

# St. Joseph's College of Commerce

(Autonomous)

163, Brigade Road, Bengaluru – 560 025

Accredited with 'A++' Grade (4<sup>th</sup> Cycle) by the National Assessment and Accreditation Council (NAAC)

Recognized by the UGC as

**"COLLEGE WITH POTENTIAL FOR EXCELLENCE"**



**B.A. English (Honours)**  
**(With Psychology as Minor)**

**Semester I & II**

*Syllabus as per National Education Policy 2020 Curriculum  
Framework w.e.f., 2022-2023*

**Academic Year 2023 – 2024**



## St. Joseph's College of Commerce

(An Autonomous Institution affiliated to Bengaluru City University)

St. Joseph's College of Commerce (SJCC) was formerly a part of St. Joseph's College, established in the year 1882. The college management was later transferred to the Jesuits. The Commerce Department was established in the year 1949 and it became an independent college with its own building in Brigade Road in the year 1972.

The college has in its Vision a model for higher education which encourages individuals to dream of a socially just world and in its Mission a strategy to empower individuals in realizing that dream.

With an objective of imparting quality education in the field of Commerce and Management, the college has been innovating in all aspects of higher education over a long period of time. These innovations were further bolstered with the granting of autonomous status to the college by UGC in September 2005. From then on, the college has taken a lead in reforming curriculum and syllabus, examination and evaluation pattern and teaching and learning methods through the Board of Studies, the Academic Council and the Governing Council comprising of eminent academicians, industry representatives and notable alumni.

The college has undergone four cycles of NAAC accreditation starting from the year 2000 in which it secured 'five stars', next in the year 2007 an 'A' grade, in the year 2012 again an 'A' grade and recently in February 2021 an 'A++'. It is one of the very few institutions in the country to have secured A++ grade in the fourth cycle under the Revised Accreditation Framework (RAF) and the first college in Karnataka to do so. The college was declared as a 'College with Potential for Excellence' in the year 2010. In 2011, SJCC was recognized as a Research Centre by Bangalore University. The college has been ranked 74<sup>th</sup> in the National Institutional Ranking Framework (NIRF) ratings of Ministry of Education, Government of India, in 2021 and it has been the only institution from Karnataka to make it consistently to the top 100 in the country.

The college offers diverse Honours programmes in Commerce, Business Administration, Arts and Science. Under Commerce Studies it offers B.Com, B.Com (Professional- International Accounting and Finance), B.Com (BPM- Industry Integrated), B.Com (Travel and Tourism), B.Com (Analytics), B.Com (Professional - Strategic Finance), M.Com (Finance & Taxation/ Marketing & Analytics), M.Com (International Business) & M.Com (Financial Analysis). Under Business Administration it offers BBA, BBA (Entrepreneurship) and BBA (Professional- Finance and Accountancy). Under Arts it offers B.A. English and under Science it offers B.Sc Economics. The college also offers six one-year Post Graduate Diploma programmes.

## ABOUT THE DEPARTMENT

Since its inception the Department of English has focused on providing a humanistic perspective to the study of language and literature. The faculty at the department come from a variety of disciplinary backgrounds, interests, and orientations. Some of our special interest areas include Cultural Studies, Postcolonial studies, Film studies, Theatre and Performance Studies, Gender Studies, and Classical and Contemporary Literature.

The department fosters special interest student associations, and conducts activities, such as literary fests, debating competitions, book exhibitions, film screenings, art appreciation workshops, writing workshops, and quiz competitions. It also encourages participative dialogue within the larger community through programmes like Republic Day Lecture Series, Seminars, Panel Discussions, and Colloquiums on topics of contemporary cultural and political significance.

In response to the changing contexts and pedagogical priorities of teaching English in a multilingual and multicultural milieu, such as ours, the faculty strive to equip students with specific skills, perspectives and ethical orientations mediated through the study of various texts, genres and narratives. The curriculum negotiates a diverse range of literature across genres with the intention of communicating to the students the aesthetic joy and the sheer thrill of literature and language.

## ABOUT THE PROGRAMME

The four-year B.A. English (Honours) Programme foregrounds the study of literature in the global and the Indian context. Through a close study of texts, genres, and cultural milieus, this course enables students to appreciate the delights of narratives and metaphors, and prepares them for the professional demands of the new economy. This multidisciplinary programme offers a wide array of courses in Literary and Cultural Studies, Language and Communication Studies, and Theatre and Media Studies. It aims to foster a life of intellectual exploration and passion for ideas. Overall, it promotes a deeper and empathetic understanding of the human condition. The pedagogical method of this Programme includes lectures, seminars, workshops, tutorials, field trips, internships, lab work, and teaching practice. Additionally, this programme offers skills and vocational courses in web and graphic designing, content creation, copywriting, social media management, editing and proofreading, translation, and entrepreneurship - paving way for rewarding careers in writing, journalism, teaching, publishing, media, public relations, community engagement, research, and literary/ cultural business enterprise.

## OBJECTIVES OF THE B.A. ENGLISH (HONOURS) PROGRAMME:

- To familiarize students with literatures in English comprising texts of different genres, themes and concerns including Indian Writing in English.
- To enable students to read texts closely, interpret and appreciate their socio-cultural as well as political dimensions.
- To actively promote an interdisciplinary perspective in the context of literary studies. Connect liberal arts, humanities, and social sciences through a multidimensional curriculum.
- To introduce students to the theories of translation in the context of multilingual Indian milieu.
- To enhance communicative fluency and enable students to acquire academic writing and research skills.
- Establish an interdisciplinary approach towards research.
- Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
- Encourage and facilitate entrepreneurship in the areas of humanities and applied literary studies.
- Prepare students for the technologically advanced world, its challenges, and opportunities.
- To enable practical and experiential learning.

## SALIENT FEATURES OF FOUR-YEAR B.A. ENGLISH (HONOURS) PROGRAMME WITH MULTIPLE ENTRY AND EXIT OPTIONS

1. The regulations governing the four-year **B.A. English (Honours) Programme** with Multiple Entry and Exit Options shall be applicable with effect from the Academic year 2021-2022.

2. The **B.A. English (Honours) Programme** shall be structured in a semester mode with multiple exit options:

<b>Certificate</b>	On the completion of <b>First Year</b> ( <i>two semesters</i> )
<b>Diploma</b>	On the completion of <b>Second Year</b> ( <i>four semesters</i> )

<b>Basic Bachelor Degree</b>	On the completion of <b>Third Year</b> ( <i>six semesters</i> )
<b>Bachelor Degree with Honours</b>	On the completion of <b>Fourth Year</b> ( <i>eight semesters</i> )

3. The four-year undergraduate honours degree holders with research component and a suitable grade are eligible to enter the **Doctoral Programme** in a relevant discipline.
4. The students who exit with Certification, Diploma or Basic Bachelor Degree shall be eligible to re-enter the programme at the exit level to complete the programme or to complete the next level.
5. The four-year **B.A. English (Honours) Programme** offers a wide range of multidisciplinary courses with exposure to other disciplines, specializations and areas. The programme aptly caters to knowledge, ability, vocational, professional and skill enhancement along with focus on humanities, arts, social, physical and life sciences, mathematics, sports etc.
6. The four-year **B.A. English (Honours) Programme** combines conceptual understanding with practical engagement through lab courses, national and international field visits, internship, conferences, workshops, seminars, case study analysis, group discussions and research projects.
7. A wide range of *Skill Enhancement Courses* are offered in the first four semesters to enhance language and communication, logical reasoning,

critical thinking, problem solving, data analytics and life skills.

8. In each of the first four semesters students will have an option of studying a course from other disciplines. Students will be given an option to choose from a pool of *Open Elective Courses* that provide exposure to multiple disciplines and thereby making the programme truly multi-disciplinary.
9. Students can make a choice of a *specialization/elective* in the 3<sup>rd</sup> and the 4<sup>th</sup> year of the programme.

#### I. ELIGIBILITY FOR ADMISSION

Candidates who have completed the two-year Pre-University course of Karnataka State or its equivalent are eligible for admission into this programme.

#### II. DURATION OF THE PROGRAMME

The duration of the undergraduate degree programme is *four years* (eight semesters) with multiple entry and exit options, within this period. The students can exit after the completion of *one* academic year (two-semester) with a *Certificate* in the discipline; *Diploma* after the study of *two* academic years (four Semesters) and *Basic Bachelor Degree* after the completion of *three* academic years (six Semesters). The successful completion of *Four-Year* undergraduate Programme would lead to *Bachelor Degree with Honours in the discipline*.

#### III. MEDIUM OF INSTRUCTION

The medium of instruction shall be English.

#### IV. ATTENDANCE

- a. A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the courses, compulsorily.
- b. A student who fails to complete the course in the manner stated above shall not be permitted to take the End Semester Examination.

## V. SUBJECTS OF STUDY: THE COMPONENTS OF CURRICULUM FOR FOUR-YEAR MULTIDISCIPLINARY UNDERGRADUATE B.A. ENGLISH (HONOURS) PROGRAMME

The category of courses and their descriptions are given in the following table:

<b>Category of Courses</b>	<b>Objectives/ Outcomes</b>
<b>Languages</b>	Language courses equip students with communication skills, critical and creative thinking, familiarity with issues pertaining to society and culture and skills of expression and articulation. They also provide students with a foundation for learning other courses.
<b>Ability Enhancement Courses</b>	Ability enhancement courses are the generic skill courses that enable students to develop a deeper sense of commitment to oneself and to the society and nation largely.
<b>Skill Enhancement Courses</b>	Skill Enhancement Courses enhance skills pertaining to a particular field of study to increase their employability/ self-employment. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.
<b>Vocational Enhancement courses</b>	Vocational Enhancement courses enhance skills pertaining to a particular field of study to increase their employability/ self-employment.

<b>Foundation/ Discipline based Introductory Courses</b>	These courses will supplement in a better understanding of how to apply the knowledge gained in classrooms to societal issues.
<b>Major Discipline Core Courses</b>	Major Discipline Core Courses aim to cover the basics that a student is expected to learn in that particular discipline. They provide fundamental knowledge and expertise to produce competent and creative graduates with a strong scientific, technical and academic acumen.
<b>Minor Discipline Courses</b>	A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not interrelated at all.



<b>Major Discipline Elective Courses</b>	These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline.
<b>Open or Generic Elective Courses</b>	Open or Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice.
<b>Project work/ Dissertation/ Internship</b>	Students shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship shall be an integral part of the Curriculum.
<b>Extension Activities</b>	As part of the objective of Social Concern, the College has designed a well-structured Community Outreach programme of sixty hours called 'Bembala' (Support). The programme includes rural camps, workshops, lectures and seminars, teaching programme in Govt Schools or Colleges, community service in slums and villages, awareness programme in streets, localities, slums or villages and public rallies on social issues. The College expects the students to be part of the activities organized by the College towards securing the goal of Social Concern. This programme is mandatory for the award of degree from the college.
<b>Extra/Co-curricular Activities</b>	The College has a wide range of student associations and clubs that provide space for students to develop their creative talents. The activities conducted help in developing not just the artistic and entrepreneurial talents but also helps in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, enthusiasm, and positive thinking are some of the facets of personality development and the outcomes of these activities.

## VI. CREDIT REQUIREMENT

Credits represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks etc.

Exit Option	Minimum Credit Requirement*
<b>Certificate</b> at the Successful Completion of First Year (Two Semesters) of Four Years Multidisciplinary UG Degree Programme	51
<b>Diploma</b> at the Successful Completion of the Second Year (Four Semesters) of Four Years Multidisciplinary UG Degree Programme	101
<b>Basic Bachelor Degree</b> at the Successful Completion of the Third Year (Six Semesters) of Four Years Multidisciplinary Undergraduate Degree Programme	149
<b>Bachelor Degree with Honours</b> at the Successful Completion of the Four Years (Eight Semesters) Multidisciplinary Undergraduate Degree Programme	193

\*Credits are subject to change as per the NEP guidelines

## VII. TEACHING & EVALUATION

MA graduates from a recognized university are only eligible to teach and to evaluate the courses including part – B courses of I and II semesters (except languages, compulsory additional courses, and core Information Technology related courses) mentioned in this regulation. Languages and additional courses shall be taught by the graduates as recognized by the respective board of studies.

## VIII. EXAMINATION & EVALUATION

### CONTINUOUS FORMATIVE EVALUATION/INTERNAL ASSESSMENT

Total marks for each course shall be based on continuous assessment and semester end examinations. As per the decision taken at the Karnataka State Higher Education Council, the total marks for CIA and ESE as per NEP will be 40:60.

TOTAL MARKS FOR EACH COURSE	100%
Continuous Internal assessment – CIA 1	20% marks
Continuous Internal assessment – CIA 2	20% marks
End Semester Examination (ESE)	60% marks

### EVALUATION PROCESS OF INTERNAL ASSESSMENT MARKS SHALL BE AS FOLLOWS:

- The first component (CIA 1) of assessment is for 20% marks. The second component (CIA 2) of assessment is for 20% marks.
- During the end of the semester, end semester examination shall be conducted by the college for each course. This, forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- The students shall be informed about the modalities well in advance. The evaluated assignments during component I (CIA 1) and component II (CIA 2) are immediately provided to the students.
- The marks of the total internal assessment shall be published on the ERP for students at the end of semester.
- The internal assessment marks shall be submitted to the COE as per the date mentioned.
- There shall be no minimum in respect of the internal assessment marks.
- Internal assessment marks may be recorded separately. A student who has failed, shall retain the internal assessment marks as there will be no change in the CIA results scored.

### MINIMUM FOR A PASS

- A student needs to get 40% in the end semester examination and in addition the student also should get an aggregate of overall 40% inclusive of his internal assessment to be declared as passed.
- The student who is passed in all the end semester examinations in the first attempt is eligible for rank
- A student who passes the semester examinations in parts or attempted supplementary exams is eligible for only Class and CGPA but not for ranking.
- The results of students who have passed the last semester examinations but not

passed the lower semester examinations shall be eligible for the degree only after completion of all the lower semester examinations.

- e. If a student fails in a subject, either in theory or practical's he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practical is separately) as stated above.

### **CARRY OVER**

Students who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations as per odd or even semester in the next consecutive chance.

### **CLASSIFICATION OF SUCCESSFUL CANDIDATES**

The ten-point grading system is adopted. The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the completion of all the eight semesters of the programmes and the corresponding overall grades. If some students exit at the completion of the first, second or third year of the four-year Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the Cumulative Grade Point Average (CGPA) obtained in the two, four, six or eight semesters, respectively. For award of

- Certificate
- Diploma
- Basic Bachelor's Degree
- Bachelor's Degree with Honours

### **TRANSFER FOR ADMISSION**

Transfer for admission is permissible only for odd semesters for students of other universities and within the university.

### **CONDITIONS FOR TRANSFER OF ADMISSION OF STUDENTS WITHIN THE UNIVERSITY**

- a. His/ her transfer admission shall be within the intake permitted to the college.
- b. Availability of same combination of subjects studied in the previous college.
- c. He/she shall fulfil the attendance requirements as per the University Regulation.
- d. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme.

### **CONDITIONS FOR TRANSFER ADMISSION OF STUDENTS OF OTHER UNIVERSITIES**

- a. A student migrating from any other University may be permitted to join odd semester of the degree programme provided he/ she has passed all the subjects of previous semesters/years, as the case may be. Such candidates must satisfy all other conditions of eligibility stipulated in the regulations of the University.
- b. His/her transfer admission shall be within the intake permitted to the college.
- c. He/she shall fulfil the attendance requirements as per the University Regulation.
- d. The student who is migrating from other Universities is eligible for overall SGPA/CGPA or Class and not for ranking.
- e. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme as per this regulation.

## B. A. English (Honours) Programme

### I. Programme Objectives:

#### **Programme Educational Objectives (PEO)**

The B.A. English (Honours) programme will produce graduates who will:

**PEO1:** Be proficient, knowledgeable, and highly valued professionals capable of contributing to various sectors such as academia, publishing, media, and creative industries.

**PEO2:** Adapt to a rapidly changing environment with newly learnt and applied skills and competencies, become socially responsible and value-driven citizens, committed to sustainable development.

**PEO3:** Act with conscience of global, ethical, societal, ecological and commercial awareness with sustainable values as is expected of professionals contributing to the country.

**PEO4:** Able to continue their professional development by obtaining advanced degrees in academic and research fields.

### II. Programme Outcomes (PO)

At the end of the BA (Hons) program, the learners will be:

#### **PO1: Disciplinary and Interdisciplinary Knowledge**

Demonstrate a comprehensive understanding of English literature and familiarize themselves with diverse literary traditions.

#### **PO2: Decision-Making Skill**

Apply critical thinking and analysis to literary research and the ability to demonstrate a deep understanding of the texts.

#### **PO3: Integrated Problem-Solving and Research**

Analyze and evaluate the interconnectedness of various elements within literary works and demonstrate an understanding of the meaning and impact of a literary piece.

#### **PO4: Critical Thinking Skill**

Evaluate and critique evidence, arguments, claims, and beliefs in literary analysis using appropriate theoretical objectives.

#### **PO5: Creative Thinking Skill**

Develop and communicate original and meaningful ideas in response to literary texts. Make a valuable and innovative contribution to critiquing literary works.

**PO6: Usage of Modern Technology and Tools**

Use digital tools, communication/networking platforms, and social media to access, manage, integrate, evaluate, and adapt to technological advancements in the field of English and employ appropriate digital resources for communication, research, and academic purposes.

**PO7: Leadership and Teamwork**

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

**PO8: Ethical Conduct and Sustainability Practices**

Act responsibly and promote values such as inclusivity, diversity, and social justice through analysis and discourse.

**PO9: Collaboration and Networking Skills**

Engage in collaborative literary projects and effectively network with peers, scholars, and professionals in the literary field.

**PO10: Self-directed and Life-long Learning**

Create personal goals and cultivate a commitment to continuous learning and improvement in the field of English.

**Programme Specific Outcomes (PSOs)****PO11: Career Options**

Develop a wide range of skills that enable graduates to pursue diverse career paths beyond academia. Obtain practical, hands-on experience through internships, research projects, or community engagements.

**PO12: Proficiency in English**

Develop a range of subject-specific and generic skills of value in graduate employment, including high-order critical, analytic and research skills, and advanced oral and written communication competencies. Adapt to new tools, platforms, and digital modes of communication and learning.

**PO13: Cultural Sensitivity**

Develop a profound cultural understanding of society and culture and play an active role as citizens of the state. Initiate meaningful conversations that demonstrate cultural sensitivity and inclusion in society.

### III. Programme Matrix with Credit Distribution

As per the recommendations of the Karnataka Task Force and the Subject Expert Committee for Model Curriculum Framework (A4-I)

Course Category / Semesters	I	II	III	IV	V	VI	VII	VIII	Total Credits
<b>PART A: LANGUAGES &amp; COMPULSARY COURSES</b>									
Language 1 3 Hrs/3 Cr	Language 1 (3 Cr)	Language 1 (3 Cr)	Language 1 (3 Cr)	Language 1 (3 Cr)	-	-	-	-	24
Language 2 3 Hrs/3 Cr	Language 2 (3 Cr)	Language 2 (3 Cr)	Language 2 (3 Cr)	Language 2 (3 Cr)	-	-	-	-	
Compulsory Courses (2Hrs/2Cr)		Environmental Studies (3 Cr)		Indian Constitution (3Cr)					6
<b>PART B: CORE &amp; ELECTIVE COURSES, SEC-SB, VOCATIONAL COURSES, RESEARCH &amp; INTERNSHIP</b>									
Discipline Specific Core Courses	Introduction to Literature (3 Cr)	Introduction to Phonetics & Linguistics (3 Cr)	British Literature – up to 1800 (3 Cr)	British Literature – 1800 & after (3 Cr)	Literary Criticism (4 Cr)	Postcolonial Studies (4 Cr)	European Literature in English & in Translation (4 Cr)	African Literature (4 Cr)	72
(4Hrs/4Cr or 3Hrs/3 Cr)	Indian Writing in English Part- I (Pre independence) (3 Cr)	Indian Writing in English Part – II (Post- Independence) (3 Cr)	Indian Writing in Translation (3 Cr)	Gender Studies (3 Cr)	Translation Studies (4 Cr)	Literary Theory (4 Cr)	American Literature (4 Cr)		
					Introduction to the History of Language (4 Cr)	Cultural Studies (4 Cr)	ELT (4 Cr)		
					Indian Classical Literature (4 Cr)	Dalit Writing (4 Cr)			
Psychology (Minor)	Foundations of Psychology	Foundations of Behaviour	Child Psychology	PSY – 4					24
	(4+2)	(4+2)	(4+2)	(4+2)					
Open Elective Courses (3Hrs/3Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)		-	-	-	-	9
Discipline Specific Elective (3 Hrs/3Cr)	-	-	-	-	Elective 1 (3 Cr)	Elective 2 (3 Cr)	Elective 3 (3 Cr)	Elective 4 (3 Cr)	12
Skill Enhancement Courses- Skill Based (1Hr./2 Cr)	Digital Fluency (2 Cr)		AI (2 Cr)	Financial Edu. (2Cr)		Cyber Security (2 Cr)	-	-	8
Vocational Enhancement Courses (3 Hrs/3Cr)	-	-	-	-	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	12
Research Methodology (3hrs/3 Cr)							Research Methodology (4 Cr)	-	4
Research Project/ Internship (6 Cr)/Additional Electives (3Hrs/3Cr)	-	-	-	-	Internship (2 Cr)			Research Project/ (10+2) Cr)	14
<b>PART C: SKILL ENHANCEMENT COURSES- VALUE BASED</b>									
Extension and Extra-Curricular Activities	Psychological Well-being (2Cr)	Outreach (1 Cr)	Yoga (2 Cr)	Outreach (1 Cr)			-	-	8
	-	Extension & Extra-Curricular Activities (1Cr)		Extension & Extra-Curricular Activities (1 Cr)			-	-	
Total Crs.	25	26	25	25	24	24	22	22	193



## IV. Course Matrix for B.A. English (Honours) Programme

### Semester I

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 101	Kannada						
	A1 23 FK 101	Functional Kannada						
	A1 23 IK 101	Intermediate Kannada						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 GE 101	General English						
3	A1 22 DC 101	Introduction to Literature	DSC-1	3+0+1	60	40	100	3
4	A1 22 DC 102	Indian Writing in English Part- I (Pre independence)	DSC-2	3+0+1	60	40	100	3
5	A1 22 MN 101	Foundations of Psychology	MDC -1 (Theory)	4	60	40	100	4
6	A1 22 MNP 101	Foundations of Psychology	MDC -1 (Practical)	2	25	25	50	2
7		Open Electives*	OEC-1	3+0+0	60	40	100	3
8	A1 22 SB 101	Digital Fluency	SEC-SB	1+ 0+2	25	25	50	2
9	UG 22 FC 101	Psychological Wellbeing	SEC-VB	1+0+2	-	50	50	2
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

## Semester II

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 201	Kannada						
	A1 22 HN 201	Hindi						
	A1 23 FK 201	Functional Kannada						
	A1 23 IK 201	Intermediate Kannada						
	A1 23 FH 201	Functional Hindi						
	A1 23 FN 201	French						
	A1 23 SH 201	Spanish						
	A1 23 GN 201	German						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 GE 201	General English						
3	UG 22 CC 201	Environmental Studies	AECC	1+1+0	25	25	50	3
4	A1 22 DC 201	Introduction to Phonetics and Linguistics	DSC-3	3+0+1	60	40	100	3
5	A1 22 DC 202	Indian Writing in English Part-2	DSC-4	3+0+1	60	40	100	3
6	A1 22 MN 201	Foundations of Behaviour (Theory)	MDC -2 (Theory)	4	60	40	100	4
7	A1 22 MNP 201	Foundations of Behaviour (Practical)	MDC -2 (Practical)	2	25	25	50	2
8		Open Electives*	OEC-1	3+0+0	60	40	100	3
9	UG 22 EA 201	Extension Activities	SEC-VB	0+ 0+2		25	25	1
10	UG 22 EC 201	Extra-Curricular Activities	SEC-VB	0+0+2	-	25	25	1
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>26</b>

\* Open Elective Courses are courses from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice.

# SYLLABUS: SEMESTER I

## A1 23 DC 101: INTRODUCTION TO LITERATURE

### Course Objectives:

- a) to introduce and discuss basic concepts in the study of literature
- b) to introduce major literary forms and genres, and explore their histories
- c) to familiarize students with literary terms and figurative language, and their significance in literary composition

### Course Outcomes:

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

- a) demonstrate an understanding of the relevance of literature and literary studies in contemporary society
- b) differentiate between various literary forms and genres, and articulate their specific histories
- c) define various literary terms and identify their significance in literary composition

### Module 1: Introduction to Literature

15 hrs

This module will introduce students to some fundamental questions pertaining to the place of literature in society. It will examine the attempts made by scholars to define and redefine 'literature' and arrive at an understanding of the term. It will also explore the relationship of literature to other disciplines such as science, philosophy, social sciences, and the arts.

### Module 2: Literary Forms and Genres

15 hrs

This module will introduce students to forms and genres in literature. It will explore the literary, aesthetic, social, political, and philosophical underpinnings of forms and genres. It will also introduce students to the birth and evolution of forms and genres over a period and examine their importance in literary studies.

- a) Poetry: Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic
- b) Drama: Comedy, Tragedy, Tragic-comedy, One-act-play
- c) Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography

### Module 3: Literary Terms and Figurative Language

15 hrs

This module will introduce students to some key literary terms and devices that help in the analysis of literary works. It will chart the origin and evolution of these terms and devices, and explore their use in literary works.

- a) Metaphor, Simile, Personification, Allegory, Satire, Hyperbole, Synecdoche, Allusion, Irony
- b) Couplet, Heroic Couplet, Prologue, Epilogue, Art for Art's sake, Expressionism, Narratology, Romanticism, Canon
- c) Refrain, Aside, Monologue, Soliloquy, Metre and Metrical Devices, Meta-fiction, Plot, Character, Setting, Narrative Technique.

### Essays:

- 1. What is Literature – Terry Eagleton
- 2. Why Literature? The premature obituary of the book – Mario Vargas Llosa
- 3. What is Writing? – Jean Paul Sartre
- 4. Good Readers and Good Writers - Nabokov
- 5. An Elegy for the Canon – Harold Bloom
- 6. Reading for Life – Martha Nussbaum
- 7. Literature and Underdevelopment – Antonio Candido
- 8. Why Read the Classics – Italo Calvino
- 9. The Conventions of Literary History – G N Devy

### Textbooks

- 1. The Norton Introduction to Literature (Shorter Thirteenth Edition)-W. W. Norton (2018) - Kelly J. Mays
- 2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge, 2014.
- 3. Cuddon, J and C Preston. Dictionary of literary terms and literary theory. London: Penguin Group, 1998.
- 4. New, Christopher. Philosophy of literature. Routledge, 1999.

### References

- 1. Hudson, William Henry. *An Introduction to the Study of Literature*. Rupa Publications India, 2015.
- 2. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
- 3. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
- 4. Benett, Andrew. *An Introduction to Literature, Criticism and Theory*. Routledge.
- 5. Abrams, M H. *Glossary of Literary Terms*. 2014.
- 6. Eagleton, Terry. *How to Read Literature*. Yale University Press.
- 7. Eaglestone, Robert. *Doing English; A Guide for Literature Students*. Routledge, 2000. Gopal, Priyamvada. *The Indian English Novel; Nation*

*History, and Narration.*

8. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi Atlantic, 2007.
9. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. OrientBlackswan, 2005
10. Ousby, Iain. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
11. The McGraw-Hill. *Introduction to Literature*

**Pedagogy: Lectures, Seminar, Role play, Group discussion**

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Midterm test	20
CIA - I	10
CIA - II	10
<b>Total</b>	40

## A1 23 DC 102: INDIAN WRITING IN ENGLISH PART I

### Course Objectives:

The objective of this course is to

- a) explore the nature and scope of Indian English Literature of the pre-independence era
- b) introduce the social, cultural, and political contexts of the pre-independence era
- c) familiarize the students with the writers and texts of Indian English Literature of the pre-independence era

### Course Outcomes:

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

- a) demonstrate an understanding of the nature and scope of Indian English Literature of the pre-independence era
- b) express an understanding of the social, cultural, and political contexts of the pre-independence era
- c) attempt a literary and socio-cultural analysis of specific texts

### Module 1: History of Indian English Literature (Pre-independence Period) 15 hrs

1. The Nature and Scope of Indian English Literature; charges against Indian English Literature (Reference: M. K.Naik, A History of Indian English Literature (Chapters 1 and 6), New Delhi: Sahitya Akademi, 1980)
2. Pre-Independence Indian English Poetry, Prose, Drama and Novel
3. Introducing authors/texts from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B R Ambedkar, Rabindranath Tagore, Sarojini Naidu Henry Derozio, Dean Mahomet

### Module 2: Pre-independence fiction

15 hrs

4. Selections from Mulk Raj Anand – Untouchable
5. Raja Rao's Kanthapura
6. Raja R K Narayan, Krupabai Satthianadhan

### Module 3: Indian English Poetry, Short Stories and Essays

15 hrs

#### 7. Select Poems

- a) Toru Dutt, Our Casuarina Tree
- b) Sarojini Naidu, Coromandel Fishers
- c) Henry Derozio – To India – My Native Land

#### 8. Select Stories

- a) Mulk Raj Anand, - Barber's Trade Union
- b) Rabindranath Tagore - My Lord the Baby

c) R. K. Narayan, - A Horse and Two Goats

### 9. Select Essays

- a) M. K. Gandhi -The Great Sentinel
- b) Swami Vivekanand - 'Chicago Address'
- c) B. R. Ambedkar - A Childhood Journey to Koregaon

### Textbooks:

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.

### References

1. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahometto Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993
4. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
5. (M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984)
6. Mukherji, Minakshi . *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
7. Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International 2000
8. Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald. 1984
9. Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.

## A1 22 MN 101: FOUNDATIONS OF PSYCHOLOGY (THEORY)

### Course Objectives

1. Understand the genesis of Psychology and its importance.
2. Explain fundamental concepts in Psychology.
3. Understand the biological basis of behavior.
4. Understand the applications of Psychology in various fields.

### Module-1: Genesis and Goals of Psychology

**10 hours**

- Psychology: Emergence and development; definition and goals of Psychology – understanding, describing, predicting and control of behavior.
- Key Perspectives: Psychodynamic, Behavioral, Humanistic, Biological and Cognitive approaches to psychology.
- Branches of Psychology: General, Bio-Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, observation, experimental, clinical and questionnaire method.

### Module – 2: Biology and Behaviour

**12 hours**

- Neuron: Structure and functions; neural impulse; synapse and neurotransmitters.
- Nervous system: Structure and functions of the central nervous system and peripheral nervous system.
- Methods of studying brain functions: Invasion, lesion, ablation, chemical and stimulation method
- Endocrine system: Functions and effects – pituitary gland, thyroid, parathyroid, adrenal glands, and gonads.

### Module-3: Sensation, Attention and Perception

**13 hours**

- Sensation: Definition and characteristics.
- Types of senses and receptors involved in each sensation.
- Attention: Meaning and phenomena (span of attention, division of attention, fluctuation and distraction), determinants: objective and subjective.
- Perception: Meaning and characteristics, Gestalt laws of perceptual organization.
- Depth Perception: Meaning, perceptual constancies, monocular and binocular cues.
- Errors in Perception:
- Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
- Hallucination- Visual, Auditory and Tactile



**Module-4: Learning****13 hours**

- Introduction: Definition, factors influencing learning - motivation, reinforcement and association.
- Types of Learning: Trial and error learning - experiment and laws; classical conditioning: extinction, spontaneous recovery, generalization, discrimination, higher order conditioning.
- Operant Conditioning: Experiment (experiment on pigeons), reinforcement, schedules of reinforcement, shaping and chaining.
- Cognitive Learning: Insightful (Kohler) and observational (Bandura).

**Module – 5: Memory and Forgetting****12 hours**

- Memory: Basic processes – encoding, storage and retrieval.
- Types of Memory: Sensory memory, short-term memory, long-term memory, working memory, semantic memory, autobiographical memory and flashbulb memory.
- Techniques to Improve Memory: Mnemonics, chunking, SQ3R (Survey, Question, Read, Recite and Review).
- Forgetting: Nature and causes of forgetting.

**Skill Development**

(These activities are only indicative. The faculty member can innovate.)

1. Identify an organization or individual who works in any of the fields of psychology (cognitive psychology, child psychology, social psychology, etc.). Interview them about their field, their role and the scope of this field as a career. Make a report on your findings.
2. Choose any one type of learning (trial and error, classical conditioning, operant conditioning) and identify experiences where this may be used in everyday life. Make a chart describing how these principles are used in the experience you have chosen.
3. Choose a famous Indian psychologist. Describe and critically evaluate their contributions to the development of Psychology in India.
4. Choose any early psychological experiment and describe its contribution to furthering our understanding of psychological concepts and phenomena. Critically evaluate the method of the experiment, with a specific focus on the ethical principles of conducting psychological research.

**Course Outcomes**

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

- Understand and evaluate the applications and approaches to psychology.
- Explain the biological basis of behavior.
- Analyse and apply fundamental concepts in psychology.

**Books for Reference:**

1. Robert Feldman (2011) Essential of Understanding Psychology 10th Edition, ISBN-13- 9781259003059/ISBN-10-1259003051
2. Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition).Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi
3. Nataraj, P. (latest edition): Psychology for Beginners. Mysore :Srinivas publication
4. Parameshwaran, E. G., & Beena, C. (2010): An Invitation to Psychology, Neelkamal Pvt. Hyderabad
5. Mangal S.K.(2000) General Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
6. Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers.
7. Rajamanickam, M. (2008). Modern General Psychology. Vol 1 & 2. Concept Publisher. New Delhi.

**A1 22 MNP 101: FOUNDATIONS OF PSYCHOLOGY (PRACTICALS)****(Minimum 8 Practical to be conducted)****30 hours**

1. Directed Observation on the accuracy of report
2. Colour blindness
3. Localisation of sound
4. Mapping of colour zones
5. Set on Attention
6. Bilateral transfer of training
7. Muller-Lyer Illusion
8. Illusion of movement (Phi-Phenomena)
9. Meaning on retention
10. Retroactive Inhibition
11. Proactive Inhibition
12. Span of attention

**Statistics**

1. Grouping of Data: Tabulation and frequency distribution
2. Measures of Central tendency: Mean and Median for Grouped and Ungrouped data.

## M1 22 SB 101: DIGITAL FLUENCY

### Course Objectives

The course is designed to familiarize the students with the fluency required for comprehending a digital environment and building essential cognitive and affective domain skills beyond technology.

### Module 1: Operating Systems

**10 Hours**

Operating Systems, types of operating systems, major functions of the operating systems, types of user interface, examples of operating systems: MS-DOS, Windows, Mac OS. Linux, Solaris, Android. Office automation tools: word processor, power point, and spread sheet.

### Module 2: Computer Networks

**10 Hours**

Introduction to Computer Networks, Evolution of Networking, types of networks, Network devices - Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, and Gateways, Identification of Nodes in a Network Communication, Internet, Web and the Internet of Things, Domain Name Systems. Security Aspects- Threats and Prevention, Malware - virus, Worms, Ransomware, Trojan, spyware, adware, key loggers, Modes of Malware distribution, Antivirus, HTTP vs HTTPS Firewall, Cookies, Hackers and Crackers

### Module 3: Database Management System

**10 Hours**

Database Management Systems, Relational Data Model. Introduction to e-learning platforms such as Swayam, and MOOC, Virtual Meet: Technical Requirements, Scheduling a meeting, joining virtual meet, recording the meeting, On line Forms: Creating questionnaire, Publishing questionnaire, conducting online responses, Analysing the responses, copying graphics into Powerpoint, Downloading the response to spreadsheet. Introduction to societal impacts, Digital Foot prints, Digital Society and Netizen, Data Protection, E-waste, Impact on Health.

### Skill Development:

1. Identifying the configuration of a computer system, laptop, and a mobile phone
2. Identifying the version and the configuration of the operating system of a computer, laptop, and a mobile phone
3. Identifying the network components like patch cord, switch, RJ 45 Jack, Socket and wireless router, creating a hotspot from a mobile phone, and allowing others to use the hotspot, creating a Google form, and send it to five users, scheduling a virtual meet and invite three people to join the Google meet, record the virtual Meet
4. Creating an account in the Railway reservation website, IRCTC, and finding trains from Tumkur to Hubli, creating a one minute video of your choice in your native tongue, and upload the video to YouTube, composing word

document.

5. Creating tables, creating tables, preparing power point slides, simple computation using spread sheet

### **COURSE OUTCOMES:**

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

1. Explain the type of emerging technologies and potential cyber- attacks in the world of digital
2. Evaluate the relevance and applicability of Artificial Intelligence, Big Data Analytics, Internet of Things and Cloud Computing on specific operations citing a example for the same
3. Justify the building of Essential Skills beyond Technology that goes well with adoption the Technology

### **Books for reference:**

1. Volker Lang, Digital Fluency: Understanding the basics of Artificial Intelligence, Block chain technology, Quantum Computing and their applications for Digital Transformation, 1st Edition, Apress Publications, 2021
2. S. B. Ramoshi and S.P. Sajjan, Digital Fluency, 1st Edition, Karnataka, Ekalavya E-educate, 2021.
3. Eric Downey, Fundamentals, Applications and Emerging Technologies, Createspace Independent Publications, 2017
4. Chris Hackett, The Big Book of Maker Skills (Popular Science): Tools & Techniques for Building Great Tech Projects Flexi bound, Weldon Owen, Illustrated edition, 2014

## UG 21 FC 101: PSYCHOLOGICAL WELL-BEING

### Course Objectives:

This course aims to nurture self-awareness that leads to the development their emotional quotient and inter-personal skills.

### Module 1: Introduction

**3 hours**

Meaning of counseling – Myths and Facts related to counseling – Breaking stigmas related to seeking counselling – Normalizing seeking help – Self-reflection through concentric circles

### Module 2 – Intra-personal and Inter-personal Awareness

**10 hours**

Meaning of self-esteem – Factors that influence self-esteem – Importance of self-esteem – Effects of low self-esteem – Qualities seen in people with high vs. low self-esteem – How to improve self-esteem – Self-awareness activity  
Meaning of peer pressure – Different kinds of peer pressure – Resisting peer pressure – Confronting peer pressure – Group sharing activity  
Meaning of relationships – Types of relationships – Healthy relationship dynamics – Personal Rights in a relationship – Components of a healthy relationship – Types of abuse in a relationship – Intimacy and understanding our needs – Boundaries

### Module 3 – Understanding Emotions

**4 hours**

Meaning of emotions – Role of emotions in our lives – Beliefs regarding emotions – Harmful effects of suppressing emotions – Signs of emotional suppression – Handling emotions in a healthy manner – Self-assessment activity

### Module 4 – Anger management

**5 hours**

Meaning of anger – Physical and Emotional symptoms of anger – Different ways that people express anger – Expression and experience of anger – What makes us angry and what it means when we're angry – Dealing with anger – Guided visualization and art activity

### Module 5 – Managing Anxiety/Fear

**4 hours**

Meaning of fear – Types of fear – Physical and Emotional symptoms of fear – Different reactions to fear – Overcoming fear – Art work followed by group sharing activity

### Module 6 – Dealing with Loss and Grief

**4 hours**

Understanding loss and grief – Form of loss – Stages of grief – Dangers of not grieving – Dealing with grief – Ways to help others in grief

### Course Outcomes:

- The student is more self-aware and able to develop more meaningful relationships.
- The emotional quotient of the student is increased.
- An improvement in the inter-personal skills is seen along with a better understanding of self.

## SYLLABUS: SEMESTER II

### A1 22 DC 201: INTRODUCTION TO PHONETICS AND LINGUISTICS

#### Course Objectives:

The objective of this course is to

- d) to familiarize the students with the nature and scope of linguistics as an academic discipline
- e) to introduce the student to the foundational concepts in Phonetics and Linguistics
- f) to introduce students to practical aspects such as phonetic transcription and subtleties of pronunciation in the backdrop of study of Phonetics and Linguistics

#### Course Outcomes:

At the end of the course students should be able to

- g) demonstrate a familiarity with the nature and scope of linguistics as an academic discipline
- h) demonstrate a grasp of the foundational concepts in Phonetics and Linguistics
- d) show the ability to comprehend and articulate aspects related to pronunciation and sentence analysis

#### **Module 1: Introduction to Phonetics and Linguistics** **15 hours**

1. Language- its nature, definitions, characteristic features
2. Linguistics – Definitions, Scope
3. Branches of Linguistics

#### **Module 2: Phonetics and Phonology** **15 hours**

4. Speech Mechanism, Organs of Speech,
5. Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants,
6. Transcription of words, Word stress, Phonemics-phone, allophone- phoneme

#### **Module 3: Morphology, Syntax and Semantics and Lexicon** **15 hours**

7. Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words. Allomorph – morpheme
8. Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses

9. Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes

### Textbooks

1. Cruse, Alan. Meaning in Language. (Oxford: Oxford University Press, 2000).
2. Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.
3. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994).

### References:

1. Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell, 2010).
2. Booij, G E. The Grammar of Words: An Introduction to Linguistic Morphology. (Oxford: OUP, 2007).
3. Catford, J. C. A Practical Introduction to Phonetics. (Oxford: Oxford University Press, 1988).
4. Culicover, P. W. Principles and Parameters: An Introduction to Syntactic Theory. (Oxford: Oxford University Press, 1999).
5. Cruse, Alan. Meaning in Language. (Oxford: Oxford University Press, 2000).
6. Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.
7. Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge: Blackwell.
8. Goldsmith, J. (ed). Phonological Theory: The Essential Readings. (Cambridge: Blackwell, 1999). Radford, A. et al. 1999.
9. Linguistics: An Introduction. Cambridge: Cambridge University Press. Radford, A.
10. Transformational Grammar. (Cambridge: Cambridge University Press, 1988).
11. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994).
12. Saeed, John I. Semantics (2nd ed). (Oxford: Basil Blackwell, 2003).

### Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Midterm test	20
CIA - I	10
CIA - II	10
<b>Total</b>	<b>40</b>

## A1 22 DC 202: INDIAN WRITING IN ENGLISH PART-2

### Course Objectives:

The objective of this course is to

- a. to understand the shifts in major themes and concerns from pre-Independent to post-Independent Indian writing in English
- b. to be familiar with specific texts that demonstrate these themes and concerns
- c. to study the genres that dominate the Indian English literature of the post independent era

### Course Outcomes:

At the end of the course students should be able to

- a. demonstrate an understanding of the shifts in major themes and concerns from pre-Independent to post-Independent Indian writing in English
- b. show the familiarity with specific texts that demonstrate these themes and concerns
- c. demonstrate a grasp on the genres that dominate the Indian English literature of the post independent era

### Module1: History of Indian English Literature

**15 hours**

1. Post-Independence (1947-1980) Indian English Poetry, Prose,
2. Post-Independence (1947-1980) Indian English drama and Novel
3. Post-1980s Indian English literature

### Module 2: Introducing writers of the post-independence era

**15 hours**

4. Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad,
5. Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale.
6. Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar etc

### Unit - 3 Illustrative Texts

**15 hours**

7. Poetry- Syed Amanuddin - Don't Call Me Indo-Anglian; Kamala Das- An Introduction; A. K. Ramanujan, Small Scale Reflections on a Great House; Nissim Ezekiel's Good bye Party to Miss Pushpa T S
8. Novel - Kushwant Singh's Train to Pakistan
9. A short Play: Mahesh Dattani's Seven Steps Around the Fire (Stage Play)



### Textbooks

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Kushwant Singh's *Train To Pakistan*
4. A short Play: Mahesh Dattani's *Seven Steps Around the Fire (Stage Play)*

### References:

1. Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995.
4. Gandhi, Leela. Post-Colonialism, New : Oxford University Press, 2002.
5. Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006.
6. Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993
7. (M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984)
8. Mukherji, Meenakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971. Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India. New

### Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Midterm test	20
CIA - I	10
CIA - II	10
<b>Total</b>	<b>40</b>

**A1 22 MN 201: FOUNDATIONS OF BEHAVIOUR – I (THEORY)****Course Objectives**

- Understand the dynamics of emotions and motivation.
- Understand theoretical concepts relating to human intelligence.
- Analyse and relate the concepts of thinking, problem solving, reasoning and decision making to cognition.
- Evaluate the theories and aspects of personality.

**Module I: Emotions****(10 hours)**

- Meaning and definition
- Classification of emotions- primary and secondary.
- Responses to emotions- physiological, behavioural, psychological and cognitive.
- Theories of emotions- Physiological, neurological, cognitive.
- Emotional Intelligence- Meaning, definition, components; application of emotional intelligence.

**Module II: Motivation****(12 hours)**

- Meaning, definition and basic concepts.
- Instincts, needs, drives, incentives, motivational cycle.
- Approaches to the Study of Motivation: Psychoanalytical, ethological, S-R, cognitive, humanistic.
- Biological Motives: Hunger, thirst, sleep and sex.
- Social Motives: Achievement, affiliation, approval.

**Module III: Intelligence****(12 hours)**

- Meaning, definition of intelligence, characteristics of intelligence.
- Types - Social, crystallized, emotional, fluid.
- Theories of Intelligence- Factor theories, hierarchical theories, process oriented theories, information processing theories.
- Educating gifted children
- Assessment of intelligence - Indian tests for intelligence, concept of intelligence quotient.

**Module IV: Thinking and Reasoning****(14 hours)**

- Introduction to cognition
- Introduction to Thinking and Problem Solving Process
- Elements of Thinking and Types of Thinking
- Creative and critical thinking : Meaning and types
- Concept Formation: Meaning, importance and process of concept formation
- Problem Solving: Meaning, importance, steps, and obstacles
- Reasoning and decision making

**Module V: Personality****(12 hours)**

- Meaning, definition,
- Theories of personality- Type and trait, psychodynamic, behavioral, humanistic.
- Assessment of personality- Need, rating scales, questionnaires, projective techniques.

**Skill Development**

(These activities are only indicative. The faculty member can innovate.)

1. Use any of the theories of personality to evaluate your own personality. Present your findings as a chart or a report.
2. Choose any of the concepts covered in the syllabus (emotions, motivation, intelligence, personality, thinking and reasoning) and critically evaluate indigenous theories that explain this concept.
3. Choose a theory relating to problem solving or decision making. Construct a simple experiment to test this theory. Conduct the experiment on a minimum of five people/five trials. Report your findings.

**Course Outcomes**

After successful completion of the course students will be able to:

- Understand and analyse the theories and determinants of emotions, motivation and personality.
- Compare and contrast different theories of intelligence
- Critically evaluate concepts relating to cognition.

### Books for Reference

- Baron, R. A. (2014). Psychology. (5<sup>th</sup>ed.). Delhi: PHI Learning Pvt. Ltd.
- Feldman, R. S. (2018). Understanding Psychology (14<sup>th</sup>ed.). New York: McGraw Hill
- Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.
- Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to Psychology. (16<sup>th</sup>ed.). Boston: Cengage Learning.
- Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7<sup>th</sup> ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

## A1 22 MNP 201: FOUNDATIONS OF BEHAVIOUR – I (PRACTICAL)

**(Minimum 8 Practical to be conducted)**

**30 Hrs**

### **Emotions:**

1. Emotional regulation scale
2. Emotional intelligence scale/ questionnaire
3. Oxford happiness scale
4. Fear checklist
5. Positive and Negative affect scale

### **Motivation:**

1. Achievement motivation
2. The Motivation Assessment Scale
3. Power Motive Inventory/Scale
4. Academic Achievement Need Scale
5. Guidance Need Inventory

### **Intelligence:**

1. Standard Progressive Matrices
2. WAIS (Weschler's adult intelligence Scale)
3. Draw a Man Test
4. SFB (Seguin Form Board)
5. General Mental Ability Test by Jalota

### **Thinking and reasoning:**

1. Stroop Effect
2. Test of Creativity
3. Cognitive Style Assessment
4. Concept Formation
5. Problem Solving Ability Test based on Tower of London test

### **Personality:**

1. Eysenck's Personality Questionnaire (Revised)
2. Children's Personality Questionnaire
3. Sixteen Personality Factor Questionnaire
4. NEO Five Factor Inventory
5. Myers Briggs Types indicator

### **Statistics**

1. Standard Deviation
2. Range
3. Measures of Variance (Grouped and Ungrouped)
4. Quartile deviation