

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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Course Objective:

- To enhance language learning skills
- To create interest among the students
- To experience the rich heritage of kannada language

Course Outcomes:

After completing the course students will be able to:

- able to understand and try to speak kannada
- interact with their professional and personal contacts
- identify the importance of learning languages

Unit 1: Introducing each other

Personal pronouns , possessive forms, Interrogative words.

3 hrs

Unit 2: Introducing each other

Personal pronouns , possessive forms, Yes/No type interrogative.

3 hrs

Unit 3: Enquiring about College

Qualitative and quantitative adjectives.

4 hrs

Unit 4: Enquiring about Room

Predicative forms, locative case.

5 hrs

Unit 5: Vegetable Market

Dative case, basic numerals

5 hrs

Unit 6: Conversation between Doctor and patient

Potential forms, accusative case

5 hrs

Unit 7: Enquiring about friends family


Bar Graph, Line Chart, Tabular Form, Caselet Form, Radar/Web, Pie Chart, Missing Data Interpretation, Data Interpretation Practice Questions

5 hrs

References:

- Lakshmi Narayana Bhatta N S (2012). *English Moolaka Kannada Kaliyiri*. Ankitha Pustaka
Dr.M.Chidananda Murthy (2013). *Bhasha Vijnanada Moola Tathvagalu*. Dvk Murty Prakashana Mysuru.
Pro.G.Abdul Basheer (2016). *Kannada Kaliyiri*. Cvg India Publisher.
Lingadevaru Halemane (2018). *Kannada Kali*. Prasaraanga ,Kannada Vishwavidyalaya Hampi.


Dr. Basheer


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VHUM17002: COPYWRITING AND VISUALIZATION

Hours: 30

Course Objective:

- To provide an understanding of advertising theory and its application in designing persuasive messages.

Course Outcomes:

After completing the course students will be able to:

- Understand the functions and operations of advertising agencies.
- develop creative strategies for advertising and copywriting

Unit 1: Introduction to Advertising

10 hrs

Advertisement- Meaning and Nature; Ad- Agency; Ad Critiquing; Copywriting; Research

Unit 2 : Idea Generation Process

10 hrs

Thinking Process- Divergent, Convergent, Transformation; Brainstorming; Creative Pyramid; Appeals- Types of Appeals

Unit 3: Introduction to Copywriting

10 hrs

Principles of Copywriting, Writing Headlines, Slogans, Strap Lines, Body Copy.

References:

Ogilvy, D. (2011). *Ogilvy on advertising*. London: Prion

Applegate, E. (2016). *Strategic copywriting: How to create effective advertising*.

Arens F Williams, Weigold F Micheal, Arens Christian (2016) *Contemporary Advertising*; Mc Graw-Hill.

Bowdery, R.(2008). *Basics Advertising 01: Copywriting*. AVA Publisher SA..



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VHUM17003: DEMOCRATIC CORE VALUES

Hours: 30

Course Objective:

- To understand the basic concepts relating to democratic values.
- To understand the civic duties and responsibilities.
- To understand the electoral process.

Course Outcomes:

After completing the course students will be able to:

- Understand the benefits of citizenship.
- Understand the significance of voting.
- Understand civic duties and responsibilities.

Unit 1: Citizenship

8 hrs

Meaning, Types, Methods of acquiring and loosing citizenship, Benefits of Citizenship.

Unit 2: Voting

8 hrs

Meaning, Types – Fair, Negative, Proxy, Anti-voting. Methods of Voting – Paper based method, machine voting, online voting, postal voting and open ballot voting.

Unit 3: Civic duties and Responsibilities

7 hrs

Nature and Duties of Citizens, Citizenship, Rights and Responsibilities.

Unit 4: Electoral System

7 hrs

Meaning of Electoral System, Types of Electoral System, Qualification and Disqualification to contest in election, Types of Election.

References:

- Sanjay Singh – *Basic principles of Political Science* – 2017.
JC Johari-*principles of Political science*- 2016.
S.Chand-*Principles of Political Science*- 2016.
A.C.Kapur- *Principles of Political Science* – 2011.
B.K.Gokale- *Political science- theory and government machinery* -2008.
Anupama Roy-*Citizenship in India*.
Niraja Gopal Jayal-*Citizenship and its discontents*

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VHUM17004: ENGLISH FOR ACADEMIC READING AND WRITING

Hours: 30

Course Objective:

- To develop students' understanding and knowledge of English language (both reading and writing).
- 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.

Course Outcomes:

After completing the course students will be able to:

- Use English language proficiently.
- Score well in competitive exams by analyzing and critically evaluating academic writings.
- Competently interact to augment their employability.

Unit 1: Reading Skills in English

6 hrs

Introduction, Intensive Reading, Extensive Reading, Oral Reading, Skimming, Scanning, Tips to Improve Reading Skills

Unit 2: Reading Comprehension

6 hrs

Strategies to solve comprehension, Interpret and Evaluate Ideas and Information, Reading between lines

Unit 3: Types of Writing

9 hrs

Introduction, Expanding an Idea, Various Strategies for academic writing, Creative and Imaginative Writing, Descriptive Writing, Narrative Writing.


Unit 4: Communicative Writing

9 hrs

Essay writing, Story Writing, Dialogue Writing, Report Writing, Letter Writing, Cover Letter and CV, Precis Writing, Proposal writing.

References:

- Das, Savyasachi and Shraddha Das. *Encyclopaedia of English Communication Skills*. Pacific Books International, 2012.
- Edigar, Marlow and Digumarti Bhaskara Rao. *Communicative English*. Discovery Publishing House PVT.LTD, 2014.
- 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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VHUM17005 : SPORTS PSYCHOLOGY

Hours: 30

Course Objective:

- To acquire knowledge about psychological and social process in the field of sports
- To deal effectively with issues related to sports
- To develop better well being

Course Outcomes:

After completing the course students will be able to:

- Understand how different psychological variables impact one's attitude and performance in sports.
- Improve their current and future environments in sports.

Unit 1: Introduction to Sports Psychology

9 hrs

Introduction to Sport Psychology: Meaning and scope, Importance, Development of sport psychology in India; Methods of Sports psychology; Personality in Sport: Concept and definition, Dynamics of personality in sport; Anxiety in Sport: Concept, definition and types, Anxiety and arousal, role of anxiety on physical performance.

Unit 2: Motivational and Performance aspects of Sports Psychology

9 hrs

Motivation in Sport: Techniques and types of motivation, Perceived competence achievement motivation; Kinesiology: Definition, aims, objectives and the performance of movement skills – memory, reaction time, movement control, motivation and control.

Unit 3: Sports Psychology Practical

12 hrs

Psychological variables in a sports setting.

References:

Cohen RJ and Swerdlik ME (2002). *Psychological testing and Assessment: An Introduction to Tests and Measurement*. McGraw Hill. New York. U.S.A.

Kamlesh ML (1998). *Psychology in Physical Education and Sport*. Metropolitan Book Co. New Delhi.

Motivation and Emotion in Sport: Reversal Theory by John H. Kerr, Psychology.

Human Motivation by David C. McClelland, Cambridge University Press.

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VHUM18001: GENERAL KNOWLEDGE TODAY

Hours: 30

Course Objectives:

- To aid students to prepare for competitive examinations
- To create awareness in social and environmental ethics

Course Outcomes:

After completing the course students will be able to:

- Read and write critical essays for competitive exams
- Analyse contemporary topics of relevance in History, Society, Economy and Culture

Unit 1: Indian Geography

3 hrs

India: Size and Location, Physical Features of India, Climate, Natural Vegetation.

Unit 2: Recent Indian Legislations

4 hrs

Jammu and Kashmir Legislation, Taxation Ordinance 2019, Traffic Rules Amendments, Right to Information Bill 2019, Transgender Persons 2019, Triple Talaq Bill, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Unit 3: Personalities in News

3 hrs

Awardee: Abhijit Banerjee, Peter Handke, Abiy Ahmed Ali, Michel Mayor, William G. Kaelin, Kamini Roy, Esther Duflo, Kallie Puri, K. Siva Reddy, New Heads of Organizations: Kristalina Georgieva, Sajjan Jindal, Surjit S Bhalla, Science & Technology: Pandit Jasraj, Hazza Al Mansouri, Defence: Air Chief Marshal Rakesh Bhaduria, Air Marshal H S Arora, Marshal Late Arjan Singh, Sports: Sourav Ganguly, Mary Kom, P V Sindhu.

Unit 4: Indian Judiciary

4 hrs

Meaning and Functions of Judiciary, Judiciary in India: Jurisdictions of SC and HCs, Judicial Review – Eg: Tamil Nadu Helmet, Judicial Activism, PIL – cite case. Eg College Road.

Unit 5: Environment & Social Ethics

3 hrs

Value and Ethics: Meaning, Environmental Ethics: Waste Disposal, Power Consumption, Plastic Usage, Social Ethics: Traffic sense; Disposal of human waste; Gender, Race, Caste and Age Sensitivity and Public Conduct

Unit 6: Indian Art and Culture

3 hrs

Architecture: Ancient, Medieval and Modern, Dance: Classical and Folk, Theatre: Ancient, Medieval and Modern, Martial Arts: Regional

Unit 7: Recent Welfare Schemes in India

4 hrs

Mahatma Gandhi National Rural Employment Guarantee Act-Janani Suraksha Yojana
-Jawaharlal Nehru National Urban Renewal Mission (JnNURM)-National Rural Livelihood Mission (NRLM)-Smart Cities Mission-Pradhan Mantri Matritva Vandana Yojana-Saksham or Rajiv Gandhi Scheme for Empowerment of Adolescent Boys-Sabla or Rajiv Gandhi Scheme for Empowerment of Adolescent Girls-Sukanya Samridhi Yojana (Girl Child Prosperity Scheme)-AMRUT-Pradhan Mantri Awas Yojana (PMAY)-National Career Service (India) (NCS)-Pradhan Mantri Kaushal Vikas Yojana-

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Pradhan Mantri Bhartiya Jan Aushadhi Kendra (PMBJK)-Atal Pension Yojana-Ujala Yojna-Pradhan Mantri Gramin Awaas Yojana-Deen Dayal Upadhyaya Grameen Kaushalya Yojana- Digital India Programme

Unit 8: Noble Laurates in Economics

2 hrs

History of Noble Prize in Economics Science-Noble Laurates in Economics since 2000: Economist description -Year- Contribution

Unit 9: Economic Organizations in News

4 hrs

Asia-Pacific Economic Cooperation (APEC)- Consumers International (CI)- Economic Cooperation Organization (ECO) -Eurasian Economic Community (EAEC)- European Free Trade Association (EU EFTA)- European Bank for Reconstruction and Development (EBRD)- Organisation for Economic Co-operation and Development (OECD)- Organization of the Petroleum Exporting Countries (OPEC)- World Economic Forum-International Labour Organization

References:

- Goswamy, B.N (Ed), (2018), Oxford Readings in Indian Art: OUP India
Pande A, (2007), Masterpieces of Indian Art: Lustre; 2nd Edition.
Ketkar S and Rao A (2017), The History of Indian Art: Jyotsna Prakashan
National Council of Education Research and Training, (2013), An Introduction to Indian Art
Bhagat M.K (2019), Indian Heritage, Art and Culture: GK Publications Pvt. Ltd
Pillai, P and Naidu, R.(2012) Civic Sense: Himalaya Publishing House
Ramachandra, K, Shivaraj A, Nagesha, B.N, (2012) Civic Sense. Himalaya Publishing House
Vishwanathan, R, (2012) Civic Sense and Responsibilities. Himalaya Publishing House
Dhar P.K. (2015), Indian Economy (23 rd edition): Kalyan Publication.
Puri and Misra (2018), Indian Economy (36 th Edition): Himalaya Publishing House.
Paul Krugman, International Economics (2017): Pearson Publication
Desai S S M and Nirmala Bhalerao (2011): International Economics, Himalaya Publication.
Jonathan Conlin (2018), Great Economic Thinkers: From Adam Smith to Amartya Sen: Reaktion Books Ltd.
Bernard S. Katz, Noble Laurates in Economic Science: A Biographical Dictionary (Routledge Library Editions: The History of Economic Thought)
Husain, M. (2016). Indian and World Geography (Fourth edition). McGraw Hill Education
Khullar, D. R. (2016). Physical Human and Economic Geography for Civil Services Examination. Access Publishing.
Thakker, S., Salvi, S., & Toliya, D. (2018). Mandatory Arbitration in India. Target

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VHUM18002: INTRODUCTION TO DATA JOURNALISM

Hours: 30

Course Objective:

- To prepare students to understand the basic knowledge and skills required to analyze and visualize data.

Course Outcomes:

After completing the course students will be able to:

- Understand the meaning, nature and the fundamentals of data journalism.
- Critically and creatively evaluate and visualize data.
- Visualize in journalistic storytelling.

Unit 1: Introduction

10 hrs

Data Journalism- meaning, scope; rise of data driven journalism; information graphics- types and uses.

Unit 2: Acquiring, cleaning and processing data

10 hrs

Acquiring- scrapping, downloading; cleaning data using spread sheet; basics of spreadsheet- analytical tools, pivot tables.

Unit 3: Data visualization

10 hrs

Fundamentals of data visualization using Google flourish- creating charts, projection maps, hierarchy, parliament chart.

References:

Gray, Jonathan., Bounegru, Liliana., Chambers, Lucy., (2012). *The Data Journalism Handbook*. Sebastopol: O'Reilly Media Inc.

Jones, Fred Vallance., (March 1, 2017) *The Data Journalist: Getting the Story*. Oxford University Press.

Ambrose, G., & Harris, P. (2006). *The visual dictionary of graphic design*. AVA Publishing.

McFedries, P. (2019). *Microsoft Excel 2019 formulas and functions*. [New York] : Published with the authorization of Microsoft Corporation by Pearson Education, Inc.

Hermida, A., & Young, M. L. (2019). *Data Journalism and the Regeneration of News*. London ; New York Routledge, Taylor et Francis.



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VHUM19001: INDIAN TOURISM AND ITS HERITAGE RESOURCES

Hours: 30

Course Objectives:

- To study the richness and diversity of Indian cultural and heritage monuments.
- To evaluate the contemporary trends of Indian tourism.

Course Outcomes:

After completing the course students will be able to:

- Understand the values of Indian Culture and heritage
- Recognize the need to preserve the heritage monuments and its contribution to the world.

Unit 1: Introduction to Indian Tourism industry

5 hrs

Diversity of Indian tourism products, Cultural tourism- Definition, Heritage tourism- Definition.

Unit 2: World Heritage sites in India

13 hrs

UNESCO- Role & Functions, Major UNESCO World Heritage Sites of India- Cultural properties, Natural properties & Mixed properties- Taj Mahal, Agra Fort, Group of Monuments at Hampi, Group of monuments at Pattadakal, Ajanta Caves, Ellora caves, Group of Monuments at Mahabalipuram, Great Living Chola Temples, Churches and Convents of Goa, Kaziranga National Park, Western Ghats etc.

Unit 3: Archaeological Sites in India

12 hrs

Archaeological survey of India, Major Archaeological sites of South India - Aihole, Halebidu, Badami Cave Temples, Gol Gumbaz, Mysore Palace, Mattancherry Palace etc, Ancient monuments- Conservation & protection.

References:

Miluw,Joshua(2016),*Tourism and Travel Management*,Manglam Publishers.

Geetanjali. (2016), *Tourism Management*. ABD Publication

Jacob Robinet, P Mahadevan, Joseph Sindhu (2012).*Tourism Products of India*, Abhijeet Publications

Percy Brown :(2010).*Indian Architecture Hindu and Buddhist period*, Read Books Desi



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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

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

6 hrs

Unit 2

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

8 hrs

Unit 3

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

8 hrs

Unit 4

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

8 hrs

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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VPSY18001: COGNITIVE BEHAVIOUR THERAPY

Hours: 30

Course Objective:

- To understand the principles of Cognitive Behaviour Therapy
- To formulate a plan with CBT Case Conceptualization

Course Outcomes:

After completing the course students will be able to:

- utilize the principles of CBT in real-life scenario
- create a treatment plan for individuals

Unit 1: Introduction to CBT

6 Hrs.

What is CBT; Principles of CBT; Cognitive Conceptualization – Cognitive model, Beliefs, Attitudes, Rules, and Assumptions, Relationship of behaviour to automatic thoughts; Socratic questioning and inductive reasoning.

Unit 2: Session Structure and Formulation

8 Hrs.

Structuring the sessions; Eliciting NAT's; Identifying Emotions; Identifying Core Belief; Additional CBT techniques; Home works; Termination and Relapse Prevention; Treatment Planning. Key aspects of a formulation; Mini-formulations; General cognitive formulations; Onset formulations; Complex formulations; Problem-specific formulations; Common problems.

Unit 3: Practical

16 Hrs.

Demonstrating case conceptualization skills; using CBT worksheets.

References:

- Beck, J. S., & Beck, A. T. (1995). *Cognitive therapy: Basics and beyond* (No. Sirsi) i9780898628470). New York: Guilford press.
- Eells, T. D. (Ed.). (2011). *Handbook of psychotherapy case formulation*. Guilford Press.
- Tarrier, N., & Johnson, J. (Eds.). (2015). *Case formulation in cognitive behaviour therapy: The treatment of challenging and complex cases*. Routledge.
- Stallard, P. (2005). *A clinician's guide to think good-feel good: Using CBT with children and young people*. John Wiley & Sons.
- Wilson, R., & Branch, R. (2006). *Cognitive behavioural therapy for dummies*. England: John Wiley & Sons, Ltd.
- Jacqueline, B. P., & Lisa, S. T. (2015). *Developing and using a case formulation to guide cognitive-behavior therapy*. *Journal of Psychology & Psychotherapy*, 5(3), 1.

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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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VSOW16002: LIFE SKILLS FOR SOCIAL WORK PROFESSIONALS

Hours:30

Course Objectives:

- To understand the art of living.
- To gain self confidence and maintain interpersonal relationship.

Course Outcomes:

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

- analyze the emotional competence at work place
- design the empathy map for the people

Unit 1: Introduction to Life Skills

6 hrs

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

Unit 2: Creative Thinking

6 hrs

Characteristics & Stages; Critical Thinking: Definition, Characteristics & Effective critical thinking strategies

Unit 3: Problem Solving

6 hrs

Types of Problem, Methods of Problem Solving & Obstacles in Problem solving; Decision Making: Risk Factor on Decisions, Types of Decision Making & Safe Decision Making

Unit 4: Communication

6 hrs

Definition, Communication Cycle & Communication skill; Interpersonal Relationship: Types of Relationship & Factors contributing for healthy relationship

Unit 5: Coping with Emotion


6 hrs

ABC of Emotion & Managing the emotion; Coping with Stress: Meaning of stress, Types & Techniques to control stress

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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Course Objective:

- To understand the concepts of Human Rights and its relevance to Social Work
- To learn the role of un in promotion of Human Rights
- To understand Human Rights promotion mechanism in India
- To learn about various Human Rights issues in India and other countries
- To learn about the International Human Rights instruments

Course Outcomes:

After completing the course students will be able to:

- understand the significance of Human Rights in Social Work practice
- know the human rights issue

Unit 1: Human Rights and Social Work

10 hrs

History of Human Rights, Definition and Nature of Human Rights, Theories on Human Rights, United Nations and Human Rights; Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights; Social Work as a Human Rights Profession; Human Rights - Based Social Work Education, Human Rights Violation, Role of Social Workers in Upholding Human Rights with Regard to Dalit's, Bonded Labourers and Refugees; Human Rights and Capital Punishment; International Federation of Social Workers (IFSW) and Human Rights.

Unit 2: International Human Rights

10 hrs

The Foundation of International Human Rights Law; Charter of the United Nations; Convention on Elimination of All Forms of Racial Discrimination 1965; Convention on Elimination of All Forms of Discrimination against Women 1981; Convention on the Rights of the Child 1996; Convention against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment (1984); Convention on the Rights of the Child (1996); International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990); Universal Declaration of Human Responsibilities; Amnesty International, Human Rights and Helsinki Process, European Human Rights System, African Human Rights System, International Human Rights Organizations.

Unit 3: Human Rights and the Indian Constitution

10 hrs

Fundamental Rights and Duties in the Indian Constitution; Directive Principles of State Policy; National Human Rights Commission, India; Human Rights Activists in India and Abroad; Human Rights Organizations and Human Rights Activists in India; Human Rights – Recent Trends, Emerging Issues and Challenges.

References:

- Amartya Sen (2009), *The Idea Justice*, New Delhi: Penguin Books.
- A H Robertson and J G Merrills (2005), *Human Rights in the World, Universal*, Delhi.
- Conor Greaty and Adam Tomkins (Eds) (1996.), *Understanding Human Rights*, London: Manshell.
- Healy, Lunee M and Link, Rosemary J (2011), *Handbook of International Social Work: Human Rights, Development, and the Global Profession*
- James Nickel (1987), *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.
- Reichert, Elisabeth (2007), *Challenges in Human Rights: A Social Work Perspective*, Columbia University Press.
- M. R. Ishay (2010), *The History of Human Rights*, Orient Longman, New Delhi, 2004

R H. Callaway and J. Harrelson-Stephens (eds.), *Explaining International Human Rights*, Viva, New Delhi.

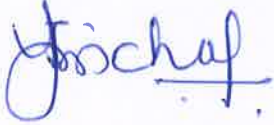
P.M. Katare and B.C. Barik (2002), *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat Publications.

Paras Diwan, & Peeyushi Diwan (1998), *Human Rights and the Law: Universal and Indian*, New Delhi : Deep & Deep.

Ronald Dworkin (1978), *Taking Rights Seriously*, Harvard University Press, London: Duckworth.

Stephen Shute and Susan Herley (Eds) (1993), *On Human Rights*, New York: Basic Books.

Shinde, Prem K (2005), *Dalits and Human Rights*, Delhi: Isha 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.

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VPEN17001 : FUNDAMENTALS OF THEATRE PRODUCTION

Hours: 30

Course Objective:

- To provide a professional understanding about acting, production, direction and stage craft.
- To inculcate a practical approach using modern practices in the field of theatre and the performing arts.

Course Outcomes:

After completing the course students will be able to:

- Engage independently in the production and direction of plays as a reflection on contemporary issues.
- Apply theatre as a form of intervention for conflict resolution.

Unit 1: Theory - Folk Theatre Form of India

5 hrs

Origin and Development of Folk Theatre - Relationship between Rituals and folk theatre - Indian Folk forms - Usage of folk forms in the contemporary stages - Folk Museum, Folk Literature - Folk Theatre and Education - Origin and Development of Ancient Indian Theatre - Buddhist period Art, Religion, Painting, Sculpture - Dravidian Culture and Theatre – Natyashastra - Origin and development of Sanskrit Theatre - Bhasa, Kalidaasa, Bhavaboothi - Origin and Development of Karnataka folk Theatre.

Unit 2: Theory - Western Theatre

5 hrs

Origin and development of Greek Theatre - Study of Greek Play wrights - Study of Greek plays - Study of Roman plays - Medieval theatre - Modern Theatre.

Unit 3: Practical

10 hrs

Body Movement and Voice – Speech – Music - Theatre Technology, Set - Property and Mask Making - Make-Up, Costume, Aesthetics of Theatre and Acting.

Unit 4: Practical

10 hrs

Lighting - Design, Direction and Play production

Students are required to take the entire responsibility of direction and production of a play.

References:

Manohar Lakshman Varapande, *History of Indian Theatre*, Abhinav Publications, Vol 3, 1987.

Julia Hollander, *Indian Folk Theatre*, Routledge Publishers, 2007

Kimball King, *Western Drama through the Ages*, Greenwood Press, London, 2007

Konstantin Stanislavsky, *An Actor Prepares*, Red Books Publication, 1936



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Course Objective:

- To combine theoretical tools and critical perspectives to interrogate cultural texts of multiple kinds like, advertisements, films, television, newspaper and internet texts.
- To identify, analyze and address the specific structural location of cultural issues to propose creative and effective interventions.

Course Outcomes:

After completing the course students will be able to:

- Synthesize and apply theoretical concepts to cultural texts, including literature, film, media and public spaces.
- Recognize, critically address and collaboratively negotiate cultural diversity and difference.

Unit 1: Cultural Studies an Introduction

8 hrs

The Rise of Cultural studies - Cultural Theory: Raymond Williams: Culture Is Ordinary. The Analysis of Culture-Culture and Society. Stuart Hall: Popular Culture - Concept of the Popular Culture - Knowledge and power - Deconstructing the Popular.

Unit 2: Encoding and Decoding

7 hrs

Media Culture - Reel and the Real in culture - Mass culture - Fashion and Cultural studies.

Unit 3: Art and Culture

7 hrs

Concise timeline of Art History - Art as reflected in Literature - Art as an Expression of Culture.


Unit 4: Culture and Folklore

8 hrs

Oral tradition and Folklore - Folklore Theories - Performing Arts - Traditional Knowledge - Folk beliefs - Rituals and Customs - Cultural heritage.

References:

- Williams, Raymond *Culture is Ordinary*, 1958
Williams, Raymond *Culture and Society, New edition with a new introduction*, New York, Columbia University Press, 1963
Hall, Stuart (2011). "*Introduction: queer adventures in cultural studies*". Cultural Studies.
Hall, Stuart (2016). *Cultural Studies 1983: A Theoretical History*..



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