

Course Objectives:

- To understand the basic communication in Hindi Language
- To develop constructions in Hindi Language

Course Outcomes:

After successful completion of the course, the student will be able to:

- These courses enhances Hindi language expertise among students
- Additional Certificate recognized all over India in Hindi language is earned

Unit I: Gadya Kusum-4

08 hrs

Chandragupt, Chintamani, Gaban, Vijayutsav, Bapu ki kutiya mein, Raj Bhasaha Aur Rashtra Bhasha

Unit II: Hindi Sahitya ka Saral Itihas

08 hrs

Aadikal, Bhakti kal, Riti kal and Adhunik kal ka parichaye

Unit III: Dakshin Mein Hindi prachar Andolan ka Itihas

08 hrs

Hindi prachar adolan ki PustBhoomi, Tamilnadu, Karnataka, Andhra and Kerala mein Hindi prachar.

Unit IV: Dakshin ki kathaye

08 hrs

Karmaveer, Mrutyudand, khaidi, badmein, chakravak


Unit V: Regional Language - Kannad

08 hrs

Kannad Katha Bharathi, Kannad Padya Bharati- Part -3

References:

1. Hindi Sahitya ka Saral Itihas -Rajanath Sharma, D.B.H.P Sabha Pub,
2. Bapu Katha- Dilip kumar - D.B.H.P Sabha Pub,
3. Regional Language -Kannad - D.B.H.P Sabha Pub. Dharwad.


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Unit I: Saket Mahakavya

Sarga-1, 2, 3 Aur 9.

08 hrs

Unit II: Naveen Padya chayanika

HariOudh, Sumitranandan panth, Harivanshray Bachhan, Mahadevi Varma

08 hrs

Unit III: Pracheen Padya chayanika

Keshava das, Jayasi, Bhooshan, RasKhan, Raheem

08 hrs

Unit IV: Bhasha vignan Aur pravesh

Bhasha vignan ke Ang, Dhvani, Shabd ya Pad vignan, vakya vignan Arth vignan

08 hrs

Unit V: Kavya ke Roop

Sahitya ka swaroop, kavya ki paribhash, Drushya, Shavya kavya

08 hrs

References:

1. Bhasha vignan -Bholonath Tiwari- Rajakamal prakashan, New delhi-1995
2. Pracheen Hindi kavya- Vishwambhar Manav- lok Bharati Prakashan-New-delhi-2001
3. Adhunik Hindi kavya- Vishwambhar Manav- lok Bharati Prakashan-New-delhi-2003


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Unit I: Gadya kusum

Nirmala -Premchand

08 hrs

Upanyas ka parichay, upanyas ke prakaar.

Unit II: Vyakaran Pradeep

Interrogative; Hindi Samkshipta Lekhan,

08 hrs

Unit III: Regional Language (Kannad)

Adhunika. Kannada Gadya Bharati-2, Parisara Manava Ithara Kavithhegalu

08 hrs

Unit IV: Kahani Manjari

Kahani ka parichay, kahani ke prakar, kahani ke tatva

08 hrs

Unit V: Hindi Aalekhan Aur Nibandh Manjusha

Kavita lekhan, Nibandh lekhan, kahani lekhan

08 hrs

References:

1. Premchand- Kahani Manjari - Vinod Pustak Mandir, DBHPSabha Pub.
2. Nibandh Manjusha - Vinod Pustak Mandir, DBHPSabha Pub.
3. Parisara Manava Ithara Kavithhegalu - D.B.H.P Sabha Pub, Karnataka

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VHUM13005 : RASHTRABHASHA VISHARAD UTTARARDH

Hours: 40

Course Objectives:

- To understand the basic communication in Hindi Language
- To develop constructions in Hindi Language

Course Outcomes:

After successful completion of the course, the student will be able to:

- These courses enhances Hindi language expertise among students
- Additional Certificate recognized all over India in Hindi language is earned

Unit I: Kavya Kusum-3

08 hrs

Madyakaleen kavitha Aur Adhunik Kaleen Kavitha

Kabir, Tulasi das, Surdas and Meera bai, maithaliSharan Gupt Aur JayaShankar Prasad.

Unit II: Swarga ki Jhalak

08 hrs

Adarsh Rajaun ka parichaye Bharat desh ki prakrutik Soundhrya

Unit III: Likhavat ke Namune

08 hrs

Apabhansh, braj, Avadhi aur Khadiboli.

Unit IV: Bharat varsh ka Itihas

08 hrs

Hindi Sahitya ka Itihas, Aadikal, Bhakti kal, Riti kal and Adhunik kal ka parichaye.

Unit V: Viva-voce

08 hrs

All Syllabus Question & Answer

References:

1. Jayadrathvadh- maithaliSharan Gupt-Lakshmi Hind Vidyalaya, Lalpet, Guntur-522003
2. Swarga ki Jhalak- Sundarlal- D.B.H.P Sabha Pub,
3. Bharat varsh ka Itihas -Sooryoday D.B.H.P Sabha Pub.

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VHUM13001 : HISTORY FOR COMPETITIVE EXAMS

Hours: 30 hours

Course Objectives:

- To provide a glimpse of Indian History and create an interest in the historical study
- To assist students to prepare for Civil service examinations

Course Outcomes:

After completing the course students will be able to:

- Compare study of historical topics for competitive exams
- Critically read and write critical essays for competitive examinations
- Analyse the contemporary events and contribution of personalities in the historical context

Unit 1: Ancient India

7 hrs

Sources: Archaeological and Literary

Pre and Proto History, Vedic Period, Period of Mahajanapadas, Mauryan Empire, Post Mauryan Period, Imperial Guptas and Regional States of India

Unit 2: Medieval India

5 hrs

Sources: Archaeological and Literary

Delhi Sultanate- Polity, Administration, Socio-economic and Cultural Developments

Mughal Empire- Polity, Administration, Socio-economic and Cultural Developments

Select Regional Polities- Vijaynagar, Ahoms, Marathas

Unit 3: Modern India

8 hrs

Sources and Historiography

Arrival of Europeans, Rise of British,

Administration of the Company and Crown- Central and Provincial Governance, Police, Army, Civil Services and Judiciary

Society in Transition- Contact with Christianity, Education, Reform Movements, Women's Question

Unit 4: National Movement

10 hrs

Revolt of 1857, Emergence of Nationalism,

Tribal and Peasant Movements- Kol, Munda, Santhal, Khasi, Singphos, Wahabi, Farazi, Indigo, Pabna, Tebhaga, Moplah, Warli, Punnappa-Vayalar

Pre-Gandhian and Gandhian Political Agitations

Left wing and Communal Politics, Depressed Class Movement


Partition and Independence

References:

Upinder Singh. (2008), A History of Ancient and Early Medieval India

R.S Sharma. (2004), India's Ancient Past

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Romila Thapar, (2002), Early India: From the Origins to AD 1300
Satish Chandra. History of Medieval India
Satish Chandra. Medieval India, From Sultanate to the Mughals Vol I
Satish Chandra. Medieval India, From Sultanate to the Mughals Vol II
Vipul Singh. (2009), Interpreting Medieval India: Early Medieval, Delhi Sultanate and regions (circa 750-1550)
Burton Stein. (1989), The New Cambridge History of India: Vijaynagar
K.A Nilakanta Sastri. (1958), A History of South India: From Prehistoric Times to the Fall of Vijaynagar
Robert Sewell. (1900), A Forgotten Empire
Arup Kumar Dutta. The Ahoms
Amalendu Guha. (1991), Medieval and Early Colonial Assam: Society, Polity, Economy
Swarna Lata Baruah. (1985), A Comprehensive History of Assam
H K Barpuzari. (1990), The Comprehensive History of Assam: Medieval Period
Stewart Gordon. (1993), The New Cambridge History of India: The Marathas 1600-1818
Sanish Nandakumar. (2020), Rise and Fall of The Maratha Empire 1750-1818
Dennis Kincaid. (1937), The Grand Rebel: An Impression of Shivaji, Founder of the Maratha Empire
Bipan Chandra. (2001), History of Modern India
Bipan Chandra. (1988), India's Struggle Towards Independence
Sumit Sarkar. (1989), Modern India 1885-1947
Sumit Sarkar. (2014), Modern Times: India 1880s-1950s: Environment, Economy, Culture
Sekhar Bandyopadhyay. (2004), From Plassey to Partition and After A History of Modern India
D N Dhanagare, (1983) Peasant protest in India 1920-50
Conrad Wood. (1987), The Moplah Rebellion and its Genesis
Rajiv Ahir. (1995), A brief history of Modern India
Sumit Sarkar and Tanika Sarkar, eds. (2007), Women and Social Reform in India, Vol. I & II.

*Lips
(Lanya B)*



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VHUM14001: BASICS OF LSRW IN ENGLISH

Hours: 30

Course Objective:

- To enable students to develop their listening skill so that they may appreciate its role in the LSRW skills approach to language and improve their pronunciation.
- To make students aware of the role of speaking in English and its contribution to their success.
- To equip them with the components of different forms of writing, beginning with the lower order ones.

Course Outcomes:

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

- express themselves fluently and appropriately in social and professional contexts
- to guess the meanings of words from context and grasp the overall message of the text, draw inferences, etc.
- to develop an awareness about writing as an exact and formal skill

Unit 1: Listening Skills

7 Hours

Listening for general content, Listening to fill up information, Intensive listening, Listen and respond, Listening for specific information, Barriers to Effective Listening, Ways to improve Listening Skill

Unit 2: Speaking Skills

7 Hours

Understanding paralinguistic attributes, Speak to communicate, Oral practice, Describing objects/situations/people, Individual/Group activities, Extempore, debate, group discussion, role play, public speaking, Role play, etc., Just a Minute (JAM) Sessions

Unit 3: Reading Skills

8 Hours

Skimming the text, Reading and understanding of textual materials, Understanding the gist of an argument, Identifying the topic sentence, Inferring lexical (Use of Dictionary/Glossary/ Listing Jargons) and contextual meaning, Recognizing unity, coherence and emphasis of sentences and paragraphs, Academic Reading, Tips to Improve Reading Skills

Unit 4: Writing Skills

8 Hours

Writing sentences and editing a passage, Techniques of creative and critical writing, Use of appropriate vocabulary, Paragraph, essay and précis writing, Coherence and cohesiveness, Narration / description, Note Making, Formal and informal letter writing

References:

- Keane, A and Gibson, I.S. *Communication trends in firms: implications for undergraduate courses*. International Journal of Eng. Edu. (1999)
- Kitao, K, *Why do we teach English?* The Internet TESL Journal, (1996).
- Stephen, Mathew. *English Communication*. Wisdom Press, 2017.
- Wyrick, Jean. *Steps to Writing Well With Additional Readings*. Heinle & Heinle Thomas Learning, 2002.

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VHUM14002: DIGITAL PHOTOGRAPHY

Hours: 30

Course Objective:

- To provide an insight to the tools and techniques involved in still photography.

Course Outcomes:

After successful completion of the course, the student will be able to:

- describe parts and functions of camera
- apply principles of aesthetics and photographic composition
- create photographs using the concepts of lighting and exposure in photography

Unit 1: Aesthetics and Principles of Photography

8 hrs

Aesthetics- definition, philosophy, elements and principles, photographic composition.

Unit 2: Photography Equipments

10 hrs

Camera- Types- point and shoot, hybrid, DSLR; Features of a DSLR camera; types and uses of lenses.

Unit 3: Key Concepts of Photography

12 hrs

Depth of Field-types, aperture; shutter speed; ISO; focal length; Basic Daylight Exposure.

References:

- Kobré, K., & Brill, B. (2017). *Photojournalism: The professionals' approach*. New York London Routledge
- Michael, Langford (2000). *Basic Photography*, Delhi: Focal Press.
- Millerson, Gerald.(1998). *Basic Lighting Techniques*, New Delhi: Focal Press.
- Krages, B. (2012). *Photography: the art of composition*. Skyhorse Publishing, Inc.



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VHUM15003 : INTRODUCTION TO GANDHIAN STUDIES

Hours: 30

Course objectives:

- To make the students aware of the basic principles of Gandhism.
- To make the students understand the relevance of Gandhism today.

Course Outcomes:

After successful completion of the course, the student will be able to:

- appraise the principles of Gandhism
- determine the relevance of Gandhism in the present situation known

Unit I: Family and childhood of Gandhi

06 hrs

Influences – Ramayana, Bhagwatgita and other scriptures. Western influences- Ruskin, Thoreau and Leo Tolstoy.

Unit 2: Gandhi in South Africa

06hrs

Gandhi in South Africa. Gandhi and Indian National Movement. Gandhian Era- 1920-1948

Unit 3: Sarvodaya

06 hrs

Principles of Sarvodaya. Gandhian concept of Democracy. Environment thoughts of Gandhi.

Unit 4: Economic thoughts of Gandhi

06 hrs

Gandhi's view on Education, Religion. Gandhi on Non-violence and Satyagraha.

UNIT 5: My Experiments with Truth

06 hrs

Gandhian philosophy and role of Gandhi in contemporary issues.

References:

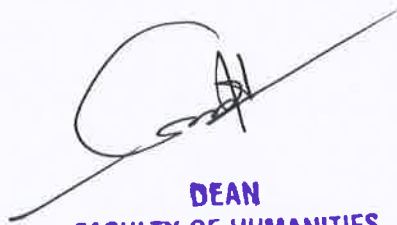
M.K. Gandhi- *My experiments with truth*

R.K. Prabu and U.R. Rao- *Mind of Mahatma*

M.K. Gandhi-*Satyagraha in South Africa.*

Subhadra Sen Gupta-*Mahatma- Father of the nation*

Charles.F.Andrews and Arun Gandhi- *Mahatma- Life and Ideas*



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Course Objectives

- To understand the capabilities to maintain and build good personal and professional life.

Course Outcomes:

After successful completion of the course, the student will be able to:

- apply communication skills into professional and personal life
- translate professional and leadership skills in to one's professional life
- adapt universal values into personal and professional life

Unit 1: Communication Skills for Media Professionals

10 hrs

Listening– techniques of effective listening, comprehension, barriers of listening; Speaking– pronunciation, vocabulary, fluency, common errors; Reading– techniques of effective reading, gathering ideas from text, evaluating and interpreting texts; Writing– principles of clear writing.

Unit 2: Professional and Leadership Skills for Media Professionals

12 hrs

Digital Literacy –role of digital literacy in professional lives, introduction to MS Office tools; Effective use of social media; Non- Verbal Communication; Resume Writing; Interview Skills; Group Discussion Skills; Knowing yourself; Trust and Collaboration; Sources of Career Information

Unit 3: Universal Human Values

08 hrs

Truthfulness and Honesty; Love; Care; Compassion; Peace; Non-Violence; Humility; Gratitude; Righteous Conduct.

Reference:

- Dharmādhikārī, D. M. (2017). *Human values & human rights*. Gurgaon, Haryana, India: Universal Law Publishing, an imprint of LexisNexis.
- Konar, N. (2011). *Communication skills for professionals*. New Delhi: PHI Learning Private Limited.
- Morrison, M. (1993). *Professional skills for leadership: Foundations of a successful career*. St. Louis: Mosby.
- Shrivastava, S. S. (2008). *MS office*. New Delhi: Firewall Media.



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VPSY14001: APPLIED PSYCHOLOGY IN INDUSTRIAL SETTING

Hours: 30

Course Objectives:

- To study the human behaviour and to suggest various ways and means to improve the efficiency of the human resource in Industries.
- To develop assessment skills among the students.

Course Outcomes:

After Successful completion of the course, student will be able to:

- interpret and apply the role of psychology in organization
- demonstrate the assessments related to job satisfaction and organizational stress

Unit 1

8 hrs

Introduction - Definition; Goals; Forces and Fundamental Concepts – Nature of People, Nature of Organizations.

Unit 2

8 hrs

Selection of employees - Job analysis and use of Psychometrics in selection.

Unit 3

8 hrs

Perception; Attitude and personality - Understanding, Assessing and Improving.

Unit 4

6 hrs

Practical – Assessment; Case Analysis and Implications.

References:

- Greenberg, J., Baron, R. A., & Grover, R. A. (1993). *Behavior in organizations: Understanding and managing the human side of work*. New Delhi: PHI.
- Kumar, Akshya. (1997). *Organizational design and structure*. New Delhi: Common Wealth.
- Luthans, F. (1998). *Organizational Behaviour*. (8th ed.). Irwin McGraw Hill.
- Miner, J. B. (1992). *Industrial organizational psychology*. McGraw Hill, Inc. Publishers.
- Robins, S. (1996). *Organizational behaviour*. (1st ed.). New Delhi: PHI
- Sinha, D.P (1998). *Group Team Building and Organizational Development*.



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VPSY15001 : LIFE SKILL EDUCATION FOR PSYCHOLOGISTS

Hours: 30

Course Objectives:

- To equip students with the social and interpersonal skills that enables them to cope with the demands of everyday life.
- To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.

Course Outcomes:

After Successful completion of the course, student will be able to:

- interpret and apply the role of psychology in organization
- apply interpersonal and leadership skills in professional setting

Unit 1

6 hrs

Introduction to life skills training - Definition; Goals; Forces; Fundamental Concepts.

Unit 2

8 hrs

Emotional development, Types of Emotions, origin, dealing with emotions, coping strategies; Emotional Intelligence.

Unit 3

8 hrs

Moral development, Influence of family and peers in moral development; Changing social norms and youth.

Unit 4

8 hrs

Importance of Interpersonal Relation; Knowing your Interpersonal Strength; Factors Influencing Interpersonal skills.

References:

Baron. (2006). *Psychology*. (5th ed.). Pearson Publisher.

Carr, A. (2004). *Positive Psychology*. Rutledge publication.

Feldman, R. S. (2018). *Understanding psychology*. (14th ed.). New York: McGraw Hill.

Fernald, L. D. & Fernald, P. S. (2001). *Munn's introduction to psychology*. (5th ed.). Delhi: AITBS Publishers.

Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). *Introduction to psychology*. (16th ed.). Boston: Cengage Learning.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2006). *Introduction to psychology*. (7th ed.). Tata McGraw Hill Education Pvt Limited.

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VSOW15002: PRESENTATION SKILLS FOR SOCIAL WORK PROFESSIONALS

Hours: 30

Course Objective:

- To provide the required knowledge to understand the importance of communication for effective Social
- Work practice.
- To inculcate communication skills among Social Work trainees.
- To understand the importance and the role of media for effective communication.
- To understand the need and importance of developmental communication

Course Outcomes:

After completing the course students will be able to:

- understand the communication process and flow
- develop communication by using various techniques

Unit 1: The Process of Communication-1

10 hrs

Introduction: What is Communication?, The Process of Communication, Barriers to Communication, Different Types of Communication, Written vs. Oral Communication, Different Types of Face-to-Face Interactions, Characteristics and Conventions of Conversation, Conversational Problems of Second/Foreign Language Users, Difference between Conversation and Other Speech Events

Unit 2: Presentation Skills – I

10 hrs

Reading: Presentation Skills, Grammar: Verbs often required in Presentations, Language Focus
Listening: Importance of Body Language in Presentations, Speaking: Preparing an Outline of a Presentation Pronunciation

Unit 3: Presentation Skills – II

10 hrs

Reading: Structure of Presentation, Study Skills: Visual Aids, Ending the Presentation, Language Focus:
Talking about Increase and Decrease, Grammar: Prepositions, Listening: Podium Panic Speaking,
Pronunciation: Emphasizing the Important Words in Context

References:

- Alinsky, Saul. (1989), *Rules of Radicals*, Vintage Book Edition.
Bailey, R. and Mike Brake (eds). (1957), *Radical Social Work*, London: Edward Arnold.
Craich Robert L, *Training and development*, hand book Mc Graw Hill publishers, New Delhi.
Joshi Uma. (2001), *Understanding Development Communication*, Dominant publishers, New Delhi.
Nair KS,white,Shirley. (1993), *Perspectives on development communication*, age publication, New Delhi.
Narula U. (1994), *Development communication*, Harananda publishers'.
Sandlio, *Problems of communication in developing countries*, vision books.



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VPEN15001 : LIFE SKILLS FOR LITERATI

Hours: 30

Course Objectives:

- To understand and apply life skills in life
- To apply life skills through learning literature and success stories.

Course Outcomes:

After successful completion of the course, the student will be able to:

- Apply concept of life skills in better understanding of literature and life
- Design the empathy map for the people

Unit I: Introduction to Life Skills & Personal Skills

05 hrs

Need & Importance; Self Awareness: Concept, Components of Self Techniques of Self Awareness; Empathy: Definition, concept & Empathy Map

Unit II: Thinking Skills

05 hrs

Critical Thinking and Creative thinking: Definition, Characteristics & Effective strategies

Unit III: Problem Solving and Coping Skills

05 hrs

Types of Problem, Methods of Problem Solving & Obstacles in Problem solving; Coping with Stress: Meaning of stress, Types & Techniques to control stress

Unit IV: Effective Communication and Interpersonal skills

05 hrs

Definition, Communication Cycle & Communication, Presentation skills, Interpersonal Relationship and coping with emotions

Unit V: Life skills in Literature

10 hrs

Life skill approach in the select works of poetry, drama, fiction, and vernacular literature, Life skills through success stories, Dramatizing literature – page to the stage.

References:

Richard Nelson-Jones (1993) You Can Help!: Introducing Lifeskills Helping. Allen & Unwin Australia.

World Health Organization. Life skills education: planning for research. Geneva, WHO, 1996.72p.

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