshop: Produce complete original piece/s of work in chosen genres: drafting a complete piece; revising, rewriting and refining to bring out the final product; using the skills learned; analysis and constructive evaluation of peer writing

Unit III   **8 Hours**
Book Reviews: Descriptive review: objective presentation of the content and structure of a book, perceived aims and purpose of the book, key elements of the work, indication of the reading level and anticipated audience; critical review: evaluation of a book in relation to accepted

norms; supporting evidences from the text; developing an assessment strategy; recommendation of the reviewer

Unit IV   9 Hours
Book Review Workshop: Identifying a book for review: genre, author, title; relevant background information and intended audience; checking authenticity and authority; writing the review: a concise summary of the content: accuracy and detail; analysis and critical assessment; balancing subjective opinion and objective analysis

Unit V   8 Hours
Preparing for Publication: Basics of IPR; the publication cycle: engaging in the mechanics of keyboarding, design, layout, and proofreading; peer review of manuscripts produced in the creative writing and book review workshops; collaborative work; bringing out a publication - book/ magazine

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

GHG-203: Understanding Globalization
(Foundation)

L	T	P	C
3	0	0	3

Course Description:

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

Course Objectives:

1. To explain how global processes are shaped
2. To sensitise students on global level gender and environmental issues
3. To introduce theories of Globalization

4. To enable them to understand reasons for global conflicts
5. To enable them to understand the process of Globalization.

Course Outcomes:

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

1. understand how global processes are shaped
2. enhance their sensitivity on global level gender and environmental issues
3. understand theories of Globalization
4. understand reasons for global conflicts
5. understand the process of Globalization.

Unit I   **9 Hours**
Introduction - Theories of globalization: Politics of Globalization - globalization and economic crisis, shift in geo-political balance of power; Globalization and Development - how social actors (institutions; civil society; businesses; migrants; consumers; terrorists) shape global processes; Gender and Globalization - The centrality of gender and women's labor (paid and unpaid) to global economies.

Unit II   **8 Hours**
Climate Change: What is climate change, impact of global power struggles on the environment; Globalization and religious conflicts – 'clash of civilisations' between the West and non-West, forms of governance and economies as ideal forms of conflict resolution

Unit III   **8 Hours**
Global Village: How globalization impacted the traditional marketing and communication strategies. Globalization and stereotyping of communities; Nationalism and Globalization - National identity versus cosmopolitanism, business expansion across national borders and the movement of people and knowledge, promises of capitalism and economic crisis in underdeveloped countries.

Unit IV   **9 Hours**
Language of international communication: English as the business lingua franca and its consequences for minority languages; Politics of Visual Communication - impact of visual communication which disseminates knowledge and information across borders. International advertising and the impact of electronic media

Unit V   **8 Hours**
Globalization in India: Globalization and women empowerment, livelihood and exploitation of natural resources; New economic opportunities – globalization and traditional occupations, human resource development in the globalizing age

Reference books:
Guthrie, D. *China and Globalization,* London: Routledge. 2009.
Gupta, D. *Can India Fly?* Stanford: Stanford University Press. 2007.

Palmer, G. *The Politics of Breastfeeding*. Pinter and Martin. 2009.
Stiglitz, J. *Globalization and its Discontents*. Penguin. 2003.
J. Bhagwati, *In Defence of Globalization*. chs. 1 and 4. 2007.
M. Korzeniewicz. *Nike and the Global Athletic Footwear Industry*.
J. Gray. "From the Great Transformation to the Global Free Market" in Lechner and Boli. *The Globalization Reader*. 2000.
D. Croteau and W. Hynes. *The Business of Media*, 2005.
E. Herman and W. McChesney. *The Global Media: The New Missionaries of Corporate Capitalism*. 1997.
S. Ehrenreich. "Meeting the Challenge: English as a Business Lingua Franca in a German Multinational Corporation" Journal of Business Communication.
J. McWhorter. *The Power of Babel. A history of Language*. 2001.chs 3 and 7
Maurenan and Ranta, *English as a Lingua Franca*, 2009, ch. 6 and 10
C. Gopinath. *Globalization*: Ch. 7. Global Business Influences. 2008.
C. Classen, and D. Howes, *Cross-Cultural Consumption*. 1994.
M. De Mooij. *The Paradoxes in Global Marketing Communication*. 2011.
T. Luke, *The Political Economy of Cyberspace in Spaces of Culture*. 1999.

GHG-204: Social Media: Impact and Possibilities

(Foundation)

L	T	P	C
1	0	4	3

Course Description

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

Course Objectives:

1. Provide understanding of establishing and manage a social media presence
2. Enable them to understand how and why content is created for social media
3. Provide tools for the students to evaluate the performance of their content and its impact on social media
4. Inculcate a sense of responsibility towards public postings
5. Impart skills to contribute content for social media

Course Outcomes:

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

1. understand the process of establishing and managing a social media presence

2. understand how and why content is created for social media
3. evaluate the performance of their content and its impact on social media
4. gain a sense of responsibility towards public postings
5. acquire skills to contribute content for social media

Unit I   **8 Hours**
Social media - a new paradigm: Digital technologies; literacy redefined; the user and the fourth screen; virtual proximities and expanding networks;

Unit II   **8 Hours**
Social media tools and platforms: Categorization; features and uses - pros and cons; a few examples: Facebook, Twitter, Wordpress, YouTube, Linkedin, Instagram, Snapchat etc.

Unit III   **9 Hours**
Impact of social media: Influential capacity; shifts in information flows; volume, nature and formats of contents; social and ethical implications; online activism; citizen journalism; changing character of communication; democratization and the digital divide; cyber crime
A few case studies

Unit IV   **9 Hours**
Social media and organizations: 'Digital natives' and the falling apart of hierarchies: less pyramidal and more cooperative control structures; communication and collaboration; growing relevance in the context of geographically dispersed teams; learning and knowledge management in organizations; strategies to successfully navigate the media landscape
A few case studies

Unit V   **8 Hours**
Corporate social networks: Production of positive network externalities, increase of business information capital; audience analysis and content planning; marketing strategies used by businesses: engagement and nurture; social strategies and business metrics; integrated marketing communications strategies for social media - an overview of the trends (Indian and global); ethical and legal implications. A few case studies

Reference books:
Guy Kawasaki & Peg Fitzpatrick. *The Art of Social Media*. Penguin. 2014.
Carrigan, Mark. *Social Media for Academics*. Sage Publications Ltd. 2016.
Bennett,W.Lance. *New Media Power: The Internet and Global Activism*. 2003.
Castells, Manual. "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-206: Public Opinion and Survey Research
(Foundation)

L	T	P	C
2	0	0	2

Course Description

This course aims to acquaint the students with the importance of public opinion in a democratic society. Getting feedback from the public is crucial for any government. The feedback can take the form of opinion polls and surveys. The data thus gathered through opinion polls and surveys should be measured scientifically in order to accurately capture the public pulse. Students will learn some statistical techniques to process the data on public opinion that would be useful to policy makers and administrators, and business houses.

Course Objectives:

1. Explain the importance of public opinion in a democracy
2. Impart the technique for measuring public opinion
3. Drive home the significance of opinion polls
4. Train the students in techniques of conducting opinion polls and surveys
5. Impart skills to process the data collected and quantifying it

Course Outcomes:

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

1. understand the importance of public opinion in a democracy
2. gain the techniques for measuring public opinion
3. appreciate the significance of opinion polls
4. cultivate the techniques of conducting opinion polls and surveys
5. process the data collected and quantifying it

Unit I   **8 Hours**

Introduction to the course: Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll
*Essential Reading:
R. Erikson and K. Tedin, *American Public Opinion*, 8th edition, New York: Pearson Longman

Publishers, pp. 40- 46. 2011.
G. Gallup, *A guide to public opinion polls* , Princeton University Press, pp. 3-13. 1948.

Unit II   9 Hours
Measuring Public Opinion with Surveys: Representation and sampling
 a. What is sampling? Why do we need to sample? Sample design.
 b. Sampling error and non-response
 c. Types of sampling: Non random sampling (quota, purposive and snowball
sampling); random sampling: simple and stratified
 *Essential Reading:
G. Kalton, *Introduction to Survey Sampling* Beverly Hills, Sage Publication. 1983.
 Lokniti Team 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly,* Vol. XLIV (39). 2009.
Lokniti Team, 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51). 2004.
'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

Unit III   8 Hours
Survey Research
a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
b. Questionnaire: Question wording; fairness and clarity.
 *Essential Reading:
H. Asher, 'Chapters 3 and 5', *in Polling and the Public: What Every Citizen Should Know,* Washington DC: Congressional Quarterly Press. 2001.
R. Erikson and K. Tedin, *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46. 2011.

Unit IV   9 Hours
Quantitative Data Analysis
a. Introduction to quantitative data analysis
b. Basic concepts: correlational research, causation and prediction, descriptive and inferential
   Statistics

 *Essential Reading:
A. Agresti and B. Finlay, *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson. Prentice Hall. 2009.
S. Kumar and P. Rai, 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage. 2013.

Unit V   8 Hours
Interpreting polls (6 lectures) Prediction in polling research: Possibilities and pitfalls
Politics of interpreting polling
 *Essential Reading:
R. Karandikar, C. Pyne and Y. Yadav, 'Predicting the 1998 Indian Parliamentary Elections',

Electoral Studies, Vol. 21, pp.69-89. 2002.
M. McDermott and K. A. Frankovic, 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', Public Opinion Quarterly 67, pp. 244-264. 2003.

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

GHG-207: Soft Skills
(Ability Enhancement Course – Compulsory)

	L	T	P	C
	0	0	4	2

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

1. build strong interpersonal skills for professional and personal growth
2. gain awareness on emotional intelligence
3. acquire skills to understand others without depending upon assumptions
4. develop the ability to understand multiple perspectives
5. learn strategies for effective problem solving and decision making

Unit I   **8 Hours**
Introduction to Soft Skills: Meaning, scope, portability and value of soft skills; Soft skills for inner strength and interpersonal effectiveness; Aspects of soft skills; Relationship between soft skills and hard skills; Soft Skills in various contexts; Role of communication in Soft Skills

Unit II   **9 Hours**
Self management skills: Self confidence and self motivation - positive thinking and growth mindset; Self-Awareness and reflection - knowing and understanding oneself, observing oneself objectively; Intra-personal skills - emotional intelligence; Creative and critical thinking for problem solving and decision making; Resilience, handling stress and coping with change; Recognizing negativity; Visualization and positive affirmation

Unit III   **8 Hours**
Interpersonal skills: Patience, perceptiveness and empathy; Handling mental and emotional 'baggage' - 'forgiving and forgetting'; Dealing with difficult personalities and situations; Influence/ persuasion skills; Soliciting opinions and feedback; Coordinating with people to arrive at common decisions; Socio-cultural aspects of interpersonal interactions

Unit IV   **9 Hours**
Advanced Skills for successful careers: Collaborative skills; Leadership - communicating vision and ideas that inspire others to follow, creating and motivating a high performing team; Teamwork - working with people of varied skills, personalities, motivations, and work styles; Mentoring skills **-** providing guidance and constructive feedback that can help others improve; Negotiation Skills

Unit V   **8 Hours**
Professional Etiquette: Customary code of polite behaviour in a professional setting; Introductions and first impressions; Meeting etiquette (on-site meetings and teleconferences); Telephone and e-mail etiquette; Networking - to be interesting and interested; Ability to understand and deal proactively with the unspoken nuances of people dynamics in order to protect oneself from unfairness as well as further one's own career

Reference books:
Claus, Peggy. *The Hard Truth about Soft Skills*. Australia: Harper Collins Publishers Pty. Ltd. 2007.
Butterfield, Jeff. *Soft Skills for Everyone*. New Delhi: Cengage Learning. 2010.
Chauhan, G.S. and Sangeeta Sharma. *Soft Skills*. New Delhi: Wiley. 2016.
Goleman, Daniel. *Working with Emotional Intelligence*. London: Banton Books. 1998.

Hall, Calvin S. et al. *Theories of Personality*. New Delhi: Wiley. rpt. 2011.
Holtz, Shel. *Corporate Conversations*. New Delhi: PHI. 2007.

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

L	T	P	C
1	0	2	2

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

Course Objectives:

1. Equip learners with the knowledge, skills and tools needed to communicate appropriately and effectively in a cross-cultural environment.
2. Help learners develop strategies for overcoming social blind spots
3. Empower them to use techniques to mitigate the risk of ineffective communication in cross-cultural settings.
4. Enable learners to discover the ways in which they can adapt their communication style to the environment appropriately
5. Inculcate core values for impactful, empathetic and positive communication.

Course Outcomes:

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

1. gain knowledge, skills and tools needed to communicate appropriately and effectively in a cross-cultural environment.
2. develop strategies for overcoming social blind spots
3. use techniques to mitigate the risk of ineffective communication in cross-cultural settings.
4. discover the ways in which they can adapt their communication style to the environment appropriately
5. imbibe core values for impactful, empathetic and positive communication.

Unit I   **8 Hours**
Introduction: Leading definitions of what constitutes 'intercultural communication'; variations in personal, social, and cultural identity; awareness of one's own and other's cultural identities; cultural barriers

Unit II   **9 Hours**

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

Unit III   **8 Hours**
Benefits: Benefits of intercultural applications; implications in personal life, business and education; exposure to and application of leading values frameworks and levels of analysis

Unit IV   **8 Hours**
Communication Behaviours: Analysis of situated cases; sources of intercultural misunderstanding; variations and perceptions of typical communication behaviours; taxonomies for understanding context, space, time and other contextual factors (hi-low context, proxemics, monochronic-polychronic, silence)

Unit V   **9 Hours**
Social learning engagement: Exposure and appreciation: cross-cultural complexity; cultural assumptions, expectations; experiential descriptions of culture shock and coping dynamics; adaptation processes; growth outcomes in cross-cultural transitions

Reference books:
Cooper, J., Calloway-Thomas, Carolyn, & Simonds, C. *Intercultural Communication: A Text with Readings*. New York: Pearson. 2007.
Asante, M., Mike, Y., & Yin, J. (Eds). *The Global Intercultural Communication Reader*. New York: Routledge. 2008.
Chen, G., & Starosta, W. *Foundations of Intercultural Communication*. London: Allyn and Bacon. 1998.
Condon, J. & Yousef, F. *An Introduction to Intercultural Communication*. New York: Macmillan Publishing Company. 1975.
Fisher, G. *Mindsets: The Role of Culture and Perception in International Relations* (2nd edition). Yarmouth, Maine: Intercultural Press. 1997.
Gannon, M. *Understanding Global Cultures: Metaphorical Journeys Through 28 Nations, Clusters of Nations, and Continents*. London: Sage Publications. 2004.
Holliday, A., Hyde, M. & Kullman, J. *Intercultural Communication: An Advanced Resource Book*. London: Routledge. 2004.
Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global CommUnity* (4th edition). London: SAGE Publications. 2004.
Klopf, D. & McCroskey, J. *Intercultural Communication Encounters*. New York: Pearson. 2007.
Mathews, G. *Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket*. New York: Routledge. 2000.
Min-Sunkim. *Non-Western Perspectives on Human Communication: Implications for Theory and Practice.* London: Sage Publications. 2002.
Nisbett, R. *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. New York: Free Press. 2003.
Paige, R. *Education for the Intercultural Experience* (2nd edition). Yarmouth, Maine:

Intercultural Press, Inc. 1993.

Reagan, T. *Non-Western Educational Traditions: Alternative Approaches to Educational Thought and Practice* (2nd edition). London: Lawrence Erlbaum. 2000.

Samovar, L., & Porter, R. (Eds.). *Intercultural Communication: A Reader* (9th edition). Belmont, CA: Wadsworth Publishing Company. 1999.

Shaules, J. *Deep Culture: The Hidden Challenges of Global Living*. Toronto: Multilingual Matters. 2007.

Tromenaars, F. & Hampden-Turner, C. *Riding the Waves of Culture: Understanding Diversity in Global Business* (2nd edition). New York: McGraw-Hill. 1998.

Wierzbicka, A. *Understanding Cultures Through Their Key Words*. New York: Oxford University Press. 1997.

Wierzbicka, A. *Cross-cultural Pragmatics: The Semantics of Human Interaction*. New York: Mouton de Gruyter. 2003.

Wierzbicka, A. *English: Meaning and Culture.* New York: Oxford University Press. 2006.

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

L	T	P	C
1	0	4	3

Course Description:

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

Course Objectives:

1. Enable students to improve their language skills necessary for effective communication
2. Help the students to organise information at the sentence and discourse level
3. Equip the students to learn Interactive skills to to enhance comprehension
4. Enable them to engage effectively with audience
5. Empower them to adapt their speaking skills to the nature of the audience

Course Outcomes:

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

1. improve their language skills necessary for effective communication

2. organise information at the sentence and discourse level
3. learn interactive skills to to enhance comprehension
4. engage effectively with audience
5. adapt their speaking skills to the nature of the audience

Unit I   **8 Hours**
Introduction: Difference between personal interaction and public speaking; kinds of speech delivery: impromptu, extemporaneous, manuscript, and memorized; idea building; research the topic area; target audience; cultivate poise and self-confidence: techniques to lessen speaker anxiety ; delivery style; making ideas compelling and memorable; objective and purpose: informative, persuasive, demonstrative, special occasion; become aware of personal speech habits and characteristics; use of appropriate language; posture, voice, diction, articulation; effective use of presentation aids

Unit II   **8 Hours**
Preparation: Action Points: Listen to and watch speeches of influential speakers: analyze and critique techniques, content, purpose, strengths and weaknesses; peer review: developing listening and feedback skills; identifying the topic; defining the scope; formulating specific purpose statement and central idea; compile reference list; do an audience analysis; drafting the speech; choosing and preparing suitable presentation aids; practice delivery; managing time

Unit III   **9 Hours**
Public Speaking for the Audio: Bringing intention into tone, voice and articulation; cultivate unique style; maintain conversational energy; impact of lack of body language; voice: power vs volume; maintaining pace and flow; strategic pauses; techniques to establish and maintain a connection with the audience; attention grabbing title; could act as a one to one medium; virtual stage

Unit IV   **8 Hours**
Public Speaking for the Video: Challenges of being in front of a camera; on-screen visual aids; attention to expressions, emotions and appearance; focus on body language; up-close audience; rehearse and refine content; content: prepare but not memorize; conscious, decisive and natural gestures; mindful of energy and personality projection; understand reach and context; exude calm confidence; set up comfortable atmosphere to produce

Unit V   **9 Hours**
Live Public Speaking: Strategies to gain attention: strong opening; meaningful link backs; interesting filler content; personal connect with the topic and the audience; pauses: when and why; engage and perform: move and gesture; level of force/passion; be memorable: finish strong; avoid putting audience on the defensive: focus on areas of agreement

Reference books:
Gallo, Carmine. *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*
Carnegie, Dale. *The Art of Public Speaking*
Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can*

GHG-254: Literature in Translation
(Generic Elective)

L	T	P	C
1	0	4	3

Course Description:

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

Course Objectives:

1. To highlight the historical overview of Translation, its meaning, nature and the process.
2. To introduce various Indian vernacular literary texts translated into English and discuss its significance.
3. To outline the significance of translated poetry, prose and plays
4. To familiarise them with the challenges of genre specific translatability, adaptability and reception.
5. To promote students to translating a literary text of their choice from one's own mother-tongue into English and assess/evaluate its effectiveness and challenges faced while translating

Course Outcomes:

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

1. gain a historical overview of Translation, its meaning, nature and the process.
2. acquaint themselves with various Indian vernacular literary texts translated into English and discuss its significance.
3. outline the significance of translated poetry, prose and plays
4. become familiar with the challenges of genre specific translatability, adaptability and reception.
5. translate a literary text of their choice from one's own mother-tongue into English and assess/evaluate its effectiveness and challenges faced while translating

Unit I   **9 Hours**
Translation: Historical overview; Translation theory: introduction; Translation: nature and types; notions of translatability; equivalence and problems involving equivalence.

Unit II   **8 Hours**
Poetry: poetic spirit; apprehension of original poem; language, thought and poetry; interpretation reliability; a critique of select poems

Unit III   **8 Hours**
Prose: Origins of prose translation; the enlightenment; post war years to the present; working with the author; qualities and making of a literary translator

Unit IV   **9 Hours**
Drama: Translation studies and drama; target language acceptability; 'Speakability'; adaptation; Critique of Anton Chekhov's *The Cherry Orchard.*

Unit V   **8 Hours**
Fiction: Characteristics of literary translation and knowledge translation; adequacy of translation: adequate, relevant translation; critique of select translated novels: Bama (b 1958): *Karukku*; Gabriel Garcia Marqueza (1927) : *One Hundred Years of Solitude*

Additional Reading/ Reference books:

Munday, Jeremy. *Introducing Translation Studies: theories and applications*. Routledge, London. 2001.
Bassnett, Susan.. *Translation Studies*. Routledge, London. 2002.
Baker, Mona, editor. *Critical Readings in Translation Studies*. Routledge, London and New York. 2010.
Benjamin, Walter.). *The Translator's Task*. Trans. Rendall, Steven. TTR: traduction, terminologie, redaction, vol.10, no. 2, 151-165. 1997.
Bassnett, S. & A. Lefevre, editors. *Translation, History and Culture*. Princeton UP, Princeton. 1992.
Venuti, Lawrence. *The Translation Studies Reader*. Routledge, London and New York. 2000.
Eka Kurniawan (b1975): *Man Tiger*
Jean-Luc Racine (Author), Josiane Racine (Author), John L. Varriano (Author), Will Hobson (Translator) - *Viramma: Life of an Untouchable*

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

	L	T	P	C
	1	0	2	2

Course Description:

The course aims to deal with the issues that youth face and provide an analytical understanding. Using a sociological approach the course deals with issues such concepts related to gender identity, family, friendships, the influence of globalisation, violence, stereotyping, women empowerment, and work-life balance. It is hoped that equipped with such understanding young students will be able to evolve into responsible citizens.

Course Objectives:

1. Explain the importance of understanding the issues of identity among youth
2. Illustrate from their own experiences the internal and external conflicts youth face
3. Enable the students to gain understanding of the influences that work on them during the passage into adulthood
4. Explain the role of gender identities and stereotyping on violence
5. Introduce them to the importance of women empowerment

Course Outcomes:

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

1. appreciate the importance of understanding the issues of identity among youth
2. relate from their own experiences the internal and external conflicts youth face
3. gain understanding of the influences that work on them during the passage into adulthood
4. understand the role of gender identities and stereotyping on violence
5. get acquainted with the importance of women empowerment

Unit I   **8 Hours**
Introduction: Concepts of youth: transition to adulthood, extended youth in the Indian context; concepts of gender: sex, gender identity, sexual orientation, gender roles, gender role attitudes, gender stereotypes; concepts of identity: multiple identities

Unit II   **9 Hours**
Youth and Identity: Family: parent-youth conflict, sibling relationships, intergenerational gap; peer group identity: friendships and romantic relationships; workplace identity and relationships; youth culture: influence of globalization on youth identity and identity crisis

Unit III   **8 Hours**
Gender and Identity: Issues of sexuality in youth, gender discrimination, culture and gender: influence of globalization on gender identity.

Unit IV   **9 Hours**
Issues related to Youth, Gender and Identity: Youth, Gender and violence; Stereotyped attitudes; Changing roles and women empowerment,

Unit V   **8 Hours**
Approaches for Better Living: Enhancing work-life balance; Encouraging non-gender, non-stereotypical attitudes and behaviour

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

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

                                                        L   T   P   C
                                                        3   0   0   3

Course Description

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

Course Objectives:

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

Course Outcomes:

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

1. understand how a milieu impacts the kind of work of art that is produced during that time
2. gain a historical perspective on the relationship between language, literature and society
3. recognize the importance of critical reflection on the relationship between literary productions and society

4. can critically evaluate the credibility and relevance of different sources of knowledge
5. engage in a critical reflection of diverse cultural works from diverse social contexts

Unit I **8 Hours**
Language and Social Change: Power and Language; standard and non-standard varieties; participatory democracy; universal education; ideas, assumptions and explanations about social change.

Unit II **8 Hours**
De-colonization, Globalization and Literature: Cultural decolonization, process and impact of globalization, regionalism, assertion of local social values, beliefs and customs.

Unit III **8 Hours**
Social Construction of Gender: Patriarchy, construction of female subjectivity, gender and literary canon; recreation and construction of gender in everyday life; gender as an institution and system; gender in relation to other social locations.

Unit IV **8Hours**
Literature and Identity Politics: Major influences on social identities through language and text; categories of identity; politics of representation; class, race and caste; dominant social order; dalit discourse; adivasi voices.

Unit V **8 Hours**
Tradition and modernity in language and literature: Nationalism; cultural reformation; postmodern perspectives; plural narratives.

Essential Reading

A.K. Ramanujan. "Language and Social Change" from *The Collected Essays of A.K. Ramanujan.* Oxford University Press. 2004.
Ngugi wa Thiong'o: 'The Language of African Literature' in *Decolonising the Mind: The Politics of Language in African Literature.* James Currey. 1986.
Gauri Viswanathan: 'Rewriting English' from *Masks of Conquest: Literary Study and British Rule in India.* Faber and Faber. 1990.
Hansda Sowvendra Shekhar. 'The Adivasi will not Dance' from *The Adivasi will not Dance.* Speaking Tiger Publishing Private Limited. 2017.
Susie Tharu and K. Lalita (eds.) 'Introduction' from *Women Writing in India: 600 BC to the Present.* Rivers Oram Press. 1993.

Additional Reading/ Reference books:

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

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

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

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

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

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

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

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

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

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

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

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

	L	T	P	C
	3	0	0	3

Course Description:

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

Course Objectives:

1. Introduce the key concepts of ELT

2. Enhance interest in the career of English Language teaching

3. Enable them to understand and critique the principles behind the teaching of language skills and elements

4. Build awareness about some of the prominent methods and approaches to language teaching

5. Provide knowledge of key terms of testing, evaluation and assessment

Course Outcomes

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

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

Unit I   **8 Hours**
Overview of English Language Teaching: Brief history of early developments in language teaching; overview of English Language Teaching in India; paradigm shift in ELT; common terms used in ELT.

Unit II   **8 Hours**
Aims and Objectives of Teaching English: Objectives of teaching English in India; English as global language: implications in teaching and learning; teaching and learning environment: teacher, learner, classroom, curriculum.

Unit III   **9 Hours**
Teaching English as a Second Language: Teaching English as a skill; teaching English in multilingual contexts; role of L1 in the classroom; changes in English language education: issues and contexts.

Unit IV   **9 Hours**
Approaches, Methods and Techniques: Teaching language skills (speaking, writing, listening and reading); methods of teaching English; materials for teaching English; language testing: definition and types of language testing.

Unit V   **8 Hours**
ELT in the current context: English for Specific Purposes; study skills; learner autonomy; technology for English Language Teaching.

Essential Reading
Thornbury, S: *An A-Z of ELT: A dictionary of terms and concepts used in English language teaching*.
Gass, Susan M. and Selinker, Larry: *Second Language Acquisition: An Introductory Course*.
Richards. J.C. and T. Rogers: *Approaches and Methods in Languages Teaching*.

Additional Reading/ Reference books:

Agnihotry, R.K., and Khanna: *English Language Teaching in India. Sage, New Delhi*.
Nagaraj Geetha. *English Language Teaching: Approaches, Methods, Techniques in Education*.
Vyas, M. A., & Patel, Y. L.: *Teaching English as a second language: A new pedagogy for a new century*.
National Curriculum Framework. *National Curriculum Framework*.
Hutchinson, T. & Waters, A: *English for Specific Purposes*.

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

	L	T	P	C
	3	0	0	3

Course Description

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

Course Objective:

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

Course Outcomes:

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

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

Unit I   **8 Hours**

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

Unit II   **8 Hours**
Indian Short Stories: Shashi Deshpande: "Last Enemy"; Satyajit Ray: "Prof Shonku and the Macaw"

Unit III   **9 Hours**
British / American Short Stories: Arthur Conan Doyle -"A Scandal in Bohemia"; Edgar Allan Poe - "Tell Tale Heart"; James Finn Garner- "Cinderella"

Unit IV   **8 Hours**
Russian/ French Short Stories Short Stories: Nikolai Gogol -"The Nose"; Guy de Maupassant - "The Necklace"

Unit V   **9 Hours**
South African/ Latin American Short Stories: Nadine Gordimer- "Country Lovers", Gabriel Garcia Marquez - "A very Old Man with Enormous Wings"

Reference books:
Deshpande, Shashi. "Last Enemy", *Collected Short Stories* Vol 2. New Delhi: Penguin Books, 2004.
Ray, Satyajit. "Prof. Shonku and Macaw". *Diary of a Space Traveller and Other Stories*. London: Penguin, 2009.
Doyle, Arthur Conan. "A Scandal in Bohemia." *The Complete Sherlock Holmes: All 56 Stories & 4 Novels*. New York: Random House, 1986.
Poe, Edgar Allan. "Tell Tale Heart." *Edgar Allan Poe: Complete Stories and Poems*. New York: Barnes & Noble Inc, 2012.
 Garner, James Finn. "Cinderella". *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*. New York: Macmillan, 1994.
Gogol, Nikolai. "The Nose." *The Collected Tales of Nikolai Gogol*. New York: Vintage Classics, 1999.
Maupassant, Guy de. *The Complete Short Stories*. Delhi: Rupa Publications, 2000.
Gordimer, Nadine. "Country Lovers". *Town and Country Lovers*. Sylvester & Orphanos, 1980.
Marquez, Gabriel Garcia. "A Very Old Man with Enormous Wings". *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.
Fink, Ida. "Key Game." *A Scrap of Time and Other Stories*. Pantheon Books, 1987.
Achter, Erik Van. "How First Wave Short Story Poetics came into Being: E. A. Poe and Brander Matthews" Web.
Afridi, Humera. "The Price of Hubris." *And the World Changed*. Ed. Muneeza Shamsee. New York: Feminist Press at The City University of New York, 2008.
Baldwin, James. "Sonny's Blues." *Fiction 100: An Anthology of Short Stories*. Ed. James H. Pickering. New York: Macmillian Publishing Company, 1992.
Bama. "Scorn." *The Little Magazine.*
Bates, H.E. *Modern Short Story: Critical Survey.* London: Robert Hale, 1988.
Bloom, Harold. *Short Story Writers and Short Stories.* Philadelphia: Chelsa House Publishers,

2005.

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

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

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

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

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

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

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

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

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

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

GHG-352: Cultural Studies
(Generic Elective)

L	T	P	C
3	0	0	3

Course Description:

The discipline of Cultural Studies has grown quite massive over a period of time. It has become one of the significant fields of critical inquiry in India and abroad. Keeping in mind it's ever growing significance, this course is designed to familiarize and introduce the discipline of Cultural Studies to the students. The primary objective of this course is to outline what constitutes Cultural Studies and dig deep into making sense of how various concepts (Culture, Democracy, Ethnicity, Nationalism, Caste and so on) act as power structures in the contemporary socio-political society. Besides, the course aims to provide a comprehensive understanding of history and theoretical foundations of Cultural Studies with the help of essential readings.

Course Objectives:

1. Introduce and familiarize students with the discipline of Cultural Studies
2. Locate the significance of cultural studies as an interdisciplinary field
3. Explain the major concepts within Cultural Studies
4. Create an interest among students to relate with and contemplate on cultural phenomena

5. Empower them to Analyse the framework in which Cultural Studies connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)

Course Outcomes:

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

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

Unit I **8 Hours**
Cultural Studies: An introduction; understanding cultural studies; evolution and culture; Structuralism; Structuralism and its relation with Anthropology, Sociology and Linguistics Marxism, Post-structuralism; basics of Marxism, Marxist literary criticism, historical materialism.

Unit II **9 Hours**
 Key Concepts: Subjectivity, Subjectivity and culture, political subjectivity, subjectivity and power; identity and gender, identity negotiation; representation, concept of power and discourse; gender and power; gender and race, gender and caste.

Unit III **8 Hours**
Space: The body, space and time; culture and development; language, ethnicity, race and nation; globalization; consumption.

Unit IV **8 Hours**
Culture Industries, Cultural Forms, the commodity, Media: Television, science, technology and cultural Studies; cyber culture; cultural policy.

Unit V **9 Hours**
Cultural Studies in India: India as an object of study; contemporary caste dynamics; gender in Indian society; class relations, religion.

Essential Reading
Pramod K Nayar: *An Introduction to Cultural Studies*(excerpts)
Chris Barker: *Cultural Studies: Theory and Practice* (excerpts)

Additional Reading/ Reference books:

Chris Barker: *The Sage Dictionary of Cultural Studies*.
Tony Bennett and John Frow: *The Sage Handbook of Cultural Analysis*.
Andrew Milner: *Contemporary Cultural Theory: An Introduction*.
Meenakshi Gigi Durham and Douglas M Kellner, eds.: *Media and Cultural Studies.*
Imre Szeman and Timothy Kaposy: *Cultural Theory: An Anthology*.
Toby Miller, ed.: *A Companion to Cultural Studies*.
Andrew Edgar and Peter Sedgewick: *Key Concepts in Cultural Theory.*

GHG-354: Text and Performance
(Generic Elective)

L	T	P	C
3	0	0	3

Course Description:

This course looks at literary texts and their depiction in performance. An in depth critical analysis of these works will help the students understand the nuances of the dramatic text and performance text in relation to one another as also analyse how the same text gains different dimensions and interpretations when placed in a different medium.

Course Objectives:

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

Course Outcomes:

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

1. differentiate different strategies, techniques and theories of writing and performance in terms of content, context, meaning and intent
2. understand the relevance of the elements of music, dance, language and the body in performance
3. gain acquaintance with other forms of performances which involve ritual, spectacle, carnival, discussed within a cultural framework
4. understand the text in relation to performance
5. appreciate the cultural nuances in dramatic texts and performances

Unit 1   **8 Hours**
Introduction: Introduction to theories of performance; historical overview of western and Indian theatre; forms and periods: classical, contemporary, stylized, naturalist.
*Essential Reading
Selections From
John Gassner and Edward Quinn (Eds.). *The Reader's Encyclopedia of World Drama*.
Ananda Lal. *Theatres of India: A Concise Companion.*
Nandi Bhatia (Ed.). *Modern Indian Theatre: A Reader.*
Julia Hollander. *Indian Folk Theatres.*
Durga Das Mukhopadhyay. *Folk Arts and Social Communication.*

Topics for Student Presentations
a. Perspectives on theatre and performance
b. Historical development of theatrical forms
c. Folk traditions

Unit II   **9 Hours**
Theatrical Forms and Practices: Types of theatre; semiotics of performative spaces: proscenium 'in the round', amphitheatre and open-air; Voice, speech: body movement, gestures and techniques (traditional and contemporary); floor exercises: improvisation / characterization.
*Essential Reading
Selections From
Augusto Boal. *Games for Actors and Non-actors*.
Boal, Augusto. *The Theatre of the Oppressed.*
Dutt, Utpal. *On Theatre.*
Sircar, Badal. *On Theatre.*
Topics for Student Presentations
a. On the different types of performative space in practice
b. Poetry reading, elocution, expressive gestures, and choreographed movement

Unit III   **8 Hours**
Theories of Drama: Theories and demonstrations of acting: Stanislavsky, Brecht- Bharata.
*Essential Reading
Selections From
Roose-Evans, James. *Experimental Theatre: From Stanislavsky to Peter Brook.*
Richmond, Farley P., Darius L. Swann and Phillip B. Zarrilli (Eds.). *Indian Theatre: Traditions of Performance.*
Topics for Student Presentations
a. Acting short solo/ group performances followed by discussion and analysis with
   application of theoretical perspectives

Unit IV   **9 Hours**

Theatrical Production: Direction; production; stage props; costume; lighting; backstage support - recording/archiving performance/case study of production / performance /impact of media on performance processes.

*Essential Reading

Selections From

John Holloway. *Illustrated Theatre Production Guide*.

Augusto Boal. Games for Actors and Non-actors.

Topics for Student Presentations

 a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

Unit V   **8 Hours**

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

*Essential Reading

Selections From

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

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

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

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

Topics for Student Presentations

 a. Producing street plays followed by discussion and analysis

Additional Reading/ Reference Books:

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

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

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

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

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

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

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

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

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

Bhasa. *Madhyama Vyayoga*.

Sophocles, *Electra*
Gurajada Apparao. *Girls for Sale (Kanyasulkam).*
Girish Karnad, Badal Sarkar, Vijay Tendulkar. *Three Modern Indian Plays (Tuglaq, Evam Indrajit, Silence! The Court is in Session).*

MS-107: Fundamentals of Statistics
(Foundation)

	L	T	P	C
	1	2	0	2

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

Course Objectives:
1. Provide a basic understanding of statistical concepts
2. Enable students to to calculate and apply measures of location and measures of dispersion -- grouped and ungrouped data cases
3. Empower them to apply discrete and continuous probability distributions to various business problems
4. Facilitate learning to perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases.
5. Understand the concept of p-values.

Course Outcomes:

After completing the course, students will be able to

1. Gain a basic understanding of statistical concepts
2. Calculate and apply measures of location and measures of dispersion -- grouped and ungrouped data cases
3. Apply discrete and continuous probability distributions to various business problems
4. Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases
5. Understand the concept of p-values.

Unit-I   **9 Hours**
Measures of Central Tendency: Meaning of average – types of average: arithmetic mean, median, mode, geometric mean, harmonic mean quartiles, deciles and percentiles.

Unit-II   **8 Hours**
Measures of Dispersion: Meaning of dispersion – types of dispersion: range, quartile deviation, mean deviation, standard deviation and variance (along with absolute measure, the relative measure or

coefficient of each type of dispersion) – coefficient of variation – combined standard deviation – Lorenz curve (application in income distribution).

Unit-III   **9 Hours**
Skewness and Kurtosis: Skewness – meaning of skewness and symmetry in a distribution – symmetrical distribution –asymmetrical or skewed distribution – negatively skewed and positively skewed, measures of skewness: absolute measure – Karl Pearson's coefficient of skewness – Bowley's coefficient of skewness – definition, types and measures of kurtosis – Karl Pearson's coefficient of kurtosis.

Unit-IV   **8 Hours**
Correlation: Concept of correlation – types of correlation – bivariate distribution and covariance – simple correlation – Karl Pearson's product moment coefficient of correlation measure – partial correlation: definition and measure (ceteris paribus assumption) – multiple correlation: definition and measure(long run production function) – Spearman's rank correlation coefficient (when ranks are given, when ranks are not given and when equal ranks are given) –properties and uses of correlation.

Unit-V   **9 Hours**
Index Numbers: Definition of index number – types of index number – price index-quantity index – value index –simple index number – weighted index number – construction of index number – problems in construction – methods in construction – simple and weighted – Laspeyre's price index (cpi in india) – Paasche's price index – Fisher's ideal index – splicing of index number – deflating (finding real wages).

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

GMS-254: Indian Financial Institutions and Markets
(Generic Elective)
(w.e.f. Admitted Batch 2020-2021)

L	T	P	C
1	0	4	3

Course Description:

The course aims to acquaint the students with dynamics and characteristics of the Indian Financial Institutions and Markets. Through this course students learn how supply and money operates and how it is controlled. They will be introduced to the financial and security markets and their role in the financial system in India. Other learnings from the course include foreign exchange market and financial derivatives.

Course Objectives:

1. To provide an understanding of the role of money, components of money demand and money supply
2. To acquaint the student with the measures of monetary control
3. To introduce them to the structure and functions of the Indian financial system.
4. To help them analyze the functioning of financial markets and security markets in the development of the Indian financial system
5. To enable them to assess the characteristics and role of foreign exchange market, and to evaluate the financial derivatives.

Course Outcomes:

1. Understand the role of money, components of money demand and money supply
2. Learn about the measures of monetary control
3. Gain understanding of the structure and functions of the Indian financial system.
4. Analyze the functioning of financial markets and security markets in the development of the Indian financial system
5. Assess the characteristics and role of foreign exchange market, and to evaluate the financial derivatives.

Unit-I   **8 Hours**
Introduction to Money: Simple exposition to money demand and money supply – RBI and measures of money supply – commercial banks and credit creation – RBI control on money supply – time value of money and interest rates.

Unit-II   **8Hours**
Introduction to Indian Financial System: Overview of Indian Financial System – functions of financial system – players – structure and growth – regulatory bodies.

Unit-III   **9 Hours**
Money and Capital Markets: Indian money market – instruments – institutions – functioning of Indian money market – changes in the regulatory framework – growth – stocks and bonds – primary and secondary markets – process of initial public offer – offer of Government bonds – stock market functioning – stock indices – evaluation of stocks and bonds – understanding stock market information.

Unit-IV   **8 Hours**
Foreign Exchange Market: Exchange rate – types – determination of exchange rate – nature of forex market – nature of forex inflow and outflow – examples of ECBs and NREs – RBI and exchange rate management.

Unit-V   **9 Hours**
Financial Derivatives: Need for derivatives – types of derivatives – example of how stock index derivatives could be used to hedge risks in stock market investment – evaluation of financial derivatives.

Reference books:
Bhole, L.M. (2002), Indian Financial Institutions and Markets, Tata McGraw Hill Ltd, New Delhi.
David S. Kidwell, David W. Blackwell, David A. Whidbee, Richard L. Peterson, (2005) Financial Institutions, Markets, and Money, 9th Edition, Wiley Publication, New York.
Khan M.F., (2006), Indian Financial Institutions, Tata McGraw Hill Ltd, New Delhi.
Pathak, Bharathi V., (2007), The Indian Financial System: Markets, Institutions and Services, 2/e, Pearson Education India, New Delhi.

GMS-256: Environmental Economics
(Generic Elective)
(w.e.f. Admitted Batch 2020-2021)

L	T	P	C
1	0	4	3

Course Description:

The course aims to introduce the students to the emerging field of environmental economics. In this process, they will learn about key issues facing the environment and how they affect the economy. A theoretical approach will be adopted in the course focussing on the theory of economics of externalities and market failure. Students will also be introduced to policy and planning issues in the area.

Course Objectives:

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

Course Outcomes:

After completing the course, the students should be able to

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

Unit I   **8 Hours**
Theory and Concept: Nature and significance of environmental economics – definition and scope of environmental economics – basic theory – market system and the environment – welfare and environment – the economics of externalities.

Unit-II   **9 Hours**
Environment and Economics: Environment – economy linkage – environment as a necessity and luxury – population and environment linkage – environmental use as an allocative problem – environment as a public good – valuation of environmental damages: land, water, air and forest.

Unit-III   **9 Hours**
Environmental Problems: Economic development and environmental problems – air pollution – water pollution – sound pollution – energy use and environment problem – pollution and urbanization – global warming and greenhouse effect – health, urbanization, transport and technology – environmental degradation.

Unit-IV   **8 Hours**
Pollution Control: Prevention, control and abatement of pollution – choice of policy instruments in developing countries – environmental law – sustainable development – indicators of sustainable development – environmental planning – environmental accounting.

Unit-V   **8 Hours**
Policy measures: Basic approach – design of environmental policy – Indian environment policies and performance – pollution control boards and their function.

Reference books:
M. Karpagam (1993), Environmental Economics, Sterling Publishers, New Delhi.
S. Sankaran(1994) Environmental Economics, Margham , Madras
N.Rajalakshmi and Dhulasi Birundha (1994), Environomics, Economics of Enviroment, Allied, Ahmedabad.
S.Varadarajan and S. Elangovan(1992), Environmental economics, Speed, Chennai.
Singh G.N (Ed.) (1991) Environmental Economics, Mittal Publications, New Delhi.
Garge, M.R. (Ed.) (1996), Environmental Pollution and Protection, Deep and Deep
Publications, New Delhi.
 Lodha, S.L (Ed.) (1991), Economics of Environment, Publishers, New Delhi.
The Hindu survey of Environment: Annual Reports.

GMS-352: Monetary Economics
(Generic Elective)

	L	T	P	C
	3	0	0	3

Course Description:

This course aims to introduce to students the role of money in economics. It provides theoretical

tools for them to apply while understanding the demand and supply of money, the role of intermediaries, and policy instruments. They will be able gain overall understanding of the functions of money in economics through this course.

Course Objectives:

1. To introduce the students to the dynamics of money in economics
2. To enable students to understand the definition and various functions of money.
3. To provide tools for them to apply various theories of money demand and money supply.
4. To provide learning opportunities for them to assess the monetary transmission mechanism and the role of financial intermediaries.
5. To discuss and analyze various monetary policy instruments and lessons learned from them.

Course Outcomes:

After completing the course students should be able to

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

Unit-I **9 Hours**
Definition, Functions and Theories of Money: Money and its function – the concepts and definitions of money – measurement of money – advantages of money – theories of demand for money: Classical approach, the transactions and cash balance approach – the Keynesian analysis – Post Keynesian developments – Monetarist approach.

Unit-II **8 Hours**
Money Supply: Financial intermediaries – nature and functions– theories of money supply – mechanistic model of money supply determination – high powered money and behavioral model of money supply determination – methods of monetary control – Interest rates in closed and open economies – theories of term structure.

Unit-III **9 Hours**
Monetary Transmission Mechanism: Meaning – interest rate channel, credit channel, bank lending channel, balance sheet channel, exchange rate channel, other asset price channels.

Unit-IV **8 Hours**
Monetary Policy: Instruments, targets, indicators, lags in monetary policy and rules versus discretion debate.

Unit-V **9 Hours**
Central Banking: Functions of a central bank – quantitative and qualitative methods of credit control – bank rate policy, open market operations, cash reserve ratio, selective methods, role and functions of Reserve Bank of India – objectives and limitations of monetary policy with special reference to

India.

Reference books:

Pierce, D G and P J Tysome (1985), Monetary economics: theories, evidence and policy, Butterworths, London.
Saving, R T (1967), "Monetary policy targets and indicators", Journal of Political economy,75: 446-465
Carl E Walsh (1998), Monetary Theory and Policy, MIT Press, Cambridge.
Bennett McCallum (1989), Monetary Economics: Theory and Policy, Macmillan.
C Rangarajan (1999), Indian Economy: Essays in Money and Finance, UBSPD.
Narendra Jadhav (1994), Monetary Economics for India, Macmillan

GHP-352: History of Indian Journalism: Colonial & Post-Colonial Period
(Generic Elective)
(w.e.f Admitted Batch 2020-2021)

	L	T	P	C
	3	0	0	3

Course Description:

The course aims to enable the student to understand the history of journalism and analyse the Pre-colonial History of written records and modalities of dissemination.

Course objectives:

1. Introduce the evolution of media and history of journalis
2. Impart knowledge about pre-colonial history of print media
3. Explain the rise of print media and the associated theories.
4. Introduce the role of the print media during the freedom movement for propagating nationalism.
5. Facilitate a Practical project on writing skills.

Course Outcomes:

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

1. understand the evolution of media and history of journalism
2. gain knowledge about pre-colonial history of print media
3. trace the rise of print media and the associated theories.
4. understand the role of the print media during the freedom movement for propagating nationalism.
5. take up a Practical project on writing skills.

Unit I   **9 Hours**
Evolution of Media - History of Journalism: Print, Television, New Media

Unit II   **8 Hours**
Pre-colonial History of written records &modalities of dissemination

Unit III   **8 Hours**
Advent of Print media: Imperialist Ideologies

Unit IV   **9 Hours**
Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times

Unit V   **9 Hours**
Writing & Reporting: Field Work

References:
Ananda. Prakash, (1986) A History of the Tribune, A Centenary Publication by the Tribune Trust.
Ghosh, Hamendra Prasad, (1952), Newspapers in India, University of Calcutta.
Natrajan. J, (1962) A history of the Press in India, Asian Publishing House, Bombay.
Natrajan.J, (1954), History of Indian Journalism, Vol. –ii of Press Commission Report, New Delhi.

GSS-109: Foundations of Psychology
(Core)

	L	T	P	C
	3	0	0	3

Course Description:

An introductory paper on the scientific study of human behavior and cognitive functions, including developmental psychology, neuroscience, learning, personality, memory, perception, psychopathology, and social behavior. Emphasis is on understanding psychological concepts, the integration and application of psychology to real life, and theoretical and methodological issues in scientific psychology.

Course objectives:
1. Provide an understanding of the history, origin of psychology, its different branches, and their applied aspects.
2. Build a comprehensive foundation of Psychology as it applies to different behavioral domains.
3. Enable the students to analyze the basic theories, principles, and concepts of psychology
4. Explain theories, principles and concepts as they relate to behaviors and mental processes.
5. Impart an understanding of well-established theories of cognitive and affective domains such

as attention, perception, memory, learning, thinking, motivation and emotions.

Course Outcomes:

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

1. Understand the history, origin of psychology, its different branches, and their applied aspects.
2. Gain a comprehensive foundation of Psychology as it applies to different behavioral domains.
3. Analyze the basic theories, principles, and concepts of psychology as they relate to behaviors and mental processes.
4. Understand theories, principles and concepts as they relate to behaviors and mental processes.
5. Understand well-established theories of cognitive and affective domains such as attention, perception, memory, learning, thinking, motivation and emotions.

Unit I   **8 Hours**
Introduction - Definition, Historical Antecedents, Scope, Branches and Methods of Psychology.

Unit II   **9 Hours**
Attention & Sensation - Sensation, Concept of threshold, Absolute and Differential; Signal detection and vigilance; Attention: Factors Influencing Attention including set and characteristics of stimulus.

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

Unit III   **8 Hours**
Motivation and Emotions - Psychological and Physiological basis of Motivation and Emotions; measurement; effects of Motivation and Emotions on behaviour; types of motivation; Factors influencing motivation; Emotions- Nature; Theories of Emotion.

Unit IV   **9 Hours**
Learning - Nature and factors in learning; Theories of Learning; Conditioning: Principles/processes, Types and schedules of reinforcement, Modelling and Social Learning; Applications; Cognitive influences on learning; Learning processes: transfer of training, programmed learning and self-instructional learning.

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

Unit V   **8 Hours**

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

Reference books:

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

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

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

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

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

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

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

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

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

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

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

114: Outlines of Indian Psychology
(Core)

L	T	P	C
3	0	0	3

Course Description:

Indian Psychology is an approach to psychology based on the consciousness-centered understanding of reality that originated in the Indian civilization. Its psychological insights, practical know-how, and life-affirming spirituality can make valuable contributions to almost every aspect of modern psychology. The Indian tradition is extremely complex, and different interpretations are possible. The primary objective of this course is to provide the students with a sufficient foundation to help others with their learning of Indian Psychology.

Course objectives:

1. Enable the students to apply the basic principles of Indian Psychology for self-development;

2. Train them to apply the basic principles of Indian psychology in psychology-related professional work;
3. Help them develop further knowledge, experience, and know-how in the field of Indian psychology
4. Empower them to conduct research in Indian psychology (together with other prerequisites for doing research).
5. Encourage them to assist others in need with their knowledge of Indian psychology

Course Outcomes:

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

1. apply the basic principles of Indian Psychology for self-development;
2. apply the basic principles of Indian psychology in psychology-related professional work;
3. develop further knowledge, experience, and know-how in the field of Indian psychology
4. gain research in Indian psychology (together with other prerequisites for doing research).
5. show initiative to assist other with their knowledge of Indian psychology

Unit I   **8 Hours**
Introduction to Indian Psychology – Assumptions; Scope and substance; Methods of Study; Psychological thought in Ancient India; Origins of Sruti and Smriti; Models in Indian Thought.

Unit II   **9 Hours**
Jaina Psychology; The Foundations of Early Buddhist Psychology; Varieties of Cognition in Early Buddhism; Consciousness Evolution of the Buddha; Buddhist theory of unconscious mind; Indian Buddhist theories of persons.

Unit III   **8 Hours**
Transpersonal Psychology in the Bhagvad Gita – Reflections on Consciousness, meditation, work and love; The Model of Anchoring Cognition, Emotion and Behavior in Desire.

Unit IV   **9 Hours**
Yoga Psychology: Theory and Application – Patanjali Yoga and Siddhis; Yoga Psychology and the Samkhya Metaphysic. Therapeutic Psychology and Indian Yoga.

Unit V   **8 Hours**
Psychology in the Advaita Vedanta; The Nyaya-Vaisesika Theory of Perceiving the World; Psychological theories and practices in Ayurveda.

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

Reference books:

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

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

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

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

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

GSS-208: Social Psychology
(Core)

L	T	P	C
3	0	0	3

COURSE DESCRIPTION: This course provides an overview of the major concepts and perspectives in the field of social psychology. It helps students understand self and group dynamics. It familiarizes students with the issues involved in social perception, social influence, and attitude formation. The course allows students to appreciate the influence of social context in determining behavior.

Course Objectives:

1. Explain the impact of social situations in determining how people think, feel, and respond to various stimuli
2. Provide an understanding of the major concepts, theoretical perspectives, and empirical findings in the field of social psychology
3. Explain the social causes of societal problems
4. Provide knowledge of issues involved in social perception, social influence and attitude formation
5. Enable them to apply the concepts of social psychology for solving societal problems arising from aggression, prejudice, and discrimination.

Course Outcomes:

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

1. Appreciate the impact of social situations in determining how people think, feel, and respond to various stimuli
2. Understand the major concepts, theoretical perspectives, and empirical findings in the field of social psychology
3. Understand the social causes of societal problems
4. Gain insights into issues involved in social perception, social influence and attitude formation
5. Apply the concepts of social psychology for solving societal problems arising from aggression, prejudice, and discrimination.

Unit I   **8 Hours**
Introduction: The meaning of 'social'; Key assumptions and approaches to social psychology; overview of the history of social psychology (including India); scope of social psychology, levels of social behaviour, approaches towards understanding social behaviour

Unit II   **9 Hours**
Understanding and evaluating the social world: Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception

Unit III   **8 Hours**
Individual level processes: Person perception: attribution-theories, biases and errors Attitude: Attitude-behaviour link; formation, change and resistance to change

Unit IV   **9 Hours**
Interpersonal processes: Social interaction and Influence; Interpersonal attraction, Pro-Social Behaviour, Aggression

Unit V   **8 Hours**
Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter- group conflict, Intervention techniques.

Reference books
Baron, R.A., Byrne, D. & Bhardwaj. G. *Social Psychology* (12th Ed). New Delhi: Pearson. 2010.
Chadha, N.K. *Social Psychology*. MacMillan: New Delhi. 2012.
Myers, D.G. *Social psychology*. New Delhi: Tata McGraw-Hill. 2008.
Deaux, K. & Wrightsman, L. *Social Psychology*. Pacific Grove: Cole Publishing. 2001.
Misra, G. *Applied Social Psychology in India*. New Delhi: Sage. 1990.
Taylor, S.E. & Sears, D.O. *Social Psychology*. New Delhi: Pearson. 2006

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

L	T	P	C
3	0	0	3

COURSE DESCRIPTION: This course introduces the concept of psychological testing and assessment. It helps students understand the characteristics of good psychological tests and provides them with an opportunity to familiarize themselves with ability and personality testing. The course also allows students to apply psychological testing in educational context.

Course Objectives:
1. Introduce students to the theory and practice of psychological testing and assessment of individual differences
2. Provide insights into the history of psychological testing; definition and advantages
3. Create awareness about the limitations of psychological tests
4. Enable them to understand and appreciate the value of ethics in testing
5. Aquant them with basic psychometric concepts such as test scores and norms, reliability and validity and test construction

Course Outcomes:
By the end of this course, students will be able to
1. Comprehend the principles of psychological testing and assessment
2. Appreciate the need for promoting ethical use of tests and preventing their misuse
3. Know how to select, administer, and interpret psychological tests
4. Learn about and apply this knowledge to understanding testing and assessment of individual differences in personality and intelligence
5. Understand the limitations of psychological tests

Unit I   **8 Hours**
Introduction: Meaning and purpose of Psychological Testing and Assessment: History, Principles of Assessment; types of Psychological tests; use, misuse and limitations of Psychological tests; Ethical considerations.

Unit II   **9 Hours**
Psychological Testing; Nature of Individual Differences; Characteristics and construction of standardized Psychological test; Concept of Reliability & Validity and Norms of test scores: Meaning, methods and statistical techniques used in determining reliability and Validity coefficients: Criterion measure and types of reliability and validity.

Unit III   **8 Hours**
Personality - Definition and concept. Different theories of Personality in brief: measurement of personality
- different techniques; inventories, Projective tests, Q-sort techniques, interview schedules, questionnaires, rating scales and surveys, administration of two personality tests.

Unit IV   **9 Hours**
Intelligence and Aptitude **-** concept of Intelligence and Aptitude; nature and Theories of Intelligence; Emotional Intelligence, measurement of Intelligence and aptitude, concept of IQ, Deviation IQ, constancy of IQ, measurement of multiple intelligence; fluid and crystallized intelligence. Administration of two Intelligence tests and one Aptitude test.

Unit V   **8 Hours**
Application of Psychological Measurement in Educational Field -; learning styles; gifted, retarded, and learning disabled and their training; training for improving memory and better academic achievement; education, vocational guidance and career counselling; use of

psychological tests in educational institutions; effective strategies on guidance programs.

Reference books:

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

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

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

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

GSS-353: Developmental Psychology
(Discipline Specific Elective)

	L	T	P	C
	3	0	0	3

Course Description:
This course is an introduction to the foundations of development from conception through adulthood The course will explore the interdependence among the physical, cognitive, and social domains of development, and will examine various theories and research methods used to understand and study the development of an individual. Current issues in the field and their impact on the development of an individual will also be highlighted

Course Objectives:
1. Help students understand the development of an individual through various phases
2. Provide insights into the developmental perspective and compare and contrast the major theoretical approaches used
3. Enable students to learn and observe how the interaction among various hereditary and environmental influences impact development
4. Motivate students to analyze critical current issues within the field
5. Equip students with the tools and strategies to apply the knowledge of developmental psychology in research or clinical practice

Course Outcomes:
1. Understand the development of an individual through various phases
2. Describe the developmental perspective and compare and contrast the major theoretical approaches used
3. Identify how the interaction among various hereditary and environmental influences impact development

4. Analyze critical current issues within the field
5. Learn how to apply the knowledge of developmental psychology in research or clinical practice

Unit I   **8 Hours**
Understanding Life-Span Human Development: How should we think of development; science of life- span development; Human Development: meaning, problems of development, importance of development; Principles of growth, maturation and development; Developmental stages; Methods of developmental psychology, longitudinal, cross-sectional, mixed, observation, experimental.

Unit II   **9 Hours**
Theories of Human Development - Psychoanalytic theory; Erikson's Psychosocial Stages of Development; Learning Theories; Piaget's Cognitive Theories; Attachment theory of Bowlby and Ainsworth, Systems theories of development.

Unit III   **8 Hours**
Determinants of Development - Physical, Psychological & Social-Cultural; Genetics, Heredity and Environment influences, Individual Differences; Prenatal development: Stages and factors affecting it; Prenatal development; Prenatal Environment; Perinatal Environment; The neonate: Physical characteristics, reflexes, sensory and motor capacities.

Unit IV   **9 Hours**
Development in Infancy, Childhood; **Adolescence & Adulthood** - Physical development & psychomotor development: different stages; Sensory & Perceptual development; Cognitive development; Language and Speech Development; Social and Emotional development; Moral Development and values; Emergence of Self and Personality.

Unit V   **8 Hours**
Gender roles and sexuality development; Family and parenting; Peers; Media; Schooling; Socio-cultural context; Concept of aging, problems of aging; Effects of aging on mental health & well-being; Death and dying.

Reference books:
Papalia, D.E., Olds, S.W. & Feldman, R.D. *Human Development*. New Delhi: McGraw Hill. 2006.
Santrock, J.W. *Lifespan Development*. New York: McGraw Hill. 1999.
Saraswathi, T.S. *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage. 2003.
Shafer, D. *Developmental Psychology*. Belmont: Cengage. 2009.
Sigelman, C.K. *Human Development*. Belmont: Cengage. 2008.

GSS-355: Mental Health in General Care

<center>**(Discipline Specific Elective)**</center>

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Course Description: The paper on Mental Health in General Care is designed to help students appreciate the need for developing an integrated approach for promoting holistic health. It provides students with an opportunity to understand the relevance of addressing mental health concerns in primary care setup. The course sensitizes students to the societal stigma associated with mental illness and provides an opportunity to explore ways to overcome them.

Course Objectives:
1. Equip students with basic knowledge of mental health problems and the factors influencing them
2. Help students understand prominent risk factors for mental disorder and preventive strategies to decrease risk throughout the life course.
3. Provide insights into common mental health issues and challenges that arise during the life course and public health approaches to promote mental health amongst the larger population.
4. Provide opportunities to understand the structure and organization of public services, policies and supports that exist to address mental illness
5. Enable students to appreciate the relevance and need for integrating mental health with primary healthcare

Course Outcomes:
By the end of this couse, students will be able to
1. Appreciate the relevance and need for integrating mental health with primary healthcare
2. Identify mental health problems in adults and children, and understand factors influencing them
3. Learn to conduct first level interventions for managing mental health problems
4. Develop a better understanding of the broad range of perspectives - psychological, sociological, historical, political - applied to explain mental health, mental illness
5. Demonstrate knowledge of the prevalence and distribution of mental disorders

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

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

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

Bereavement.

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

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

Reference books

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

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

Helzer, J.E. & Hudziak, J.J. *Defining Psychopathology in the 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

COURSE DESCRIPTION:
Educational Psychology is the scientific study of human learning with specific reference to classroom
setting. This course provides an understanding of strategies that facilitate student learning and
engagement. It helps students explore the best practices in instructional design and classroom
management.

Course Objectives:
1. help students appreciate the importance of educational psychology in understanding,
   analysing and interpreting the learner's behavior and development
2. Equip them with the knowledge and skills to apply psychological theories for improving
   student engagement and classroom management
3. Enable students to understand the relevance of psychology in designing instruction and
   assessments
4. Motivate them to think critically about educational psychology theory.
5. Help students apply theories of educational psychology to the interpretation of classroom
   practices and student behaviour.

Course Outcomes:

1. Demonstrate the knowledge and ability to think critically about educational psychology theory.
2. Apply theories of educational psychology to the interpretation of classroom practices and student behavior.
3. Describe the basic principles of child and adolescent development and apply them to the classroom.
4. Create fact sheets to describe some of the difficult issues children face in the school system to assist them in their future work with parents, teachers, and students.

Unit I   **8 Hours**
Current Perspectives in Educational Psychology – Cognitive Contributions to Learning, Development and Instruction; Instructional, Interpersonal and Relational Processes; Curriculum Applications; Exceptional Learner Programs and Students.

Unit II   **9 Hours**
Relationships between teachers and children – Developmental Systems Theory; Conceptual Model of Child-Teacher relationships; Dimensions, typologies and developmental change in child-teacher relationships; Issues in Prevention-oriented applications involving child-teacher relationships.

Unit III   **8 Hours**
Computers, the Internet and New Media for Learning – Beginnings of Computer Aided Instruction; Cognitive Science and Research on Artificial Intelligence; The Role of Technology in Learning; Exemplary Learning Systems; Learning, thinking, attitudes and Distributed Cognition.

Unit IV   **9 Hours**
Learning Disabilities – IQ-Achievement Discrepancy; Specificity; Subtyping Models; Types of Learning Disabilities; Assessment of Learning Disabilities; Remediation and Accommodation.

Unit V   **8 Hours**
Future Perspectives in Educational Psychology – Theoretical Advances; Research Implications; Practice Initiatives; the future of educational psychology.

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

Ormrod, J.E. *Essentials of Educational Psychology*. New Jersey: Pearson. 2015.
Pathak, R.P. *Educational Psychology*. New Delhi: Pearson. 2012.
Woolfolk, A.E. Winne, P.H. & Perry, N.E. *Educational Psychology*. Toronto: Pearson. 2006.

GPD-101: Introduction to Phonetics
Core

	L	T	P	C
	3	0	0	3

Course Description:
The course aims to give insight into the description and comparison of two varieties of English: Received Pronunciation (British English) and General American (American English). It introduces students to the phonetic and phonological analysis of language, starting with phonetics and moving on to phonology. The phonetics part covers the basics of articulatory and impressionistic phonetics. The phonology part covers the position of phonology within the human linguistic system, recurrent phonological phenomena in the world's languages and the phonological notation most commonly used by linguists.

Course Objective:
1. Develop knowledge and awareness of English phonetics.
2. Familiarise students with technical terms for describing and analysing English pronunciation
3. Enable them to read and produce phonemic transcriptions and transcription of intonation patterns
4. Familiarize students with the basic symbols of the International Phonetic Alphabet, including all those symbols needed to describe English
5. Equip students with knowledge of the terminology appropriate to the description of consonants and vowels, including the parameters of description on the IPA chart

Course Outcomes:

By the end of the course students will be able to

1. Understand something of the relationship between the sounds of speech and the abstract linguistic system that underlies them, as well as the relationship of phonetics to the wider linguistic system
2. Comprehend the basic structure of sound systems across languages, and the ways in which this is established analytically
3. Become familiar with some common phonological phenomena and formal accounts of them, including a range of notational devices such as rules and hierarchical representation
4. Identify many of the sounds of the IPA chart and the parameters along which sounds can vary, and describe them using appropriate terminology and symbolisation

5. Produce simple phonetic descriptions and broad phonetic transcriptions of short stretches of speech

Unit I   **9 Hours**
Introduction to Phonetics
Varieties of language, Standard English, Received Pronunciation, types of RP, Global English, introduction to phonetics, branches of phonetics, identification of English sounds, speech organs and their functions

Unit II   **8 Hours**
Classification, Description, and Articulation of Speech Sounds
Classification of English sounds, description of vowels and consonants sounds, the process of articulation: manner and place of articulation (three-term labels), consonant clusters, past tense marker and plural marker; minimal pairs

Unit III   **9 Hours**
Syllable, Stress, and Intonation
Syllable, types of syllables, structure of syllables, stress, word stress, weak forms and strong forms, sentence stress, stress shift, stress rules; intonation, pitch, tone, types of intonation, and rhythm

Unit IV   **8 Hours**
Pronunciation Patterns and Mother-Tongue Influence
Errors in pronunciation, the influence of Mother Tongue (MTI), common Indian variants in pronunciation, differences between British and American pronunciation; significance of pronunciation for listening comprehension

Unit V   **8 Hours**
Phonetic Transcription and Listening Comprehension
Principles and types of transcription, the IPA and other standard notations, supra-segmental transcription

Reference Books
Clark, J. and C. Yallop. 1992. *An Introduction to Phonetics and Phonology.* Oxford: Blackwell Publishers.

Collins, B. and I. M. Mees. 2003. *Practical Phonetics and Phonology*. London: Routledge.

Cruttenden, A. 2014. *Gimson's Pronunciation of English*. 8th edition. London: Routledge.

Crystal, D. 2003. *English as a Global Language*. Cambridge: Cambridge University Press.

Crystal, D. 2004. *The History of English*. Text Prepared for BBC Voices Project: http://ww.davidcrystal.com/DC_articles/English6.pdf accessed 19 March 2014.

Crystal, D. 2008. *A Dictionary of Linguistics and Phonetics*. 6th edition. Oxford: Blackwell Publishers.

Gimson, A. C. 1980. *An Introduction to the Pronunciation of English*. 3rd edition. London: Edward Arnold.

Roach, P. 2009. *English Phonetics and Phonology*. 4th edition. Cambridge: Cambridge University Press.

Roach, P. 2009a. Glossary (A little Encyclopaedia of Phonetics). Cambridge: Cambridge University Press Official Website: http://www.cambridge.org/servlet/file/EPP_PED_Glossary.pdf?ITEM_ENT_ID=2491706&ITEM_VERSION=1&COLLSPEC_ENT_ID=7 accessed 22 February, 2014.

Wells, J. C. 1982. *Accents of English*. Cambridge: Cambridge University Press.

GPD-102: Fundamentals of Linguistics
(Core)

L	T	P	C
3	0	0	3

Course Description:

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

Course objectives:

1. Stimulate curiosity about language, what it reveals about the human mind, and the human cultures it reflects
2. Formalize linguistic facts into concise rules and diagrams
3. Make the students think and question popular beliefs about language and determine whether they have any scientific validity
4. Help students understand the relationship between written and spoken language (ie the relationship between sound and spelling)

5. Enable students to perform a phonemic analysis to determine the phonemes and allophones of any given language.

Course Outcomes:
By the end of the course students will be able to
1. Perform a morphological analysis to identify the morphemes and allomorphs in any given language.
2. Identify basic constituent structures and articulate understandings of the nature of language.
3. Understand the difference between the abilities of machines and the brain to process language.
4. Write a coherent and logically argued essay drawing on a range of perspectives and source material in answer to a question posed.
5. Confidently approach analysis of a data set drawn from an unknown language.

Unit I   **9 Hours**
Language and Communication: Human and non-human communication: verbal and non-verbal communication; language, mind and society; language-independent and language dependent semiotic system; language structure and language system; speech and writing.

Unit II   **8 Hours**
Language Structure: The concept of linguistic sign: syntagmatic and paradigmatic relation; langue and parole; competence and performance; etic and emic; form and substance; language families: genetic, typological and areal classification; synchronic and diachronic approaches; types of language change.

Unit III   **9 Hours**
Linguistic Analysis I: Basic concepts in phonetics and phonology; phonetics vs. phonology; phoneme and archiphoneme; basic concepts in morphology: morpheme and morphemic processes; inflectional and derivational processes; grammatical categories: form-classes, gender, person, number, case, tense, aspect, mood; three models of linguistic description.

Unit IV   **8 Hours**
Linguistic Analysis II: Basic concepts in syntax and semantics; IC analysis and construction types; endocentric vs. exocentric constructions; nominative vs. ergative constructions; phrase structure grammar and transformational grammar; key concepts of semantics; synonymy, antonymy, homonymy, polysemy, componential analysis.

Unit V   **9 Hours**
Study of Speech: Articulatory, auditory and acoustic aspects; Speech production; air stream process: articulation process, oral-nasal process; phonation process; classification of sounds; major classes: vowels, consonants, liquids and glides; place and manner of articulation; cardinal vowels; diphthongs; distinctive features; feature system; phonetic transcription: IPA, broad and narrow transcription; transliteration.

Suggested Reading/ Reference Books:
Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish. *Linguistics: An Introduction to Language and Communication.* Cambridge, Massachusetts: The MIT Press, 2001.
Asher, R. (ed.). *Encyclopedia of Language and Linguistics*. Elsevier Pargamon, 1994.
Bauer, L. *The linguistics student's handbook*. Edinburgh: Edinburgh University Press., 2007.
Bloomfield. L. *Language.* New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas), 1933.
Fasold, R. & J. Connor-Linton. *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press, 2006.
Anderson, S.R. *A-morphous Morphology*. Cambridge, Massachusetts: MIT, 1992.
Jackendoff, Ray. *Patterns in the mind: Language and human nature*. Basic Books: New York, 1994.
Bloomfield, Leonard. *Language*, 1933.
McCawley, James. *The syntactic phenomena of English,* 2nd ed. U of Chicago Press: Chicago, 1998.

GPD-103: R Programming
(Foundation)

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                                                        L   T   P   C
                                                        1   0   2   2
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Course Description:

The course aims to introduce R Programming to students for effective data analysis. Beginning with basics, it deals with learning different data types, getting data in and out of R, manipulating on strings, basics of operators, vectors and matrices, array, lists, darat frames and math functions. It helps students to learn how to plot data, use control structures, and other tools to calculate descriptive statistics.

Course Objectives:

1. To make the students to learn how to *program* in *R*
2. To teach them how to use *R* for effective data analysis
3. To enable them to apply various functions in R such as Operators, Vectors, Matrices etc.
4. To empower them to learn plotting data
5. To acquaint them with Loops and to calculating descriptive statistics

Course Outcomes:

After completing this course, students should be able to

1. learn how to *program* in *R*
2. use *R* for effective data analysis
3. apply various functions in R such as Operators, Vectors, Matrices etc.
4. learn how to plot data
5. gain acquaintance with Loops and to calculating descriptive statistics

Unit I:
    1. What is R? and Data Types
        a. Download, Install, Configure
        b. Learn to use help() function
        c. Understand data types in R(logical,numeric,etc)
        d. Convert data types
2. Getting Data In and Out of R
        a. Create, find, and remove data(vector, matrix, data frame) in R
        b. Read external data into R(.txt, .csv)
        c. Write R data into external files(.txt, .csv)

Unit II:
1. Manipulating on Strings
        a. Understand and manipulate strings(e.g. substr(), scan())
        b. Understand indexing of data in vectors, matrices, and data frames
        c. Graphing techniques to visualize data selection

2. Operators, Vectors ,Matrices, Array, Lists, Data Frames and math functions
   a. Learn about operators(mathematics, logical, miscellaneous)
   b. Learn about basic math functions(e.g. sum())
   c. Use operators and math functions on variables

Unit III:

1. Plotting Data
   a. Dot Plots
   b. Histograms
   c. Box Plots
2. Using Control Structures
   a. Understand if else statement
   b. Use if else statement for data manipulation
   c. Compare if else statement with ifelse() function
   d. Learn about ifelse() function
   e. Use ifelse() function on vectors and matrices
   f. Use graphs to show the results

Unit IV
   1. Working with Loops
      a. Understand how loops work in R
      b. Create your own loop for vectors
      c. Create a series of graphs with loop functions
      d. Learn to use break and next statements in loops
      e. Use loops to create and change data in vectors, matrices, and arrays
      f. Use loops to create data as a list
      g. Learn about double loops
      h. Create your own double loops for matrix
      i. Use operators and functions in single and double loops
      j. Using control structure, math function in loops
      a. Use ifelse() function in loops
      b. Combine loops and if else statement
      c. Represent your results with graphs
      d. Use math functions in loops
      e. Use math functions in if else statement
      f. Show your results with graphs
Unit V
   1. Understand advanced functions such as apply() and by()
   2. Use apply() and by() to calculate descriptive statistics
   3. Create graphs for the calculated descriptive statistics

Reference Books:

1. R Cook Book by Paul Teetor, Orielly Publications, 2011.
2. Efficient R Programming : A Practical Guide to Smarter Programming by Colin Gillespie & Robin Lovealce, O'Reilly, 2017

GPD-104: Excel and Tableau
(Core)

L	T	P	C
2	0	2	3

Course Description:

The course aims to introduce the student to Microsoft Excel and Tableau for data analysis. With a practical approach, the students will learn the basics and advanced functions of Excel, and learn to apply these tools to structure and analyse any data. Excel has innumerable applications in management, administration and in research in various disciplines. The students at the end of this course will acquire a powerful tool applicable to various fields and careers.

Course Objectives:

1. To provide an understanding of the basic tools in Microsoft Excel
2. To acquaint the students with working with columns and rows
3. To demonstrate functionality using ranges
4. To enable them to create and apply advance formulas
5. To demonstrate spreadsheet charts

Course Outcomes:

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

1. gain understanding of the basic tools in Microsoft Excel
2. get acquainted with working with columns and rows
3. apply functionality using ranges
4. create and apply advance formulas
5. create and use spreadsheet charts

Unit I   **9 Hours**
About Excel & Microsoft - Uses of Excel, Excel software, Spreadsheet window pane, Title Bar, Menu Bar, Standard Toolbar, Formatting Toolbar, the Ribbon, File Tab and Backstage View, Formula Bar, Workbook Window, Status Bar, Task Pane, Workbook & sheets.

Unit II   **9 Hours**
Work with Columns & Rows - Selecting Columns & Rows , Changing Column Width & Row Height, Auto fitting Columns & Rows, Hiding/Unhiding Columns & Rows, Inserting & Deleting Columns & Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, Use of paste and paste special.

Unit III   **8 Hours**

Demonstrate Functionality Using Ranges - Using Ranges, Selecting Ranges, Entering Information Into a Range, Using AutoFill Creating Formulas. (4 hours) Using Formulas, Formula Functions – Sum, Average, if, Count, max, min, Proper, Upper, Lower, Using AutoSum.

Unit IV   **8 Hours**

Use Advance Formulas - Concatenate, Vlookup, Hlookup, Match, Countif, Text, Trim.

Unit V   **9 Hours**

Demonstrate Spreadsheet Charts - Creating Charts, Different types of chart, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table; perform Data Analysis using Tableau

GPD-105: Introduction to Python Programming
(Core)

L	T	P	C
1	2	2	3

Course Description

The course aims to introduce the students to using Python for programming. Beginning with the basics of a computer system and programming, it leads the student towards Python programming. Students will learn how to design a program, manage input and output, about decision structures and Boolean logic, data structures, functions and exceptions.

Course Objectives

1. Introduce the basics of programming and its role in the software development
2. Enable them to design a programme
3. introduce programming in Python
4. Acquaint them with the different functions such as managing input and output in Python
5. Provide knowledge about decision structures, data structures, functions and exception in the context of Python programming

Course Outcomes:

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

1. Understand the basics of programming and its role in the software development
2. Gain the skills to design a programme
3. Understand how to program in Python
4. Apply different functions such as managing input and output in Python
5. Apply knowledge about decision structures, data structures, functions and exception in the

context of Python programming

Unit I   **9 Hours**
Introduction to Computers and Programming: Introduction, Hardware and Software, How Computers Store Data, How a Program Works, Using Python.
Core Python: What is Python, History, features, Installing, Running, Getting Started, Syntax and Style, Python Objects, Numbers, Keywords, Operators, Syntax, Compilers and Interpreters, The Python Interpreter.

Unit II   **9 Hours**
Input, Processing, and Output: Designing a Program, Input, Processing, and Output, Displaying Output with the print Statement, Comments, Variables, Reading Input from the Keyboard, Performing Calculations, More about Data Output.
Decision Structures and Boolean Logic: The if Statement, The if -else Statement, Comparing Strings, Nested Decision Structures and the if -elseif -else Statement, Logical Operators, Boolean Variables.

Unit III   **9 Hours**
Repetition Structures: Introduction to Repetition Structures, The while Loop: a Condition-Controlled Loop, The for Loop: a Count-Controlled Loop, Calculating a Running Total, Sentinels, Input Validation Loops, Nested Loops.

Unit IV   **8 Hours**
Data Structures: Lists, Quick Introduction to Objects and Classes, Tuple, Dictionary, Sequence, Set, Working with Strings.

Unit V   **8 Hours**
Functions: Introduction to Functions, Defining and Calling a Function, Designing a Program to Use Functions, Local Variables, Passing Arguments to Functions, Global Variables and Global Constants.
Files and Exceptions: Introduction to File Input and Output, Using Loops to Process Files, Processing Records, Exceptions.

Text books:
1. Starting Out with Python, Tony Gaddis, Haywood Community College, Pearson, 2018
2. Core Python Programming, Wesley J. Chun, Prentice Hall PTR, First Edition, 2000
Reference Book:
1. How to Think Like a Computer Scientist: Learning with Python by Jeffrey Elkner, Allen B. Downey and Chris Meyers, Samurai Media Limited, 2016.

GPD-201: Technology for English Language Learning
Core

L T P C

Course Description:

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

Course Objectives:

1. Introduce to students how technology can be used for English language learning
2. Provide them resources of self-learning of English language
3. Enable learners to confidently use the computer for internet services, electronic documentation, data analysis, and presentations.
4. Help learners understand the ethical considerations related to the use of the internet and various digital tools and resources for knowledge sharing and work.
5. Equip learners with basic computer skills for efficient and effective performance in the academic and professional contexts

Course Outcomes:

At the end of the course students should be able to

1. Understand how technology can be used for English language learning
2. gain knowledge of resources of self-learning of English language
3. confidently use the computer for internet services, electronic documentation, data analysis, and presentations.
4. understand the ethical considerations related to the use of the internet and various digital tools and resources for knowledge sharing and work.
5. acquire basic computer skills for efficient and effective performance in the academic and professional contexts

Unit I   **8 Hours**

Information and Communication Technology; meaning, nature and advantages, hardware and software fundamentals

Unit II   **9 Hours**

ICT tools and applications; web-based and non web-based tools and resources; mobile learning and applications; introduction to office applications - word processing, spreadsheet presentations, databases, multimedia tools; tools for LSRW Skills, grammar and vocabulary

Unit III   **8 Hours**

Open Educational Resources (OER) - meaning and importance, various OER initiatives, Massive Open Online Courses (MOOC) - concept and use

Unit IV   **9 Hours**

Digital learning; flipped classrooms, virtual classrooms, online forums, collaborative learning, online tutorials, webinars, virtual field trips, English through movies, news, songs, and social media

Unit V   **8 Hours**

Ethical considerations; issues and concerns of privacy; engagement and attitude in telecollaboration and virtual learning

Reference Books

Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Neelkamal Publication, Hyderabad.
Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi..
Erben, T., Ban, R., & Castañeda, M. (2009). Teaching English language learners through technology. New York: Routledge.
Jung,Sei-Hwa (2006)_.The Use of ICT in Learning English As An International Language.
Sharma, P. & Barret, B. (2007). Blended learning: Using technology in and beyond the language classroom,. Macmillan.

GPD-202: Digital Technologies for Language and Culture Studies
(Core)

L T P C
1 0 4 3

Course Description:
This course will provide an introduction to digital approaches relevant to the study of language and culture. The lectures, tutorials, and practical sessions would give fundamental concepts and intermediate/medium level skills and awareness of critical issues in the field of digital humanities, especially in the intersection of technology, language and culture. The course aims to integrate application of digital technologies, critical thinking, and humanistic approach.

Course Objective:

1. Introduce to students various digital approaches for the study of language and culture
2. Provide knowledge about fundamental concepts in the field of digital humanities
3. Impart intermediate/medium level skills necessary in this field
4. Create awareness among students about the critical issues in digital humanities
5. Integrate application of digital technologies, critical thinking with humanistic approach among students

Course Outcomes:

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

1. understand various digital approaches for the study of language and culture
2. gain knowledge about fundamental concepts in the field of digital humanities
3. practice intermediate/medium level skills necessary in this field
4. become aware of the critical issues in digital humanities
5. learn integrating application of digital technologies, critical thinking with humanistic approach among students

- The **lectures** would focus on the concepts that enable students to draw connections between the hands-on activities, readings and experiential learning contexts provided through the project.
- The **tutorial hours**/ in-class assignments would build on the conceptual understanding gained through the lessons with the students choosing appropriate tools for the analysis and presentation of their mini-project submissions so as to implement the tools besides recognizing their uses and limitations.
- The **practical component** of the course is aimed at every student being part of a small team that works on a **collaborative mini-project** based on a specific topic.

Assessment and evaluation would be continuous; students would be evaluated on the basis of participation, task accomplishment, the quality of goal achievement for each task/assignment, and the mini-project. The evaluation would include both group and individual evaluation. Detailed assessment plan and evaluation criteria will be shared with the students at the beginning of the course alone with the class schedule and timeline for submission of assignments and mini-project.

Unit I   **8 Hours**
Interrelation between language and culture
Language and culture as social constructs; How language relates to shaping cultural identity; Intercultural communication; Language change and loss: forms, reasons, and implications for cultural identity

Unit II   **8 Hours**
Fundamentals of digitization
Basic concepts; Structure of digital projects; Digital Humanities Projects & Tools; Introduction to Natural Language Processing; Use, analysis, creation, and display of knowledge in digital formats

Unit III   **9 Hours**
Structured data in digital environments
Classification and descriptive standards; Representation of cultural knowledge in digital forms and related ethical issues; Digital exhibits, data visualization, maps and timelines; Website wireframe, basic tools for digital linguistic data analysis

Unit IV   **9 Hours**
Field research for language and culture studies
Qualitative methods in community-level cultural studies; From the qualitative to the quantitative; Issues of confidentiality; Data collection; Storage, access, and distribution of data; Repository,

archive, and broader use on the internet – methods, issues, risks and challenges; Ethical considerations

Unit V   **9 Hours**
Student Projects/ Practical (P)
Web Development; Hands on sessions on HTML,XML, CSS; Use of Omeka Tool; Visualization: Create graphs/ networks using Gephi tool; Introduction to MapStory; Language processing: Text processing using Bag of words, word2vec; Introduction to TEI (Text Encoding Initiative)

Reference Materials
Books
Burdick, A., Drucker, J., Lunenfeld, P., Presner, T. S., & Schnapp, J. T. (2016). Digital-humanities. Cambridge, MA: The MIT Press.

Kramsch, Claire J., (1998). Language and Culture. *Kramsch, Claire J. and Widdowson, H. G. Oxford Introduction to Language Study ELT*. Oxford: OUP

Nayar, Pramod. K. (2016). An Introduction to Cultural Studies. New Delhi: Viva Books

Risager, Karen. (2006). Language and Culture: Global Flows and Local Complexity. *Languages for intercultural communication and education*. Multilingual Matters

Trimble, Joseph E., Fisher, Celia B. (2005). The Handbook of Ethical Research with Ethnocultural Populations and Communities. SAGE Publications.

Article/ Chapter
Khan, Nadim & Rizvi, Sabiha & Zainab, Tazeem & Khan, Samah. (2015). Digital Humanities in Cultural Preservation. Supporting Digital Humanities for Knowledge Acquisition in Modern Libraries. 181. 10.4018/978-1-4666-8444-7.ch009.

Mahony, S. (2018) Cultural Diversity and the Digital Humanities. Fudan J. Hum. Soc. Sci. 11: 371. https://doi.org/10.1007/s40647-018-0216-0

Sellato, Bernard. (2017). Material Culture Studies and Ethnocultural Identity. 10.1007/978-981-10-0672-2_4.

Online Material
Digital Humanities: Getting Started. (n.d.). Retrieved from https://guides.nyu.edu/dighum/start
- o   https://teibyexample.org/
- o   https://gephi.org/tutorials/gephi-tutorial-visualization.pdf
- o   https://omeka.org/s/docs/user-manual/
- o   https://oudsl.github.io/omeka-guide

GPD-203: Web Technologies
(Core)

L T P C
2 0 2 3

Course Description:

The course aims to introduce web technologies to students. This knowledge is considered essential for the modern digital world in any career. The various components of the course include the basics of a HTML document and the various aspects and functions. The student will be able to write HTML documents to demonstrate various functions.

Course Objectives:

1. Explain the importance of web technologies to students
2. Introduce the concept of a HTML document
3. Demonstrate various functions of a HTML document
4. Impart skills of writing a HTML document
5. Provide knowledge about the practical applications of a HTML document

Course Outcomes:

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

1. recognise the importance of web technologies
2. understand the concept of a HTML document
3. appreciate various functions of a HTML document
4. gain the capability of writing a HTML document
5. gain knowledge about the practical applications of a HTML document

Unit I   **9 Hours**

Write a HTML document to demonstrate Formatting tags; HTML document to demonstrate Ordered lists, unordered Lists, definition Lists.

Unit II   **8 Hours**

Write an HTML document to create table header rows, data rows, caption and attributes of the table tag

Unit III   **9 Hours**

Write an HTML document to cell padding and cell spacing, Bgcolor, Colspan and Row span attribute.

Unit IV   **8 Hours**

Write an HTML document using frameset and the targeting named frames; create Style Sheet

Unit V   **9 Hours**

Case Study on HTMA and CSS

Reference Books:
1. Complete Reference HTML by T. A. Powell, 3rd edition, TMH, 2003.
2. HTML, XHTML, and CSS Bible by Steven M. Schafer, Wiley India, 5th Edition.
3. Beginning CSS: Cascading Style Sheets for Web Design by Ian Pouncey, Richard York, Wiley India.
4. Web Technology and Design by Xavier, C, New Age International, 2013.

GPD-204: Database Management Systems
(Core)

L T P C
2 0 2 3

Course Description:

The course will present an introduction to database management systems, with an emphasis on how to organize, maintain and retrieve - efficiently, and effectively - information from a DBMS.

Course Objectives:

1. Explain fundamental elements of relational database management systems
2. Explain the basic concepts of relational data model and entity-relationship model,
3. Introduce to students relational database design, relational algebra and SQL
4. Familiarise learners with basic database storage structures and access techniques: file and page organizations, indexing methods including B tree, and hashing.
5. Impart knowledge of the practical applications of DBMS

Course Outcomes:

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

1. understand fundamental elements of relational database management systems
2. gain knowledge of the basic concepts of relational data model and entity-relationship model,
3. learn relational database design, relational algebra and SQL
4. acquire knowledge of basic database storage structures and access techniques: file and page organizations, indexing methods including B tree, and hashing.
5. understand and appreciate the practical applications of DBMS

Unit I   **8 Hours**
Introduction: Database-Systems Applications, Purpose of Database Systems, View of Data, Database Languages, Relational Databases, Database Design, Data Storage and Querying, Transaction Management, Database Architecture.
After completion of this unit, student will be able to
- Understand database, data storage and querying.(L3)
- Know about transaction management.(L2)

Unit II   **9 Hours**
Database Design and E-R Model: Overview, Entity-Relationship Model, Constraints, Removing Redundant Attributes in Entity Sets, Entity Relationship Diagrams, Reduction to Relational Schemas, Entity-Relationship Design Issues, Extended E-R Features, Other Aspects of Data Design.
Introduction to Relational Model: Structure of Relational Databases, Database Schema, Keys, Schema Diagrams, Relational Operations.
After completion of this unit, student will be able to
- Learn entity, relationship.(l1)
- Write database schema.(L2)
- Perform relational operations. (L3)

Unit III   **9 Hours**
SQL: Data Definition, Basic Structure of SQL Queries, Additional Basic Operations, Set Operations, Null Values, Aggregate Functions, Nested Sub queries, Modification of the Database. **Intermediate SQL:** Join Expressions, Views, Transactions, Integrity Constraints, SQL Data Types and Schemas, Authorization.
Learning Outcomes:
After completion of this unit, student will be able to
- To perform aggregate functions.(L4)
- To execute schemas .(L4)

Unit IV   **9 Hours**
Advanced SQL: Functions and Procedures, Triggers, Advanced Aggregate Features. **Query Processing:** Steps In Query Processing, Measures Of Query Cost, Selection Operation – Basic Algorithm, Selection Using Indices, Selections Involving Comparisons, Implementation of Complex Selections, Sorting, Join Operation – Nested Loop Join, Block Nested Loop Join, Evaluation of Expressions.
Learning Outcomes:
After completion of this unit, student will be able to

- To implement triggers.(L5)
- to execute nested loops.(L5)

Unit V   **8 Hours**

Application Design and Development: Application Programs and User Interfaces, Web Fundamentals, Servlets and JSP, Application Architecture, Rapid Application Development, Application Security, Encryption and its applications.

Text Book:
- Database System Concepts, 6th Edition,Avi Silberschatz, Henry F. Korth ,S. Sudarshan Tata McGraw-Hill,2011.

Reference Books:
- SQL, PL/SQL- The Programming Language of Oracle Ivan Bayross , BPB, 4th Edition.
- Fundamentals of Database Systems by Ramez Elmasri, Shamkant B Navathe, 7th Edition, Pearson, 2015.

GPD-301: Artificial Intelligence & Machine Learning
(Core)

L T P C
2 0 2 3

Course Description:

The course aims to introduce the fundamental basic principles, techniques, and applications of Artificial Intelligence. Equip students with representation, logic, inference, problem solving, search algorithms, game theory, perception, learning, planning, and agent design.

Course Objectives:

1. Enable the student to comprehend the meaning of Artificial Intelligence.
2. Provide basic knowledge of Challenges, Trends, and Opportunities
3. Impart skills to analyze Machine Learning with Spark
4. Impart skills to examine big data with Apache Hadoop
5. Explain the practical applications of Artificial Intelligence and Machine Learning

Course Outcomes:

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

1. understand the meaning of Artificial Intelligence and Machine Learning
2. Demonstrate Apache Hadoop
3. Illustrate MAchineLearning with Spark
4. Inspect What Makes Enterprises Unique.
5. Discover Challenges, Trends, and Opportunities in Artificial Intelligence and Machine Learning

Unit I   **9 Hours**
Introduction: Introduction to Artificial Intelligence, The market for Artificial Intelligence, Avoiding an AI winter, Applications in the Enterprise, Next steps. Overview, The components of NLP, Enterprise Applications of NLP, How to use NLP.

Unit II   **8 Hours**
Introduction to Chat Boat, Ihe Rise of Chatbots, How to Build a Chatbot, Challenges in building successful chatbot, best practices.

Unit III   **9 Hours**
Computer Vision : Capabilities of Computer Vision for the Enterprise, How to use Computer Vision, Computer Vision on Mobile Devices, Existing Challenges in Computer Vision, Implementing a Computer Vision solution.

Unit IV   **8 Hours**
AI Data Pipeline: Preparing for a data Pipe line, Sourcing Big Data, Apache Hodoop, Hadoop as a Data Lake, Machine Learning with Spark**.**

Unit V   **9 Hours**
What Makes Enterprises Unique. Current Challenges, Trends, and Opportunities Scalability Social Implications.

Text Book:
   1. Getting Started with Artificial Intelligence by Josh Zheng, Tom Markiewicz

Reference books:
1. Artificial Intelligence simplified understanding the basic concepts by Binto George, Gail Carmichael, CST, 2016.

GPD-303: Introduction to Psycholinguistics
(Core)

                                                                                            L T P C
                                                                                             3 0 0 3

Course Description:

This is an interdisciplinary field of study which aims to understand how humans learn, represent, comprehend, and produce language. It will begin by asking what it means to know a language and explore the nature of our linguistic competence. Students will examine core properties of mental representations and processes involved in acquiring and understanding language, and how linguistic processes unfold in real time.

Course Objectives:
1. Familiarize students with major theoretical models of language processing and representation
2. Help students gain an understanding of the well-established major findings in the field of psycholinguistics
3. Enable students to develop active-learning and transferable skills (e.g. critical thinking, communication, and group work skills)
4. Equip students to understand the relationship between language and the processes of the brain and mind.
5. Provide detailed knowledge of basic sub-fields of psycholinguistics, including: the biological bases of language (language & the brain), speech perception, the lexicon, sentence processing, discourse, speech production and language acquisition.

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

1. Examine the methods used in psycholinguistic research and to interpret the types of results these methods have uncovered.
2. Understand basic language production and perception data and how these data have contributed to the development of the major theories in psycholinguistics.
3. Explore the major theories in the area of psycholinguistics and specific issues in psycholinguistics that might be examined experimentally.
4. Identify the major issues in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition.
5. Describe and demonstrate theoretical models of: speech perception, word recognition and lexical organization, sentence processing, language acquisition and reading.

Unit I   **9 Hours**
Introduction to the key concepts: Language and communication, animal communication and human communication, language and the brain, general brain structure and function, language areas and their function, localisation and lateralization.

Unit II   **8 Hours**
The cognitive basis of language: Nature vs. nurture, behaviourism, 'mental lexicon', lexical retrieval, language and memory, the schema theory, meaning representations, inference, language acquisition: critical period hypothesis, phonology, morphology, semantics, syntax.

Unit III   **9 Hours**
Language processing: Bottom-up and top-down processing; serial and parallel processing, perceptual and conceptual information, the role of context, speech perception, speech production, word processing, sentence processing, bilingual language processing; the Sapir-Whorf hypothesis,

aphasia and dyslexia; neurolinguistics

Unit IV   **8 Hours**
Productive language skills: Writing and speaking, writing systems, the stages of writing. errors in writing. characteristics of speech, stages in the speaking process, syntactic planning, lexicalization; speech errors

Unit V   **8 Hours**
Receptive language skills: Reading and listening, whole-word approach vs. decoding approach, eye movement, skilled and unskilled reading, problems in the listening process, categorical perception.

Reference Books
Carroll, D. W. (2008). The psychology of language (5th ed.), Thomson
Wadsworth Field, John (2003) Psycholinguistics, London and New York: Routledge
Harley, Trevor (2014) The Psychology of Language: From Data to Theory(4[th]ed.) .Psychology Press Ltd.
Aitchison, Jean (1998, 4[th]ed.), The Articulate Mammal: An Introduction to Psycholinguistics, London and New York: Routledge
Aitchison, Jean (2003), Words in the Mind: An Introduction to the Mental Lexicon, Oxford: Blackwell
Anderson, Stephen and David Lightfoot (2002),The Language Organ: Linguistics as Cognitive Physiology, Cambridge: Cambridge University Press (selected chapters).
Burling, Robbins (2005), The Talking Ape: How language evolved, Oxford: Oxford University Press.
Field, John (2005), Language and the Mind, London and New York: Routledge.
Pinker, Steven (2007), The Stuff of Thought: Language as a Window into Human Nature, NewYork: Viking.

GPD-341: Modern English Grammar: Linguistic Approach
(Discipline Specific Elective)

                                                                                                L T P C
                                                                                                3 0 0 3

Course Description:
This course is designed to prepare future instructors/tutors to work with adult ESL/EFL learners on their writing. This course includes teaching and learning of grammar for a variety of academic purposes.

Course Objectives:
  1. Enable students to understand the importance of grammar in the learning of a language
  2. Equip students with the skills to apply the tools of linguistic analysis to the sounds, words, and sentences of English.
  3. Help them understand register, accent, and dialect as they relate to Modern English.
  4. Demonstrate how an understanding of the variety of Englishes will be useful in applying knowledge of grammar to pedagogical situations for both native and nonnative speakers.
  5. Motivate students to develop a deeper understanding of how language works and how as they learn about structures and understand concepts

Course Outcomes:
By the end of the course students will be able to

1. Describe ways in which human languages are alike and how they may differ.
2. Use the basic terminology of linguistics to describe language features.
3. Apply the tools of linguistic analysis to the sounds, words, and sentences of English.
4. Demonstrate an understanding of register, accent, and dialect as they relate to Modern English.
5. Demonstrate an understanding of the variety of Englishes. and apply knowledge of grammar to pedagogical situations for both native and nonnative speakers.

Unit I   **8 Hours**
The Basic Sentence: Sentence, types of sentence, form and function; formal labels and functional labels, basic sentence/clause patterns; subject, object, complement and adjunct, concord; grammatical concord, notional concord and proximity

Unit II   **9 Hours**
Main verbs, Auxiliaries and Modal verbs: The verbal element, the auxiliary and the main verb, tense realization, *be, have and do,* modals and modal like forms, finite and non-finite verbals, mood; simple present, simple past, present perfect; the use of adverbials with the present perfect, past perfect, present progressive and past progressive, perfect progressive and voice.
Can/could, may/might, shall, should and ought to, need and have to

Unit III   **9 Hours**
Multi word verbs: Components of a multi word verb, types of multi word verbs: phrasal verbs, prepositional verbs, phrasal and prepositional verbs

Unit IV   **8 Hours**
Articles: Article features: Generic and non-generic specific and non-specific, definite and non-definite and some other uses of articles

Unit V   **9 Hours**
Adjectives, Adverbs and Discourse Markers: Structural classes: predicative adjectives, attributive adjectives and post determiners, Functional classes: qualitative adjectives, colour adjectives and emphasizing adjectives, transitivity of adjectives, sequencing of adjectives and adjectival forms; adverbs of time, adverbs of place, adverbs of manner and degree, broad negative and focusing adverbs, clausal adverbs and cohesive adverbs and cohesive markers

Reference Books

Collins Cobuild Grammar. (2012). New Delhi: India
Eastwood, John. (2003). *Oxford Guide to English Grammar.*Oxford: OUP
Greenbaum, S. (2009).*An Introduction to English Grammar.* Essex: Longman
Quirk, Randolph, et.al (1973).*A Grammar of Contemporary English.* London: Longman
Quirk, Randolph, et al. (1985).*A Comprehensive Grammar of the English Language.* London: Longman

GPD-342: Fundamentals of Computational Linguistics
(Discipline Specific Elective)

L T P C

3 0 0 3

Course Description:

This is a course designed to introduce students who have been exposed to linguistics to real-world applications of computational linguistics. After learning the basics of linguistics and the computational technologies used in this field, students will be able to use this knowledge to solve real world language engineering problems.

Course Objectives:

1. Acquaint the students with the fundamentals of how computers are used to represent and process textual and spoken information.
2. Introduce them to Natural Language Processing
3. Introduce the basic concepts of linguistics
4. Introduced to the challenges of real-world language engineering problems.
5. Learn to solve these problems with the latest language technologies.

Course Outcomes:

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

1. understand the fundamentals of how computers are used to represent and process textual and spoken information.
2. gain acquaintance with the basics of Natural Language Processing
3. become familiar with the basic concepts of linguistics
4. learn about the challenges of real-world language engineering problems.
5. apply the latest language technologies to solve language engineering problems

Unit I   **9 Hours**

Introduction to linguistics: Computers in linguistics and Natural Language Processing, parts of speech, automatically assigning parts of speech ('pos tagging'),

Unit II   **9 Hours**

Introduction to unification grammar, context free grammars and parsers for natural language. More efficient parsing: charts and packing. Probabilistic parsing and disambiguation. Syntax: Syntactic ambiguity, Chomsky Hierarchy.

Unit III   **8 Hours**

Introduction to linguistics: Semantics and inference logic for natural language semantics, compositional semantics, automated inference for natural language.

Unit IV   **8 Hours**

Word sense disambiguation; vector space models of meaning, some text processing applications: Information Extraction; Question Answering.

Unit V   **9 Hours**

Spoken language dialogue modelling: information state approaches; Markov Decision Processes, reinforcement learning.

References:

James Allen 1995 Natural Language Understanding, Addison-Wesley Pub Co, 2nd edition.An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition Daniel Jurafsky and James H. Martin, 2000, Prentice-Hall.

GDP-346: Cloud Computing
(Discipline Specific Elective)

                                                        L T P C
                                                        3 0 0 3

Course Description:
This course gives students an insight into the basics of cloud computing along with virtualization. It aims to provide a basic understanding of cloud and virtualization along with its various methods of navigating.

Course Objectives:

1. Provide a fundamental view of the broad field of computer networks.
2. Acquaint student with the concept of virtualization
3. Introduce them to the concept of cloud computing
4. Familiarize students with Computer Networking and its top down approaches
5. Introduce the students to intranets and intranet servers and browsers, networks and network servers, LANs/WANs, internetworking

Course Outcomes:

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

1. gain a fundamental view of the broad field of computer networks.
2. understand the concept of virtualization
3. understand the concept of cloud computing

4. gain understanding of Computer Networking and its top down approaches
5. gain acquaintance with intranets and intranet servers and browsers, networks and network servers, LANs/WANs, internetworking

Unit I   **9 Hours**

Era of Cloud Computing: Getting to know the cloud, Peer,to-Peer, Client-Server, and Grid Computing, Cloud computing versus Client-server Architecture, Cloud computing versus Peer-to-Peer Architecture, Cloud computing versus Grid computing, How we got to the cloud, Components of cloud computing, Cloud Types, Cloud computing service delivery models.

Unit II   **9 Hours**
Introducing Virtualization: Introducing Virtualization and it's Benefits-Implementation levels of Virtualization,Virtualization Structure, Virtualization Mechanisms.

Unit III   **8 Hours**
Cloud Computing Services: Infrastructure as a Service-Platform as a Service, Software as a Service, Database as a Service.

Unit IV   **8 Hours**
Open source Cloud implementation and Administration: Open source open stack cloud Architecture.

Unit V   **9 Hours**
Cloud Applications: Static code analysis for cloud applications, Developing synchronous and asynchronous cloud applications.

Prescribed Book:
1. Cloud Computing - BlackBook. Kaliash Jayaswal, Jagamath Kallakurchi, Donald J. Houde, Dr.Devenshal, Dream tech Press, 2014.
References:
 1. Cloud computing: Concepts & Fundamentals , Thomas erl, Pearson Publications.
2.Fundamentals of Cloud Computing, A. Kannammal, Cengage India.

GPD-347: Data Mining
(Discipline Specific Elective)

L T P C
2 0 2 3

Course Description:

This course is an introductory course on data mining. It introduces the basic concepts, principles, methods, implementation techniques, and applications of data mining, with a focus on two major data mining functions: (1) pattern discovery and (2) cluster analysis.

Course Objectives:

1. Introduce the concept of data mining
2. Explain the steps in knowledge discovery process
3. Enable the students to identify prospective data mining techniques.
4. Provide sufficient knowledge to examine the data mining techniques.
5. Provide understanding of pattern discovery and cluster analysis techniques

Course Outcomes:

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

1. understand the concept of data mining
2. explain the steps in knowledge discovery process
3. identify prospective data mining techniques.
4. examine the data mining techniques.
5. understand pattern discovery techniques and cluster analysis techniques

Unit I **9 Hours**
Introduction: Basic Data Mining Tasks, Classification, Regression, Time Series Analysis, Prediction, Clustering, Summarization, Association Rules, Data Mining Versus Knowledge Discovery in Databases.

Unit II **9 Hours**
The Development of Data Mining : Data Mining Issues, Social Implication of Data Mining, Data Mining from a Database, Perspective Data Mining Techniques, Statistical Perspectives of Data Mining, Similarity Measures, Decision Trees.

Unit III **8 Hours**
Classification : Issues in Classification, Statistical Based Algorithms, Distance Based Algorithms, Decision Tree Based Algorithms.

Unit IV **8 Hours**
Clustering: Introduction, Similarity and Distance Measures, Outliers, Hierarchical Algorithms, Partitional Algorithms, Minimum Spanning Tree, Squared Error Clustering Algorithm, K-Means Clustering, Nearest Neighboring Algorithm.

Unit V **9 Hours**
Association Rule: Introduction, Large Item Sets, Basic Algorithms, Apriori Algorithm, Sampling Algorithm, Partitioning, Parallel & distributed algorithms, Data parallelism, Task parallelism.
Text book:

- Data Mining- Introductory and Advanced topics, Margaret H.Dunham, Pearson Education, sixth impression, 2009.

Reference Book:

Data mining Techniques, Arun K. Pujari, University Press, 2001.

GPD-348: Cryptography
(Discipline Specific Elective)

L T P C
3 0 0 3

Course Description:

This Course focuses on the introduction of network security using various cryptographic algorithms. Underlying network security applications. It will further focus on the practical applications that have been implemented and are in use to provide email and web security.

Course Objectives:

1. Explain the importance of security goals, security services and mechanisms.
2. Enable the students to distinguish between plain text and Cipher text.
3. Impart knowledge about RSA public Key encryption algorithm.
4. Explain message authentication and Hash functions
5. Explain the practical applications of cryptography

Course Outcomes:

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

1. understand the importance of security goals, security services and mechanisms.
2. distinguish between plain text and Cipher text.
3. understand RSA public Key encryption algorithm.
4. get acquainted with message authentication and Hash functions
5. understand the practical applications of cryptography

Unit I   **9 Hours**

Introduction: Security Goals- Confidentiality, Integrity, Availability, Attacks- Attacks Threatening Confidentiality, Attacks Threatening Integrity, Attacks Threatening Availability, Passive Versus Active Attacks, Services And Mechanism - Security Services, Security Mechanisms, Relation Between Services And Mechanisms, Techniques- Cryptography, Steganography .

Unit II   **9 Hours**

Traditional Symmetric Key Ciphers: Introduction- Kerckhoff's Principle, Cryptanalysis, Categories Of Traditional Ciphers, Substitution Ciphers- Mono Alphabetic Ciphers, Poly Alphabetic Ciphers, Transposition Ciphers- Keyless Transposition Ciphers, Keyed Transposition Ciphers, Combining Two Approaches.

Unit III   **8 Hours**
Data Encryption Techniques : Algorithms For Block And Stream Ciphers, Symmetric Key Encryption, Data Encryption Standard (DES), Advanced Encryption Standard.

Unit IV   **8 Hours**
Algorithms for Public Key Encryption: RSA, DH Key Exchange, Digital Signatures.

Unit V   **8 Hours**
Message Authentication and Hash Functions: SHA, WHIRLPOOL

Text Books:
1. Cryptography and Network Security, Behrouz A. Forouzan, TMH, Special Indian Edition, 2007 (Unit I and Unit II)
2. Cryptography and Network Security Principles and Practices, William Stallings, PHI, 4th Edition, 2006.(Unit III, Unit IV and Unit V)

Reference Books:
3. Cryptography and Network Security, William Stallings, Pearson Education, 4th Edition, 2006
4. Cryptography and Network Security, Atul Kahate, Tata McGraw-Hill, New Delhi, 2003

GDP-349: Ethical Hacking
(Discipline Specific Elective)

L T P C
2 0 2 3

Course Description:
This course proposes to introduce the student into an interactive environment where they will be shown various ways to scan, test, hack and secure their systems. Students will understand how our defense measure works and then scan their networks & attack their own.

Course Objectives:

1. Introduce the different threats posed by hackers and other malicious attackers
2. Explain how to protect our network & devices from those attacks
3. Describe the legal and ethical requirements related to ethical hacking.
4. Examine the tools for conducting ethical hacking
5. Train the students in securing networks and devices and in ethical hacking

Course Outcomes:
At the end of the course, students will be able to

1. understand the different threats posed by hackers and other malicious attackers
2. learn how to protect our network & devices from those attacks
3. recognise the legal and ethical requirements related to ethical hacking.
4. acquainted with the tools for conducting ethical hacking
5. get trained in securing networks and devices and in ethical hacking

Unit I   **9 Hours**
Ethical Hacking overview - Hacking Laws - Footprinting - Google Hacking – Scanning –

Unit II   **9 Hours**
Enumeration -System Hacking - Trojans and Backdoors -Viruses and Worms - Sniffers -

Unit III   **8 Hours**
Social Engineering -Denial of Service - Buffer Overflows -Web Servers and Applications

Unit IV   **9 Hours**
Hacking Wireless Networks - Cryptography - Hacking with Linux - IDS, Firewalls,

Unit V   **8 Hours**
Honeypots - Penetration Testing.

Text Books:
- Hands-On Ethical Hacking and Network Defense – By Michael T. Simpson, Kent Backman, James Corley , Cengage Learning, 2010.
- Official Certified Ethical Hacker Review Guide – By Steven DeFino, Barry Kaufman, Nick Valenteen, Cengage Learning, 2009.
- The Basics of Hacking and Penetration Testing: Ethical Hacking and Penetration Testing Made Easy By Patrick Engebretson ,Second Edition 2013.

GEP-254: Psychology of Peace and Conflict Resolution
(Generic Elective)

L	T	P	C
1	0	4	3

COURSE DESCRIPTION: This course provides an understanding of the psychological roots of aggression and violence in interpersonal, intergroup, and societal context. It familiarizes students with the processes involved in peace building and conflict resolution. The course helps students appreciate the need for developing tolerance and valuing diversity.

Objectives Objectives:

1. Enable students to understand peace and conflict resolution by drawing from a variety of interdisciplinary areas and perspectives.
2. Help them understand the foundational thinking and practices within the sphere of conflict resolution roots in psychology, particularly, social psychology.
3. Motivate students to explore a historically grounded, contextualized perspective on the psychological dimensions of intrapersonal, interpersonal, intra-group and inter-group conflict.
4. Provide an overview of issues related to human aggression, conflict, violence and peace based on the premise that an understanding of these issues can contribute to a greater ability to reduce conflict and build peace between individuals, groups and societies.
5. Equip students with the knowledge and skills to examine a variety of psychological concepts and how they relate to both the theory and practice of conflict resolution.

Course Outcomes:
By the end of this course students will be able to
1. Explore the concept of peace and conflict from a psychological perspective
2. Gain awareness about the national and international peace building and conflict resolution processes
3. Appreciate the role of psychology in developing tolerance and peace building
4. Reflection upon the link between one's own development, personality and behavior and the construction of peace at multiple levels.
5. Make strong links between theory and practice in the understanding of the psychology of conflict resolution.

Unit I   **8 Hours**
Introduction to Peace Psychology – The role of psychology in World War I and II; Role of Psychology in the Cold War; The Post-Cold War Era; Scope of Peace Psychology; Systems of Violence and Peace.

Unit II   **9 Hours**
Direct Violence – Intimate Violence; Intrastate Violence; Nationalism and War; Genocide and Mass Killing; Weapons of Mass Destruction.

Unit III   **8 Hours**
Structural Violence – Social Injustice; Children and Structural Violence; Women, Girls and Structural Violence; Understanding Militarism; Globalism and Structural Violence; Human Rights Violations as Structural Violence.

Unit IV   **9 Hours**
Peacemaking – U.N. Peacekeeping; The Cultural Context of Peacemaking; Conflict Resolution – Theoretical and Practical Issues; Crafting Peace; Introducing Cooperation and Conflict Resolution into schools; Reducing Trauma during ethno-political conflict; Reconciliation in Divided Societies;

Unit V   **8 Hours**

Peace building – Psychology of Structural Peacebuilding; Psychologies for Liberation; The Social Psychology of Satyagraha; Peacebuilding and Nonviolence-Gandhi's perspective on power; Peace Psychology for the Twenty-First Century.

Reference books

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

Blumberg, H. H. *Peace Psychology: A Comprehensive Introduction*. Cambridge: Cambridge University Press. 2006.

MacNair, R. M. *Psychology of Peace*. Santa Barbara: ABC. 2011.

Mayton II, D. *Nonviolence and Peace Psychology*. New York: Springer. 2009.

GEP-307: Introduction to Abnormal Psychology
(Core)

	L	T	P	C
	3	0	0	3

Course Description:

Introduction to abnormal psychology aims to impart basic knowledge about psychological disorders and treatment and help students to evaluate approaches to disorders and therapy. The students will learn about the historical development and recent theories of disorders and treatment. Further, they will be able to describe the leading models of abnormal behavior and apply these models to the understanding of psychological disorders. The course will focus on acquainting them with diagnostic systems, learning the diagnostic criteria of various disorders, and making a diagnosis.

Course Objectives:

1. Help students understand the nature of abnormal behavior and mental illness.
2. Enable students to gain insights into the process of assessing such behavior and the most commonly used system for classifying psychological disorders.
3. Familiarize them with basic theoretical perspectives on psychological disorders.
4. Introduceto the students the research methods used and research findings on selected psychological disorders.
5. Equip students with the knowledge and skill to identify some of the major categories of psychological disorders and describe their symptoms, possible causes, and potential treatments.

Course Outcomes:
By the end of the course students will be able to
1. Understand the causes and be able to identify the symptoms of various psychological disorders.
2. Be familiar with effective treatment approaches to different psychological disorders.
3. Understand various legal issues relevant to mental illness and abnormal behavior.
4. Describe the systems and processes used to diagnose psychological disorders.
5. Identify the cultural and social factors that impact the diagnosis and treatment of psychological disorders.

Unit I   **8 Hours**
Basic Concepts: Definition and criteria of abnormality; Become familiar with historical and current perspectives of abnormal psychology. Difference between Normal and Abnormal. Gain understanding of variation in meanings of normal and abnormal behaviour. Classification, Diathesis Stress Model. The Impact of Stress on Physiological Parameters (Coronary Heart Disease and Essential Hypertension) b) Substance-Related Disorder

Unit II   **9 Hours**
Theoretical perspectives: Learn the diagnostic criteria for common psychiatric disorders. Use diagnostic language to communicate case information. Biological, familial, cultural, behavioural, cognitive and psychodynamic.

Unit III   **8 Hours**
Clinical status: Apply theoretical understanding the development, process and treatment of specific disorders. Assign diagnosis based on manifestation of symptoms and behaviours. Concept of Anxiety Disorders-obsessive compulsive disorder, mood disorders -Unipolar, Bipolar; schizophrenia: Paranoid and Catatonic.

Unit IV   **9 Hours**
Developmental Disorders (Clinical Picture and Dynamics); Gain consistency in identifying and labelling syndromes and profiles of behaviours despite variation in symptom presentation. Mental Retardation, Autism, ADHD, and Learning Disabilities; Substance related disorders and eating disorders.

Unit V   **8 Hours**
Treatment of disorders: Observation, Case Study, Clinical Interview, Clinical assessment-Meaning and Nature, Stages in the assessment process. a) Biological treatment: Electroconvulsive therapy. b) Psychological treatment: Psychoanalytic therapy and Behaviour therapy. Cognitive-behaviour therapy.

Reference books:
Ahuja N. *A Short Textbook of Psychiatry* (7th Ed). New Delhi: Jaypee. 2011.
Barlow D.H. and Durand V.M. *Abnormal Psychology: An Integrated Approach* (4th Ed.).

Wadsworth: New York. 2005.

Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. *Abnormal Psychology* (13th Ed.). ND: Pearson Education. 2007.

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

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

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

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

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

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

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

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

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

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

GEP-346: Cognitive Psychology
(Discipline Specific Elective)

L	T	P	C
3	0	0	3

COURSE DESCRIPTION: This course provides an overview of the theoretic models and empirical findings in the field of cognitive psychology. It helps students understand the application of cognitive psychology in everyday situations. It broadens the understanding of cognitive processes involved in thinking, reasoning, and problem solving.

Course Objectives:
- Pprovide students an overview of topics related to the information-processing mechanisms of the mind, including consciousness, perception, attention, memory, conceptual knowledge, and emotions.
- Help them understand biases in judgment and decision-making by applying an evolutionary, functional perspective throughout.
- Enable students to understand the fundamentals of human cognition and examine the methods employed in conducting research
- equip them with the knowledge of the processes involved in perception, memory, language, thinking, and problem solving
- Motivate students to appreciate the relevance of cognitive psychology in explaining everyday phenomenon

Course Outcomes:
By the end of the course students will be able to
1. Demonstrate knowledge and understanding of well established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes;
2. Appreciate research and theories of cognition from diverse fields of study, including

neuroscience, neuropsychology, evolutionary psychology, and behavioral economics;
3. Acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area;
4. Demonstrate knowledge of the scientific method and targeted topics in cognitive psychology
5. Apply the knowledge of cognitive psychology to understand everyday events and challenges

Unit I   **8 Hours**
Introduction: History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition

Unit II   **8 Hours**
Attention: Nature of Attention; Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation

Unit III   **8 Hours**
Language: Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition

Unit IV   **8 Hours**
Problem Solving and Decision Making: Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making

Unit V   **8 Hours**
Application of Cognitive Psychology, Memory, Memory Processes, Types and Models

Reference Books
Atkinson R.L., Atkinson R.C., Smith E.E., Bem D.J. (1993). *Introduction to psychology*, (11th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.
Galotti, K.M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (4th Edition). Belmont, CA: Thomson Wadsworth.
Gilhooly K. J., Lyddy Fiona M., Pollick F. (2014). *Cognitive Psychology.* New York: McGraw- Hill. ISBN: 9780077122669.
Smith. E.E. &Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain.* Upper Saddle River, N.J.: Pearson/Prentice Hall.
Solso, L. R. &MacLin, O.H. (2008). *Cognitive Psychology* (8th Edition). University of Northern Iowa: Pearson Education.
Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). Wadsworth: Cengage Learning.

GEP-348: Psychology of Happiness
(Discipline Specific Elective)

	L	T	P	C
	3	0	0	3

Course Description:

Psychology of happiness is a scientific study of the individual characteristics and environmental conditions that allow human beings to flourish. This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives. Topics that are covered include happiness and well-being, positive emotions and thinking, character strengths and virtues, motivation and self-control, resilience and post-traumatic growth, and healthy relationships and institutions**.**

Course Objectives

1. Help students identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being.
2. Enable them to comprehend selected theories in the Psychology of Happiness.
3. Equip them with the knowledge and skills to employ interventions learned in the course to enhance personal well-being.
4. Provide insights into the methods psychologists use to uncover the secrets of living a happy life.
5. Motivate students to face the challenge of defining and researching concepts related to happiness, as well as interpreting data, reconciling inconsistencies and applying knowledge gained through research on happiness.

Course Outcomes:

By the end of the course students will be able to

1. Identify the major questions and issues related to happiness psychology and describe the sources the experts on the topic would use to explore these issues and questions.
2. Demonstrate an understanding of basic terms, concepts, and approaches employed in this area of study
3. Understand the political, social, economic, and ethical dimensions involved in the whole dimension of happiness
4. Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
5. Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

Unit I   **8 Hours**

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

Unit II   **8 Hours**

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

Unit III   **9 Hours**

Promoting positive relationships and creating happiness: Compassion, Forgiveness, Gratitude,

Empathy; measurement of character strengths, well- being and virtues; strategies for achieving well-being

Unit IV   **9 Hours**
Positive Emotional States and Processes: Happiness and Wellbeing, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

Unit V   **8 Hours**
Applications of positive psychology: Ageing, Health, Work, Education, Intervention programmes. Specific Coping Approaches: meditation, yoga and spirituality; Future directions for applying the Science of Positive Psychology

Reference books:

Carr, A. *Positive Psychology: The Science of Happiness and Human Strengths*. New Delhi: Routledge. 2008.
Haidt , J. *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books. 2006.
Huppert, F, F.A., Baylis ,N. & Keverne, B. *The science of well-being*. Oxford; Oxford University press. 2005.
Peterson, C. *A Primer in Positive Psychology*. New York: Oxford University press. 2006.
Seligman, M.E.P. *Authentic happiness. Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press. 2002.
Baumgardner, S.R. Crothers M.K. *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall. 2010.

GEP-352: Human Rights
(Generic Elective)

	L	T	P	C
	3	0	0	3

Course description:

This course is intended to enable the students with the capacity to identify issues and problems relating to the realisation of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops critical thinking, investigative and analytical skills.

Course Objectives:

1. Provide an introduction to basic human rights philosophy, principles, instruments and institutions.
2. Help students understand current issues and debates in the field with focus on the problems specific to their contexts.
3. Explore some aspects of the diverse and increasingly complex body of the law of human rights that has both national and international application.
4. Enable students to analyze the ways in which allegations of human rights violations are

dealt with.
5. Impress upon them the impact of human rights discourse on human relations at different levels.

Course Outcomes:
By the end of this course, students will be able to:
1. understand the historical growth of the idea of human rights
2. demonstrate an awareness of the international context of human rights
3. develop awareness of the importance of the Human Rights Acts
4. analyse and evaluate relevant concepts and ideas from the perspective of Human Rights
5. apply their knowledge and understanding to real life situations for benefit of self and others

Unit I   **8 Hours**
Understanding Social Inequality: Caste, Gender, Religion, Ethnicity and Class as distinct categories; Relationship among these categories; The impact of LPG (Liberalisation, Privatisation and Globalisation) on workers, peasants, dalits, adivasi and women.

Unit II   **9 Hours**
Evolution of Human Rights: Various meanings/definitions of human rights; Precursors of 20th Century Human Rights Documents - Magna Carta (1215), the English Bill of Rights (1689), the French Declaration on the Rights of Man and Citizen (1789), and the US Constitution and Bill of Rights (1791). U.N Declarations and Covenants;

Unit III   **9 Hours**
Human Rights: Human Rights and Citizenship Rights; Human Rights and the Indian Constitution; the Role of the National Human Rights Commission; Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers. Civil liberties and   Human Rights movements in India.

Unit IV   **8 Hours**
Gender: Structures of Patriarchy; Gender, Culture, and History; Economic Development and Women; Women's movements in India; The women's political participation and representation in India. Laws, Institutions and Women's Rights in India. National Commission for Women; Gender justice.

Unit V   **8 Hours**
Environment: Protection of Environment; Environment and Sustainable Development; Industrial Pollution; Global Warming; Threats to Bio-Diversity; Environmentalist movements.

Reference books

Patel, Sujata et.al , *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.

Menon, Nivedita, *Gender and Politics in India*, Oxford University Press, Delhi.

B.R. Ambedkar, *Castes in India*, Isha Books.

Ekta Singh, *Caste System in India: A Historical Perspective*, Kalpaz Publications.

Shridhar Venkatesh, *History of Caste in India: Evidence of Laws of Manu*, Lowprice Publication.

Geetha, V. *Gender*, Stree Publications , Kolkata.

Baxi, Upendra, *The Future of Human Rights*, Oxford University Press, Delhi.

Gonsalves, Colin, *Kaliyug: The decline of human rights law in the period of Globalization*, Human Rights Law Network, New Delhi.

Agarwal, Anil and Sunita Narain, *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.

GEM-252: Communication for Special Needs
(Generic Elective)
(w.e.f. Admitted Batch 2020-2021)

	L	T	P	C
	1	0	4	3

Course Description:

Understanding the influence of media images and stories on social norms; misrepresentation, defamation, and lack of representation; disability issues as rights issues and also the use of new image technologies; production of campaigns for social and political change through visual evidence.

Course Objectives:

1. Help students understand communication and language impairments in individuals with autism spectrum disorder and related disabilities.
2. Enable students to understand the process and components of communication of individuals and Communication and Media for the Differently Abled
3. Equip them with the skills to apply their knowledge and insights in real life contexts by demonstrating empathy in communicating with individuals of special needs
4. Sensitize learners to adopt ethical and fair practices in their personal and professional interactions with individuals of special needs
5. Motivate them to promote fair representation of those with special needs in the media

Differently abledBy the end of this course students will be able to

1. Demonstrate knowledge and understanding of the bases and concepts of Special Needs
2. Aquire basic knowledge and understanding of the characteristics of various exceptionalities
3. Understand disabilities, their characteristics and continuum of severity, and their implications on communication and apply this knowledgein their own interactions
4. Gain insights into the similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of differently abled individuals
5. Understand communication and language impairments in individuals with autism spectrum disorder and related disabilities.

Unit I   **8 Hours**
Defining Special Needs: Disability and the question of access; physical, emotional, behavioral, or learning disability or impairment; requirement of additional or specialized services, assistive devices, and special facilities; the discourse of marginalization (gender, poverty, access); the Indian scenario and the global scenario

Unit II   **9 Hours**
Communication and Media for the Differently Abled: The visually challenged, Braille/JAWS, White Stick/ Tactile Tracks; the hearing impaired, sign language; need for positive focus on various types of disabilities; sharing of ideas for affordable care and products; promoting products for special needs; need for sensitization and training

Unit III   **9 Hours**
Media Representation of the Differently Abled: Influence of media images and stories on social norms; misrepresentation, defamation, and lack of representation; disability issues as rights issues; fear and stereotypes reflected in media coverage; in-depth and thoughtful attention needed; media as a potent force in countering stigma and misinformation; role of media changing perceptions, eliminating discrimination, and raising public awareness

Unit IV   **8 Hours**
Video Advocacy: Use of new image technologies; production of campaigns for social and political change through visual evidence, personal stories, and precise audience targeting; impact of video advocacy organized advocacy and grassroots action; media association with non-profit social justice commUnities; supporting and promoting a culture of participation and sharing

Unit V   **9 Hours**
The Question of Inclusion: State, institutions and civil society, strategies of intervention in developed countries, the way forward in India; mass media communication for influencing change

Reference books:
Daniels, Marilyn. *Dancing with Words: Signing for Hearing Children Literacy*, Bergin & Garvey, 2000.
Laprelle, Lorie, Lynn. *Standing on My Own Two Feet*, Blind Children's Center, 2009.
Laura, Greene, Dicker, Eva B. *Discovering Sign Language,* Gallaudet University Press, 1990.
Ling, Daniel. "Speech and the hearing-impaired child Messing", Lynn S (Editor), Campbell, Ruth (Editor). *Gesture, Speech, and Sign*, Oxford University Press, 1999.
Presley Ike, D'Andrea, Frances Mary, *Assistive Technology for Students who are Blind or visually*

impaired: A Guide to Assessment, American Foundation for the blind, 2009.
Rogow, Sally. *Language, Literacy and Children with Special Needs*, Pippin Publishing1997.
Swenson, Anna M. *Beginning with Braille: A Balanced Approach to Literacy*, American Foundation
for the Blind, 1999.

<div align="center">

GEM-254: Global Politics and Media
(Generic Elective)
(w.e.f Admitted Batch 2020-2021)

</div>

<div align="right">

L   T   P   C
1   0   4   3

</div>

Course Description:

The course aims to explore the issues pertaining to Global Media and study the role of media
during various global conflicts. It offers a glimpse into the cultural politics, media hegemony and
debates on freedom of expression. It gives an introduction to the concept of global communication
and the rise of popular media, and how information plays a key role in crucial developments in the
world. The focus is on the impact of globalization on society, economy and attempting to
understand the expansion of the global market across the borders.

Course Objectives:

1. Provide students an understanding of the relationship between globalization and media
2. Help them to understand the present situation of media business.
3. Enable them to understand the media business and regional alternatives
4. Equip learners with knowledge about the role of culture in global media scenario
5. Motivate them to observe and understand the impact of major sociopolitical issues on the
   media industry at different levels

Course Outcomes:

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

1. Understand the functioning of global media business.
2. Know about the new global media scenario.
3. Demonstrate understanding of the impacts of different issues on global media scenario
4. Have an awareness about the global media culture
5. Observe and understand the impact of major sociopolitical issues on the media industry at
   different levels

Unit I   **8 Hours**
Media and international communication: The advent of popular media: a brief overview;
propaganda in the inter-war years: Nazi propaganda; radio and international communication;
communication debates: NWICO, McBride Commission and UNESCO

Unit II   **9 Hours**
Media and Globalization: Globalization: barrier–free economy, multinationals and development; technological advances, telecommunication; globalization of TV formats; global networks: information society, network service economy, movement of intangibles

Unit III   **8 Hours**
Media and the Global Market: Trans-world production chains and BPOs /call centres; media conglomerates and monopolies: Ted Turner/Rupert Murdoch; global and regional integrations: pan-India channels; entertainment: local/ global/hybrid - KBC/Big Boss/others

Unit IV   **9 Hours**
Global Conflict and Global Media: World Wars and media coverage: the rise of radio-propaganda and persuasion; the Gulf Wars: CNN's satellite transmission, embedded journalism; 9/11 and implications for the media; 26/11 and implications for the media

Unit V   **8 Hours**
Ideology, Culture and Globalization: Cultural politics: media hegemony and legitimization of media driven global cultures, homogenization, the English language; rise of regional initiatives: Al-Jazeera; hacking: WikiLeaks, media executions; freedom of expression debates

Reference books:
Choudhary, Kameswar (ed) *Globalization, Governance Reforms and Development in India,* Sage, New Delhi.
Kamalipor, Yahya R. *Globalization of Corporate Hegemony*, New York Press.
Monroe, Price. *Media Globalization' Media and Sovereignty*, MIT press, Cambridge, 2002.
Kamalipor, Yahya R and Snow Nancy, *War, Media and Propaganda*, Rowman and Littlefield Publication.
Patnaik, B.N &Imtiaz Hasnain(ed) *Globalization: Language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
Singh, Yogendra. *Culture Change in India: Identity and Globalization*, Rawat Publication, New Delhi, 2000.
Thussu, Daya Kishan. *Continuity and Change*, Oxford University Press. 25
Unesco Publication, Communication and Society, Today and Tomorrow "Many Voices One World".
Yadava, J.S. *Politics of News*, Concept Publishing and Co.
Zelizer Barbie and Allan Stuart, *Journalism after 9/11*, Routledge Publications.

GEM-256: Film Appreciation
(Generic Elective)

L	T	P	C
1	0	4	3

Course Description:

The course provides an opportunity to read literature and watch movies to explore socio-cultural and literary and theory issues in films and media. It presents theoretical inputs to understand the role of popular culture and explores issues of identity and identity construction critically. It also

introduces the necessary technical knowledge needed to understand film making. The course explores the context and content of the new media.

Course Objectives:

1. Provide an introduction to the narrative and stylistic techniques used in filmmaking in order to more fully understand how meaning is constructed, conveyed, and interpreted in film.
2. Critically explore thought-provoking films and the creative approaches behind them through lectures, facilitated discussion, readings, class projects and activities, and online blogs.
3. Enable students to actively engaging with each work and developing their own informed perspective.
4. Equip students with the skills and strategies to understand areas and aspects of film criticism like genre studies, mythic structures and postmodernism.
5. Help them understand the aspect of representation in popular film and media and relevant issues

Course Outcomes:
By the end of the course students will be able to
1. Become active viewers of cinema, developing one's own informed perspective through personal engagement with films using analytical tools and techniques.
2. Understand the way that content, form, and contexts work together to create meaning in film.
3. Critically explore how film is a dynamic, multi-faceted medium, and how a work is created and received from a cultural, ideological and theoretical perspective.
4. Understand the myriad of creative and technical choices that construct a work, and how ultimately each individually impacts a finished film.
5. Identify and use key concepts, models and tools in film criticism and consider a film's position in participatory culture and the shifting convergent media landscape

Unit I   **8 Hours**
Theme, story and screenplay; cinematic terms; Semiotics; Cinematography and Editing: time, space, narrative and shot; Set and design, lighting; sound/ music

Unit II   **9 Hours**
Feature films and short films; documentaries; Introduction to Indian cinema; History of Indian cinema- Dadasaheb Phalkey, Bombay Talkies, mythological; Cubism, Realsim, Neo-realism; other arts and cinema- theatre, painting

Unit III   **8 Hours**
Importance accorded to song and dance; actors and personality cults; mythological films; formula in cinema; melodrama in Indian cinema

Unit IV   **9 Hours**

High culture vis-a-vis low culture; 'B' movies; satire; cult; remakes; Japanese Cinema; British Cinema; Chinese/ Korean Cinema; Latin American Cinema; Regional Cinema in India

Unit V 8 Hours
Major turning points and trends in cinema; parallel cinema in India; Language in Indian Cinema-English Bollywood movies; Impact of the multiplex system

Reference books:
Bordwell, David and Thompson, Kristin, *Film Art: An Introduction*, 7th ed. New York: McGraw-Hill Co., 2004.
Kawin, Bruce, *How Movies Work*. Berkeley and Los Angeles: University of California Press, 1992.
Cook, David A., *A History of Narrative Film*, 4th ed. New York: W.W. Norton & Co., 2004.
Goodykoontz, Bill. *Film: "From Watching to Seeing"* (2nd Edition).

GHP-352: History of Indian Journalism: Colonial and Post-Colonial Period
(Generic Elective)
(w.e.f Admitted Batch 2020-2021)

L	T	P	C
3	0	0	3

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

Course Objectives:
1. Introduction about the evolution of media and history of journalism
2. Imparting knowledge about pre-colonial history of print media
3. Explaining about the rise of print media and the associated theories.
4. Focusing on the print media during freedom movement and propagating nationalism.
5. Practical project on writing skills.

After successful completion of this course, the student will be able to:
1. Identify and define various kinds of newspapers and understand how newspapers are shaped
2. Compare and contrast various stages of progress from print media to electronic media analyze the mass media
3. Demonstrate awareness and appreciation of transition from print media to electronic media
4. Analyze the growth of press and contribution of eminent personalities to indian journalism
5. Evaluate the contribution of important news papers in india and critically examine the nature and evolution of social media

Unit I 9 Hours
Evolution of Media - History of Journalism: Print, Television, New Media

Unit II   **8 Hours**
Pre-colonial History of written records and modalities of dissemination

Unit III   **8 Hours**
Advent of Print media: Imperialist Ideologies

Unit IV   **9 Hours**
Nationalism and Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times

Unit V   **9 Hours**
Writing and Reporting: Field Work

Reference Books
Ananda. Prakash, (1986) A History of the Tribune, A Centenary Publication by the Tribune Trust.
Ghosh, Hamendra Prasad, (1952), Newspapers in India, University of Calcutta.
Natrajan. J, (1962) A history of the Press in India, Asian Publishing House, Bombay.
Natrajan.J, (1954), History of Indian Journalism, Vol. –ii of Press Commission Report, New Delhi.

GHP-354: Gender and Education in India
(Generic Elective)
(w.e.f Admitted Batch 2020-2021)

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Course Description:

This course introduces the student to the position of women through Indian history and the trends associated with Women history. It aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts from the lens of gender.

Course Objectives:
1. Enable students to draw upon feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy.
2. Help them engage with the historic denial and unequal access of education to girls and women and challenges to this inequality in colonial and independent India.
3. Demonstrate how to examine different national and international policy documents and discourses to take note of how state policies, international institutions, different sections of

civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls.
4. Equip students with the skills to analyse formation and experience of schools as gendered spaces that in interaction with other social forces and processes produce masculine and feminine selves with different affective ties with the nation.
5. Create awareness about different kinds of employment of women in the formal and informal sectors of education are also probed to understand the gendered linkages of education with labour and community mobilization.

Course Outcomes:

On successful completion of this course students should be able to:

1. Explain key concepts related to gender and different feminist perspectives on education;
2. Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India;
3. Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.
4. Understand the socio-religious reforms and issues of education related to women
5. Understand the present scenario in India in terms of education and gender

Unit I   **8 Hours**
Historiographical Trends

Unit II   **9 Hours**
Education in Early and medieval times; Formal & Informal

Unit III   **8 Hours**
Colonial Period: Socio-religious reform women & education for females

Unit IV   **9 Hours**
Contours of Female literacy since 1950

Unit V   **9 Hours**
Present Scenario: Education as a tool of empowerment
.
References:
Basu, Aparna, (1974), Growth of Education and Political Development in India, 1898-1920.
Basu, Aparna, and Bharati Ray, (2002), Women Struggle, A History of the All India Women's Conference.
Kumar, Radha, () A History of Doing
Sharma, Ram Nath and Rajender Nath Sharma, (1996), History of Education in India, Atlantic Publishers.
Sharma, Usha, () Women Education in Modern India

L	**T**	**P**	**C**
1	**0**	**2**	**2**

Course Description:

India as part of its Make in India initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country.

This common course for all the disciplines is a foundation on venture development. It is an experiential course that lets students venture and find out what is a business, financial and operating models of a business are. How to design and prototype a solutions that meets their customers' needs and generate revenue for the business.

Course Objectives:
1. Enable students to discover themselves – their Values, Skills, and Contribution to Society.
2. Provide opportunities to help students gain experience in actually going through the innovation process.
3. Equip students with the skills and tools to conduct field research to test or validate innovation concepts with target customers.
4. Understand innovation outcomes: issues around business models and financing for start-ups
5. Develop awareness on issues related to intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Outcomes:

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

	Learning Outcome	**Assessment**
1	Understand conceptual framework of the foundation of a venture	A1, A2
2	Understand the concept of purpose, mission and value-add service offered by a venture	A3
3	Analyze design and positioning of the product	A3
4	Demonstrate prototyping	A3
5	Analyze business, revenue and operating models	A3

Course outline and indicative content

Unit I (6 sessions)

Personal Values: Defining your personal values, Excite & Excel, Build a Team, Define purpose for a venture. Four stages: Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration.

Unit II (6 sessions)

Solution Discovery: Craft and mission statement, Experience design, Gaining user insight, Concept design and positioning, Product line strategy, Ideation & Impact.

Unit III (6 sessions)

Business Model Discovery: Prototyping solutions, Reality Checks, Understand your industry, Types of business models, Define Revenue Models, Define Operating Models

Unit IV (6 sessions)

Discovery Integration: Illustrate business models, Validate business models, Define company impact

Unit V (6 sessions)

Tell a Story: Can you make money, Tell your venture story.

Assessment methods

Task	Task type	Task mode	Weightage (%)
A1. Assignments	Individual	Report/Presentation	20
A2. Case / Project/Assignment	Groups* or Individual	Presentations/Report/Assignment	40
A3. Project	Individual/Group	Report/Pitch	40

Transferrable and Employability Skills

	Outcomes	Assessment
1	Know how to use online learning resources: G-Learn, online journals, etc.	A1 & A2
2	Communicate effectively using a range of media	A1 & A2
3	Apply teamwork and leadership skills	A2
4	Find, evaluate, synthesize & use information	A1 & A2
5	Analyze real world situation critically	A3
6	Reflect on their own professional development	A3
7	Demonstrate professionalism & ethical awareness	A2
8	Apply multidisciplinary approach to the context	A2

Learning and teaching activities

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via G-Learn, case studies, projects and practical activities (individual & group)

Teaching and learning resources

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. Wherever necessary,

printouts, handouts etc. will be distributed in the class. Prescribed text book will be provided to all. However you should not limit yourself to this book and should explore other sources on your own. You need to read different books and journal papers to master certain relevant concepts to analyze cases and evaluate projects. Some of these reference books given below will be available in our library.

*Prescribed Modules***:**
Access to NU-IDEA online modules will be provided.

*Referential text books and journal papers***:**

Personal Discovery Through Entrereneurship, Marc H. Meyer and Chaewon Lee, The Institute of Enterprise Growth, LLC Boston, MA.

Suggested journals:

Vikalpa, Indian Institute of Management, Ahmedabad
Journal of General Management, Mercury House Business Publications, Limited
          Harvard Business Review, Harvard Business School Publishing Co. USA

GHG-391: Project - Phase I

	L	T	P	C
	1	0	2	2

Course Description:
The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

Course Objectives:
1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and their enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

Course Outcomes:
By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for

real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Unit 1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Unit 2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Unit 3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Unit 4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Unit 5: Present your results - create effective visual aids and deliver a professional presentation.

Reference books:
1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)'
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

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

L	T	P	C
1	0	10	6

Course Description:
The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

Course Objectives:
1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and their enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

Course Outcomes:
By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Unit 1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Unit 2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Unit 3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Unit 4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Unit 5: Present your results - create effective visual aids and deliver a professional presentation.

Reference books:
10. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing)

4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)

11. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)'

12. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)

13. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)

14. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)

15. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)

16. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)

17. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)

18. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)