

**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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**Course Objectives:**

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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 Kavithegalu

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 Kavithegalu - 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, Punnapra-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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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.

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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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## VHUM15001: COMMUNICATION SKILLS

Hours: 30

### Course Objectives:

- To enhance students' competency in English and to help them succeed in competitive exams.
- To enrich communication skills and to equip students to face interviews.
- To develop students' understanding and knowledge of English language (both reading and writing).

### Learning Outcomes:

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

- paraphrase simple English sentences from the Phonetic script to English and vice-versa
- construct effective substantiations concerning business letters, emails, curriculum vitae essential in the professional field
- solve English grammar exercises pertaining to questions asked in competitive examinations
- effectively experiment group discussions, self-introduction that will help enhance student employability
- develop better proficiency in English spoken and written communication

### Unit I: Intermediate (Neutral English)

6 hrs

Phonetics-Communicative English-situation based conversation-Accent –Rhythm –Intonation

### Unit II: Global Communicative English

6 hrs

Monologues with exercises-Comprehension- errors in spoken English- English-Vocabulary learning through fun

### Unit III: Advanced (International English)

6 hrs

Pronunciation practice-Global communication English- U.K Accent –U. K Words-role play Dialogues- Idioms and phrases

### Unit IV: Professional English

6 hrs

Handling telephonic calls –career planning-email skills-making CV-appearing for personal interview – GD- debating- public speaking- presentation skills

### Unit V: Business English

6 hrs

Interpersonal communication- marketing- sales- customer service- negotiations in Business

### Books for Reference:

- Lewis, Norman (1978). *Word power made easy*. New York.
- Murphy, Raymond (1998). *English Grammar in Use*. New York.
- O' Connor, J.D (1980). *Better English Pronunciation*. 2<sup>nd</sup> Ed. Cambridge U.P.
- Sethi, J and P.V Dhamija (1989). *A Course in Phonetics and Spoken English*. Prentice Hall.
- Provost, Gary (1985). *100 Ways to Improve Your Writing*. Penguin.
- Wren and Martin (2001). *English Grammar and Composition*. New York.
- Zinsser, William (1990). *On Writing Well*. Harper Collins: New York.

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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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## VHUM15004 : LIFE SKILLS FOR MASS MEDIA PROFESSIONALS

Hours: 30

### 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*. (8<sup>th</sup> ed.). Irwin McGraw Hill.
- Miner, J.B. (1992). *Industrial organizational psychology*. McGraw Hill, Inc. Publishers.
- Robins, S. (1996). *Organizational behaviour*. (1<sup>st</sup> 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*. (5<sup>th</sup> ed.). Pearson Publisher.
- Carr, A. (2004). *Positive Psychology*. Rutledge publication.
- Feldman, R. S. (2018). *Understanding psychology*. (14<sup>th</sup> ed.). New York: McGraw Hill.
- Fernald, L. D. & Fernald, P. S. (2001). *Munn's introduction to psychology*. (5<sup>th</sup> ed.). Delhi: AITBS Publishers.
- Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). *Introduction to psychology*. (16<sup>th</sup> ed.). Boston: Cengage Learning.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2006). *Introduction to psychology*. (7<sup>th</sup> ed.). Tata McGraw Hill Education Pvt Limited.

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## VSOW15001 : PROJECT FORMULATION AND MANAGEMENT

Hours: 30

### Course Objectives:

- To provide practical experience on project preparation.
- To acquire understanding on the financial management.

### Course Outcomes:

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

- formulate the budget to administer the project in the social welfare setting
- evaluate the impact of the project in the localized community

### Unit 1: Introduction and Participatory Frame of Programme Planning 6 hrs

Definition, types and elements of projects; Project Life Cycle — Conceptualization phase, Formulation phase, Operational phase, Termination phase.

### Unit 2: Steps in Participatory Programme Planning 6 hrs

Usage of standard PRA tools for community need analysis including problem tree (cause & effect) analysis, stakeholder analysis, SWOT analysis, usage of survey tools for baseline surveys.

### Unit 3: Financial Management & Administration of the Project 6 hrs

Preparation of cost plan, Need for cost-benefit analysis, Accounting and Record keeping in a Project, Preparation of accounts for auditing-records needed, Fundraising methods for local financial participation in the project.

### Unit 4: Monitoring & Evaluation of Project 6 hrs

Monitoring– Concept, purpose, Project Monitoring - Mid-term evaluation & corrective measures

### Unit 5: Components of Project Proposal 6 hrs

Introduction, Objectives, Project Beneficiaries, Activities of the Project, Strategy of Implementation, Budget/Cost Plan, Itemized Budget

### References:

Haltlas R G & Sandra C. Mckee. (2003) *Practical Project Management*. Singapore: Pearson Education Pvt. Ltd.

Roy S. M. (2002) *Project Planning and Management, Focusing on Proposal writing*. The Catholic Health Association of India

Prasanna. C. (2002) *Project: Planning, Analysis, Financing, Implementation and Review*. New Delhi: Tata McGraw Hill Publishing Company Ltd.



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## VSOW16001 : FUNCTIONAL KANNADA

Hours: 30

### Course Objectives:

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

### Course Outcomes:

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

- communicate in Kannada language
- construct the sentences in Kannada

### Unit I: Vocabulary

06 hrs

Introduction to sentences; Pronouns; Identity Questions; Conversation.

ಪರಿಚಯಾತ್ಮಕ ವಾಕ್ಯಗಳು, ಸರ್ವನಾಮಗಳು, ಗುರುತಿಸುವಿಕೆಯ ಪ್ರಶ್ನಾವಳಿ, ಸಂಭಾಷಣೆ

### Unit II: Asking Questions

06 hrs

Interrogative sentences; Negative sentences; Place Names & Locations; Interrogative Identity constructions.

ಪ್ರಶ್ನಾತ್ಮಕ ವಾಕ್ಯಗಳು, ನಕಾರಾತ್ಮಕ ವಾಕ್ಯಗಳು; ಸ್ಥಳನಾಮಗಳು ಮತ್ತು ಸ್ಥಳಗಳು; ಪ್ರಶ್ನಾತ್ಮಕ ವಾಕ್ಯ ರಚನೆ

### Unit III: Interrogative Sentences

06 hrs

New vocabulary pronouns; Dative case; Verbs of motion;

ಸರ್ವನಾಮ ಪದಕೋಶ; ಸ್ಥಳೀಯ ಪದಗಳು; ಸ್ಥಿರಮಾದರಿ ಕ್ರಿಯಾಪದಗಳು;

### Unit IV: Dative-Static Constructions

06 hrs

Dative-Static 'like'; Variations; Chain questions; Conversation Nucleus;

ಸ್ಥಿರ ಮಾದರಿಯ ವಾಕ್ಯಗಳು, ಇಚ್ಛೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುವ ವಾಕ್ಯಗಳು; ಉಚ್ಚಾರಣ ವ್ಯತ್ಯಾಸಗಳು, ಸರಪಳಿ ಪ್ರಶ್ನೆಗಳು, ಸಂಭಾಷಣೆ ವಾಕ್ಯಗಳು

### Unit V: Tense and Preposition

06 hrs

Preposition; Singular, Plural and Honorific;

ಪೂರ್ವಪ್ರತ್ಯಯಗಳು; ಏಕವಚನ, ಬಹುವಚನ ಮತ್ತು ಗೌರವ ಸಂಬೋಧನೆ;

### References:

Conversational Kannada, U.P Upadhyaya, Bharatiya Sahitya Mandir, Dharwad, 1972.

Kannada speech sounds for second language learners, Kikkeri Naraya, CIIL, Mysore, 1994

Reading in Kannada, Lakshmi Narayana Bhatta, Bangalore University, 1975

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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

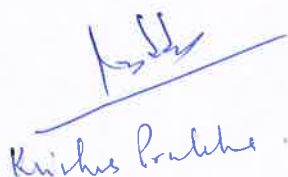
### Unit V: Life skills in Literature

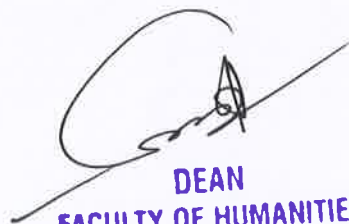
10 hrs

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:

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