

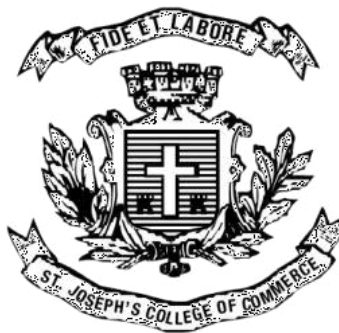
# St. Joseph's College of Commerce

(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**  
**(With Psychology as Minor)**

**Semester III & IV**

*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 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 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 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 PROGRAMME WITH MULTIPLE ENTRY AND EXIT OPTIONS

1. The regulations governing the four-year **B.A. English Programme** with Multiple Entry and Exit Options shall be applicable with effect from the Academic year 2021-2022.
2. The **B.A. English 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</b>	On the completion of <b>Fourth Year</b> ( <i>eight semesters</i> )

3. The four-year undergraduate 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 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 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 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 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</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.

<b>TOTAL MARKS FOR EACH COURSE</b>	<b>100%</b>
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:**

- a) The first component (CIA 1) of assessment is for 20% marks. The second component (CIA 2) of assessment is for 20% marks.
- b) 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%.
- c) 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.
- d) The marks of the total internal assessment shall be published on the ERP for students at the end of semester.
- e) The internal assessment marks shall be submitted to the COE as per the date mentioned.
- f) There shall be no minimum in respect of the internal assessment marks.
- g) 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. 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.
- b. The student who is passed in all the end semester examinations in the first attempt is eligible for rank
- c. A student who passes the semester examinations in parts or attempted supplementary exams is eligible for only Class and CGPA but not for ranking.
- d. 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

### **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 Programme

### I. Programme Objectives:

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

The B.A. English 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  (4Hrs/4Cr or 3Hrs/3 Cr)	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
	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 (4+2)	Foundations of Behaviour (4+2)	Child Psychology (4+2)	PSY – 4 (4+2)					24
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)			-	-	
<b>Total Crs.</b>	<b>25</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>22</b>	<b>193</b>



## IV. Course Matrix for B.A. English Programme

### Semester III

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 GE 301	General English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 301	Kannada						
	A1 22 HN 301	Hindi						
	A1 22 AE 301	Additional English						
3	A1 22 DC 301	British Literature – up to 1800	DSC-5	3+0+1	60	40	100	3
4	A1 22 DC 302	Indian Writing in Translation	DSC-6	3+0+1	60	40	100	3
5	A1 22 MN 301	Child Development (Theory)	MDC -3 (Theory)	4	60	40	100	4
6	A1 22 MNP 301	Child Development (Practical)	MDC -3 (Practical)	2	25	25	50	2
7		Open Electives*	OEC-1	3+0+0	60	40	100	3
8	UG21FC301	Yoga	SEC-VB	1+ 0+2		50	50	2
10	A1 21 SB 301	Artificial Intelligence	SEC – SB	1+0+2	25	25	50	50
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

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

## Semester IV

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 GE 401	General English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 401	Kannada						
	A1 23 FK 401	Functional Kannada						
	A1 23 IK 101	Intermediate Kannada						
3	UG 22 CC 401	Indian Constitution	AECC	1+1+0	25	25	50	3
4	A1 22 DC 401	British Literature – 1800 & After	DSC-7	3+0+1	60	40	100	3
5	A1 22 DC 402	Gender Studies	DSC-8	3+0+1	60	40	100	3
6	A1 22 MN 401	Developmental Psychology (Theory)	MDC -3 (Theory)	4	60	40	100	4
7	A1 22 MNP 401	Developmental Psychology (Practical)	MDC -3 (Practical)	2	25	25	50	2
8	C1 22 SB 401	Financial Education	SEC-SB	1+0+2	25	25	50	2
9		Extra-curricular	SEC – SB	1+0+2	25	25	50	2
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

## SYLLABUS: SEMESTER III

### A1 22 DC 301: BRITISH LITERATURE UP TO 1800 (3 Cr)

#### Course Objective:

The course aims to:

- introduce learners to the history of British society, culture, and literature
- describe and discuss the key characteristics of the British literary periods
- introduce learners to the beginnings and evolution of British literature up to 1800

#### Course Outcomes:

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

- demonstrate knowledge of trends and movements in the British literature of the prescribed period
- distinguish the poets, playwrights, and novelists of different periods and the nature of their work
- display an understanding of representative texts of the prescribed period within the larger socio-cultural contexts

#### **Module 1: Middle English Literature (late 12th century until the 1470s) 8 hrs**

1. Introduction to Medieval Literature
2. Historical and cultural contexts of medieval literature - concepts like feudalism, chivalry, estate satire, the influence of Christianity, the position of women
3. Introduction to genres like chivalric romance, satire, early drama, and beast fable
4. Close reading of any one representative text:
  - a) Geoffrey Chaucer - The Canterbury Tales - 'General Prologue', 'The Miller's Prologue and Tale', 'The Pardoner's Prologue and Tale', 'The Nun's Priest's Tale'
  - b) Thomas Malory: Morte d'Arthur - Book VII: —Sir Lancelot and Queen Guineverel.
  - c) William Langland: Piers Plowman
  - d) Margery Kempe - The Book of Margery Kempe

#### **Module 2: The Renaissance (1500-1660)**

**8 hrs**

1. Introduction to Renaissance Literature
2. Historical and cultural contexts of renaissance literature - discuss religious faith vs skepticism, rise of science, burgeoning imperialism
3. Introduction to various forms of poetry and discussion of any one representative text:
  - a) Thomas Wyatt
    - i. 'Whoso List to Hunt',
    - ii. 'They Flee from Me'
  - b) Edmund Spenser
    - i. Sonnet LVII 'Sweet warrior'
    - ii. Sonnet LXXV 'One day I wrote her name', both from 'Amoretti'
    - iii. The Faerie Queene: Books III, V (Cantos 5, 6, and 7), and Book VI
    - iv. 'April Eclogue' in The Shepheardes Calender
    - v. 'Letter to Raleigh'
  - c) Sir Philip Sidney - Astrophil and Stella
  - d) Isabella Whitney -
    - i. 'I.W. To Her Unconstant Lover'
  - e) William Shakespeare - Sonnets 18, 29, 73, 94, 110, 116, 129, 130, 138.
  - f) John Donne
    - i. The Sunne Rising
    - ii. A Valediction: 'Forbidding Mourning'
  - g) Andrew Marvell
    - i. To His Coy Mistress
    - ii. The Garden
    - iii. Bermudas
  - h) John Milton - Paradise Lost: Books 1, 2, 3, 4, 5, 9, 10, 11, and 12
  - i) Introduction to Renaissance Drama: Forms and Debates - differences between the Renaissance and Jacobean drama as well as the generic differences between tragedy and comedy. Close reading of at least any one text:
    - a. Marlowe - Dr Faustus
    - b. Shakespeare - Twelfth Night
    - c. Ben Jonson - Volpone
  - j) Essays - Francis Bacon
  - k) Philosophy - Thomas Hobbes - Leviathan

### Module 3: The Restoration (1660-1700)

8 hrs

1. Historical and political context of the Restoration period
2. Poetry, lyrics, odes, and fiction - John Dryden (Absalom and Achitophel)
3. Restoration drama - comedy of manners -
  - a. John Dryden's Aurengzebe (1675)
  - b. William Wycherley's The Country Wife (1675) and The Plain Dealer (1676)
  - c. George Etherege's The Man of Mode (1676)

- d. Aphra Behn's *The Rover* (1677)
- e. William Congreve's *The Way of the World* (1700)
- 4. Non-Fiction – Samuel Pepys (*The Diary*)
- 5. Philosophy – John Locke

#### Module 4: 18<sup>th</sup> Century

10 hrs

1. Introduction to 18<sup>th</sup> century literature - history of ideas and their figuration in multiple genres – political and religious context
2. The didacticism of Johnson's England – the Continental philosophy of Rousseau – canonical and non-canonical texts from British Romanticism
3. Essay and Journalism –
  - a. *The Spectator* - Joseph Addison and Richard Steele.
  - b. *The Rambler* and *The Idler* - Samuel Johnson
4. Satire
  - a. *A Tale of a Tub* – Jonathan Swift
  - b. *The Rape of the Lock* – Alexander Pope
5. Novel (one representative text)
  - a. Swift's *Gulliver's Travels* (1726), *Tristram Shandy*
  - b. Thomas More's *Utopia* (1516)
  - c. Daniel Defoe's *Robinson Crusoe*
  - d. Samuel Richardson's *Pamela, or Virtue Rewarded*
  - e. Henry Fielding's *Joseph Andrews*
6. Philosophy - David Hume

#### Suggested Readings:

1. Derek Brewer, ed. *Studies in Medieval English Romances: Some New Approaches* (Cambridge: UP, 1988)
2. Jill Mann, *Chaucer and Medieval Estates Satire* (Cambridge UP, 1973)
3. Stephen Greenblatt, *Renaissance Self Fashioning from More to Shakespeare* (Chicago: Chicago UP, 1980)
4. Stephen Greenblatt, *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England* (Oxford: Clarendon P, 1988)
5. Jeremy Black, *England in the Age of Shakespeare* (Bloomington: Indiana UP, 2019)
6. Stephen Greenblatt, *The Norton Anthology of English Literature*

## A1 22 DC 302: MODERN INDIAN WRITING IN TRANSLATION

**Course Description:** Indian Literature has predominantly referred to the literatures produced from the dominant standpoint with specific emphasis to Indian English writing. Over the years, literatures emerging from various parts of India are reclaiming the space in the academia and the everyday. This reclaiming of the space is happening through the translation of texts that are produced in languages that are other than English. In this context, Indian Writing in Translation is a field of study contesting the eurocentrism in the field of Indian Literature. Translation is not just an act of transporting meaning of words, sentences, and texts but an act of opening a worldview of one community or culture to a larger readership. There are debates in Translation Studies regarding what is the 'right' kind of translation on the one hand and is embracing conversation about how translation is indispensable on the other hand. In this context, this paper aims to introduce the students to diverse Indian literature/s through translation.

### **Course Objectives:**

The objective of this course is to

- explore the nature and scope of Indian Writing in Translation
- understand the multifaceted nature of cultural identities as expressed in the various Indian literary texts and literary traditions.
- compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives
- analyse translated texts by writers and inquire if the translation has impacted the nature of writing/subject of choice

### **Course Outcomes:**

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

- demonstrate an understanding of the polyphony of Indian literature in translation
- express an understanding of the social, cultural, and political context of the translated texts
- identify images in literary productions that express the writer's sense of their society
- recognize women's writing style and form and how they shape the Indian literary tradition

**Module 1 - Poetry (10 hrs)**

1. Cities on Fire – Amin Kamil (Kashmiri – Poem)
2. Three Ghazals – Ghalib (Urdu)
3. My words and Tall Buildings by Harekrishna Deka (Assamese – Poems)
4. Prison Days and Other Poem by Agyeya (Hindi – Select Poems from the collection)
5. Radhika Saantvanam – Muddupalani (Telugu – Excerpt)

**Module 2 - Short Story (5 hrs)**

1. After Kurukshetra – Mahaswetha Devi (Bengali – Short Story)
2. The Solution – Gopinath Mohanty (Odia – Short Story)

**Module 3 - Novella and Novels (15 hrs)**

1. Qabar – K R Meera (Malayalam – Novella)
2. Carvalho – Poorna Chandra Tejaswi (Kannada - Novella)
3. One Part Woman – Perumal Murugan (Tamil – Novel)
4. Sangathi – Bama (Tamil)

**Module 4 - Play (10 hrs)**

1. Hayavadhana – Girish Karnad (Kannada – Play)

**Module 5 - Non-Fiction (5 hrs)**

1. Ooru and the World – U. R Ananthmurthy
2. A Word with You, World – Siddalingaiah (Excerpt)

**Required Reading:**

1. Language, Literature and Culture: Through the Prism of Translation of Translation of Translation - Vanamala Vishwanatha
2. Translating tragedy into Kannada Politics of genre and the nationalist elite - V. B. Tharakeshwar
3. Translation as resistance: The role of translation in the making of Malayalam literary tradition - E. V. Ramakrishnan
4. Translation as Discovery – Sujith Mukherjee

**Projects / Assignments**

1. Workshop by the practitioners
2. Students project (Could be on Writing India Project)

## A1 22 MN 301: CHILD DEVELOPMENT (THEORY)

### **COURSE OBJECTIVES**

- Define theories and research methods relating to development.
- Examine prenatal development and the perinatal environment
- Understand aspects of physical development that occur in infancy and childhood.
- Assess theoretical approaches to cognitive and language development.
- Describe emotional, social and moral development in infancy and childhood.

### **MODULE I: INTRODUCTION TO CHILD DEVELOPMENT (12 hours)**

Development: definition and domains, issues in development, Baltes' principles of development, Indian perspectives on human development.

Childhood: Historical views of childhood, theories of child development – cognitive theories, behavioral and social cognitive theories; ecological model – Bronfenbrenner. ethological model / perspective.

Methods and Designs: Longitudinal, cross-sectional, sequential, microgenetic, correlation; challenges to conducting research in child development; modern methods of child development.

Careers in child development.

### **MODULE II: PRE-NATAL DEVELOPMENT (14 hours)**

Pre-natal development: Meaning, principles, stages – conception, germinal stage, embryonic stage, fetal stage.

Prenatal Environmental Influences: Teratogens, prescription and nonprescription drugs - tobacco, alcohol, radiation, environmental pollution, maternal factors, paternal factors.

Chromosomal and genetic abnormalities: Principles of heredity; gene linked and chromosomal abnormalities.

Peri-natal environment: Stages of child birth, Post-natal assessments - APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.

Postpartum period: Physical, emotional and psychological changes; bonding with the infant.

### **MODULE III- PHYSICAL DEVELOPMENT (10 hours)**

Motor development: Reflexes; sleeping; crying; motor development in infancy; gross motor and fine motor skills.

Perceptual development: Development of sensory capacities – Touch, taste, smell, hearing and vision.

### **MODULE IV - COGNITIVE AND LANGUAGE DEVELOPMENT (12 hours)**



Cognitive development: Piaget's theory of cognitive development; Vygotsky's theory of cognitive development.

Language development: Components of language development; Pre-linguistic development – receptivity to language, first speech sounds; phonological development; Linguistic development - semantics; grammar, pragmatics; bilingualism.

## **MODULE V - EMOTIONAL, SOCIAL AND MORAL DEVELOPMENT**

**(12 hours)**

Emotional development: Development of emotional expression, basic emotions, self-conscious emotions, emotional self-regulation, acquiring emotional display rules; understanding and responding to emotions of others - social referencing, empathy and sympathy.

Social development - Social orientation, development of attachment, security of attachment; cultural influences; development of self-awareness and understanding the self; peer relationships and friendships; play.

Moral development - Kohlberg's theory of moral development.

### **SKILL DEVELOPMENT**

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

1. Make a presentation of your own development in infancy and childhood in audiovisual format. The presentation must include milestones relating to physical, motor, social and linguistic development.
2. Choose a theory relating to any of the domains of development. Construct and experiment to test this theory, or refer to the studies conducted to formulate the theory and replicate it. Report your findings.
3. Interview a professional who works in the field of childhood development. Collect information relating to their professional qualifications, area of specialization, and processes relating to their work. Present your findings to the class.

### **COURSE OUTCOMES**

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

- Compare and contrast theories and research methods relating to development.
- Analyse prenatal development and the perinatal environment
- Describe aspects of physical development that occur in infancy and childhood.
- Evaluate theoretical approaches to cognitive and language development.
- Explain emotional, social and moral development in infancy and childhood.

### **BOOKS FOR REFERENCE**

1. John.W.Santrok (2021) - Child Development - 17th edition, Tata McGraw hill edition.

2. Laura E. Berk (2018) – Exploring Child Development- 9th Edition, Easter economy edition, PHI publication.
3. Levine, L.E. & Munsch, J. (2021) Child Development: An Active Learning Approach, 4th Edition, Sage Publications. Inc.
4. Papalia, D., Olds, S.W. & Feldman, R.D. (2017) Human Development – 9th Edition, McGraw Hill Education.

### **A1 22 MNP 301: CHILD DEVELOPMENT (PRACTICAL)**

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

1. Processes in Concept Formation
2. Paired Associate Learning
3. Learning Styles Inventory
4. Bhatia's Battery of Performance Tests
5. Vineland Social Maturity Scale
6. Seguin Form Board
7. Family Environment Scale
8. Rosenberg Self Esteem Scale
9. General Health Questionnaire
10. Friendship Scale by Hawthorne and Griffith
11. Emotional Maturity Scale
12. Sodhi's Attitude Scale

#### **Statistics**

Correlation: Spearman's Rank Difference Method, Pearson's Product Moment Correlation

## UG 21 FC 201: ENVIRONMENTAL STUDIES

### Course Objectives:

The course aims to equip students to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages between ecology and society.

### Unit 1 Introduction to Environmental Studies

2 Hrs

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

### Unit 2 Ecosystem

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies on the following a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem; Aquatic ecosystem (Ponds, streams, lakes, rivers, ocean, estuaries)

### Unit 3 Natural Resources Renewable and Non-Renewable Resources

6 Hrs

Land resources and land-use change; Land Degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on Environment, forests, biodiversity and tribal populations. Water: use and over-exploitation of surface and groundwater, floods, droughts, conflicts over Water (International and inter-state). Energy resources: renewable and non-renewable energy resources, use of alternative energy resources growing energy needs, case studies.

### Unit 4 Biodiversity and Conservation

6 Hrs

Level of biological diversity: Genetic, species and Ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots. India as a mega-biodiversity nation; Endangered and endemic species of India. Threats of biodiversity; Habitat loss, poaching of wildlife, man-wildlife conflict, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value.

### Unit 5 Environmental Pollution, Policies & Practices

11 Hrs

Environmental Pollution: types, causes, effects and control; Air, water, soil, and noise pollution, Nuclear hazards and human health risk. Solid waste management, Control measures of Urban and Industrial waste. Pollution case studies.

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and Agriculture. Environment Laws: Environmental Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of

Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto Protocols and Convention on Biological Diversity (CBD). Nature Reserves, tribal populations and rights, and human wildlife conflict in Indian context.

### **Unit 6 Human Communities and The Environment**

**5 Hrs**

Human population growth: Impact on Environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management: floods, earthquake, cyclones and landslides. Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religious and cultures in environmental conservation.

Environment communication and public awareness, case studies (e.g CNG vehicles in Delhi)

### **Skill Development**

*(These activities are only indicative, the Faculty member can innovate)*

- Examining local cuisines for dietary diversity.
- Examining National Health Survey data e.g. National Family
- Health Survey, Annual Health surveys.
- Survey of Immunization coverage in a particular area.
- To establish if there is a relation between GDP and life expectancies/Health parameters.
- Survey of Respiratory allergies.
- Examining household / institutional / market/neighbor- hood wastes and their disposal mechanism.
- Survey of households along the Arkavathi and Cauvery River for life expectancy and common ailments and diseases.
- Determine the extent of use of paper and suggest means of reducing the use of paper and paper products.
- Documentation of festival/ fasting and mapping of agro- ecological cycles.
- Definitions of poverty - Governmental policies on poverty mitigation - facts and fiction.
- Health indicators vis- a-vis income groups.
- Deforestation and flooding - myth or fact?
- Smoking and Lung Cancer
- Estimation of water-demands of a city/town.
- Adapting water-harvesting technology survey, sustainability.

## Course Outcomes

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

- Identify the environmental factors that determine sustainable development.
- Describe an ecosystem along with its many components.
- Identify the various natural resources and analyse the impact of their degradation.
- Explain the concept of biodiversity in the global and Indian scenarios along with the threats and methods of conservation.
- Describe the different types of environmental pollutions, causes of climate change and the various environment protections laws.
- Analyze the impact of population growth on the environment and the various rehabilitation measures using case studies.

## Book for Reference

- Nandini N., Sunitha N. and Sucharita Tandon; Environmental Studies; 9<sup>th</sup> Edition; Bangalore; Sapna Book House; 2013.
- Michael L. McKinney, Robert M. Schoch and Logan Yonavjak; Environmental Science Systems & Solutions; 4<sup>th</sup> Edition; Canada; Jones and Barlett Publishers; 2007.
- Eli Minkoff & Pamela Baker; Biology Today: An Issues Approach; 3<sup>rd</sup> Edition; New York; Garland Publishers; 2004.
- K. Park; Preventive and Social Medicine; 25<sup>th</sup> Edition; Jabalpur; Banarsidas Bhanot Publications; 2020 (pp. 16- 19, 24-27).
- Dr. Sheila Chander Vir; Public Health Nutrition in Developing Countries; 1<sup>st</sup> Edition; New Delhi; Woodhead Publishing India; 2011.
- Sadgopal M. & Sagar A; Can Public Health open up to the AYUSH Systems and give space for People's views of health and disease?; July - September; 2007.
- Sekhsaria P.; Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. Biotropica; Volume 39 No.5; September; 2007. (pp. 575-577).
- G. Tyler Miller and Scott E. Spoolman; Environmental Science; 13<sup>th</sup> Edition; New Delhi; Cengage Learning; 2012.
- UNDP; The Human Development Report, The Rise of the South: Human Progress in Diverse World. New York; 2013.
- Wani M. & Kothari A.; Protected Areas and Human Rights India: The Impact of the Official Conservation Model. Policy Matters, 100-114; 20

## SYLLABUS: SEMESTER IV

### A1 22 DC 401: BRITISH LITERATURE 1800 & After (3 Cr)

#### Course Objectives:

- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
- To describe and discuss the key characteristics of the British literary periods designated the Romantic period, the Victorian Age and the twentieth century and after as they relate to actual literary texts
- To classify and define several genres of British literature (19<sup>th</sup> and 20<sup>th</sup> Century)

#### Course Outcomes:

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

- Analyze the select literary poems and plays in the larger socio-cultural contexts of the time
- Distinguish and appreciate the poets, playwrights, and novelists of different periods along with some representative texts of the prescribed period
- Identify and understand the canonical literature of England

#### Module 1: The Romantic Period (1785-1830)

**15 hrs**

1. Introduction to the Romantic Period
2. Historical and cultural contexts of the Romantic period - the impact of historical events and cultural shifts on Romantic literature - revolution, industrialization, and the Romantic response.
3. Introduction of genres within the Romantic Period, including poetry, novels, and essays.
4. Introduction to William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and other notable writers

Reading from representative works within these genres –

- a. Wollstonecraft, Mary. "Introduction." *A Vindication of the Rights of Woman*. 1792.
- b. Wordsworth, William. "Preface to Lyrical Ballads." 1800.
- c. Robinson, Mary. "To the Poet Coleridge." 1816.
- d. Keats, John. "Ode on a Grecian Urn." 1819.

**Module 2: The Victorian Age (1830-1901)****15 hrs**

1. Introduction to the Victorian Age
2. Introduction to the impact of historical events and cultural shifts on Victorian literature - concepts like industrialization, imperialism, and social reform.
3. An exploration of literary genres within the Victorian Age, including novels, poetry, and essays - characteristics and examples of Victorian literary genres.
4. Introduction to Charles Dickens, Bronte sisters and Victorian Novels, Tennyson, Browning, and Victorian Poetry

Reading from representative works within these genres

- a) Arnold, Matthew. "Dover Beach." 1867.
- b) Browning, Elizabeth Barrett. "How Do I Love Thee? Let Me Count the Ways." *Sonnets from the Portuguese*, 1850.
- c) Ruskin, John. *Unto This Last* (a selected part). 1860.

**Module 3: The Twentieth Century and After****15 hrs**

1. Introduction to 20th Century and Contemporary Literature
2. Examining the impact of historical events and cultural shifts on 20th-century literature - World Wars, globalization, and technological advancements.
3. An exploration of literary movements within the 20th century, including modernism, postmodernism, and contemporary literature.
4. Introduction to War Poetry, Oxford Poets, Modern Novel, Modern Drama, Problem Plays, Irish Theatre Movement, and Modern Prose.

Reading from representative works within these genres

- a. Joyce, James. "Araby." *Dubliners*. 1914
- b. Yeats, W. B. "The Second Coming." 1920.
- c. Woolf, Virginia. *To the Lighthouse*. 1927.
- d. Pinter, Harold. *The Birthday Party*. 1958.

**Suggested Readings:**

1. Stephen Greenblatt, *The Norton Anthology of English Literature*
2. Andrew Sanders, *English Literature*, OUP, 2005
3. Edward Albert, *History of English Literature*, OUP, 2014
4. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi, 2014.
5. Chandler, James, and Maureen N. McLane, editors. "The Cambridge Companion to British Romantic Poetry." Cambridge University Press, 2008.
6. Blanning, Tim. "The Romantic Revolution." Random House, 2011

7. David, Deirdre, editor. "The Cambridge Companion to Victorian Literature." Cambridge University Press, 2000.
8. Kucich, John. "The Victorian Novel: A Guide to Criticism." Blackwell Publishing, 2006.
9. Butler, Christopher. "Modernism: A Very Short Introduction." Oxford University Press, 2010.
10. James, David, and Urmila Seshagiri, editors. "The Oxford Handbook of Modernist Literature." Oxford University Press, 2010.
11. Bloom, Clive. "The Literature of the 20th Century." Palgrave Macmillan, 2004.
12. JSTOR ([www.jstor.org](http://www.jstor.org)) and Academic Search Engines - Online databases with access to scholarly articles and resources related to specific literary works and periods.



### A1 22 DC 402: GENDER STUDIES (3 Cr)

Gender Studies as a field owes its emergence and institutionalization to feminism both as a social movement and as a way of knowing. Women's movement on streets and challenging the power positions within the personal space has been precursors to the shaping of Gender Studies as a discipline. Wider issues of black feminism, masculinity, queer studies, dalit feminism also fall under the wide ambit of Gender Studies as a discipline today. Gender Studies has today developed as a wide field, encompassing various identities and theories, enabling its learners to understand the intricacies of the theories themselves, and then analyse societal problems with an extensive understanding of overlapping identities. This paper offer students with the perspectives to do a close reading any literary text. This reading list aims to introduce readers to gender studies in a broad sense. It shows how the field has developed over the last several decades, as well as how its interdisciplinary nature offers a range of tools for understanding and critiquing our world.

#### **Course Objectives:**

- To offer historical and contemporary perspectives in the field of Gender Studies.
- To critically analyse the intersections of gender, race, caste, sexuality, and other social locations / identities
- To engage with the literary texts through the feminist perspective

#### **Course Outcomes:**

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

- Demonstrate critical reading of literary text informed by an understanding of gender.
- Display an understanding of historical and contemporary perspectives in the field of Gender Studies.
- Locate the intersectionality of gender, caste, race, sexuality, and other social identities.

#### **Module 1 - The Beginnings**

**(15 hrs)**

Concepts and Movements

Seneca Falls Convention, Waves of Feminism, Identity Politics

1. A Vindication of the Rights of Woman – Mary Wollstonecraft
2. The Politics of Housework – Pat Mainardi
3. Anatomy is Destiny – Sigmund Freud (Chapter from Masculine / Feminine)
4. There Is No Hierarchy of Oppression – Audre Lorde
5. God Made You Different, Nature Made Us Different – V Geetha (Chapter 1 from Gender)

### **Module 2 - Towards the Discipline**

**(15 hrs)**

Concepts - Heterosexism, Patriarchy, Lesbian Continuum

1. Women's Studies or Gender Studies? A Feminist Discussion – Cheryl Hyde and Mary Bricker - Jenkins
2. The 'Seductive Allure' of Neuroscience – Cordelia Fine
3. Gender Trouble – Judith Butler (Preface in 1990 and 1999)
4. Of Woman Born (motherhood) – Adrienne Rich

### **Module 3 - Where We Stand**

**(15 hrs)**

Concepts - Masculinity Studies, Dalit Feminism, Intersectionality - caste, class, race, disability

1. Gender as a Postmodern Category of Paralysis – Joan Hoff
2. Feminist Politics: Where We Stand – bell hooks
3. Thinking Beyond Gender in India – Ruth Vanitha
4. Sara Ahmed - Feminist Killjoys (and Other Willful Subjects)
5. A Master's Degree in ... Masculinity? – Jessica Bennett (The New York Times)
6. Modern Masculinity is not what you see on TV - Modern Masculinity – Iman Armani

### **Reading List**

1. A Doll's House – Ibsen
2. The Yellow Wallpaper – Charlotte Perkins Gilman
3. Pygmalion – George Bernard Shaw
4. An Incident and After – Anupama Niranjana
5. Killing Us Softly
6. The Chess Players / Shatranj Khi Khiladi – Short Story by Premchand / Film Text by Satyajit Ray
7. Breaking Ties – Sara Aboobker
8. Professions for Women – Doris Lesing
9. The Taming of Women – P. Sivakami
10. Love Attacks - Romance and Media Voyeurism in the Public Domain – Christiane Brosius

## A1 22 MN 401: DEVELOPMENTAL PSYCHOLOGY (THEORY)

### Course Objectives:

- Describe the developmental process and milestones that occur in adolescence
- Analyse theoretical approaches to development in early adulthood.
- Examine the changes and continuities that occur in middle adulthood
- Explain the physical and psychosocial changes that occur in late adulthood.
- Assess aspects relating to death and life.

### Course Outcomes:

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

- Examine the developmental process and milestones that occur in adolescence
- Evaluate theoretical approaches to development in early adulthood.
- Explain the changes and continuities that occur in middle adulthood
- Express the physical and psychosocial changes that occur in late adulthood.
- Analyse concepts and theories relating to life and death.

### Module 1: Puberty & adolescence

**12 hours**

**Puberty and adolescence:** Meaning and characteristics.

**Physical development:** Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.

**Physical and mental health:** Physical fitness, sleep needs, nutrition; eating disorders in childhood; substance use – risk factors, gateway drugs; addiction to social media and virtual gaming.

**Psychosocial development:** Identity formation - Erikson's theory of psychosocial development, Marcia's theory of identity formation, sociocultural influences in identity formation – gender and ethnic factors; relationship with peers and adults

**Disorders in adolescence:** Antisocial traits and juvenile delinquency

### Module 2: Early adulthood

**12 hours**

Characteristics of early adulthood

**Health and Physical Development:** Health status, genetic and behavioral influences on health and fitness.

**Cognitive development:** Postformal thought; Schaies' model of cognitive development; emotional intelligence.

**Psycho-social development:** Models – Normative changes, timing-of-events model, trait and Typological model; intimate relationships; marital and non- marital life styles – single life, marriage, co-habitation, LGBT issues.

### **Module - 3: Middle Adulthood**

**14 hours**

Characteristics of Middle adulthood.

**Physical development:** Physical changes – Sensory and psychomotor functioning; sexuality & reproductive functioning – menarche and spermarche, menopause and its treatment, andropause.

**Cognitive development:** The role of expertise, integrative thought, practical problem solving, creativity, work and cognitive development, mature learner. Psychosocial development: Changes in relationship at midlife; consensual relationships: Marriage, midlife divorce, LGBTQIA+ challenges, friendships, relationships with maturing children; empty nest; midlife crisis.

**Vocational adjustments:** Factors affecting vocational adjustment in middle adulthood, vocational hazards, occupational patterns, work v/s early retirement, adjustment to approaching retirement.

### **Module - 4: Late adulthood**

**12 hours**

Characteristics of late adulthood.

**Physical changes:** Sensory & psychomotor functioning – vision, hearing, taste, smell, strength, endurance, balance, and reaction time.

**Cognitive changes:** Intelligence and processing abilities, competence in everyday tasks and problem solving.

**Psychosocial changes** – Personal relationships in late life: social contact, relationships, multigenerational families; consensual relationships: marriage, divorce and remarriage, widowhood, single life; non-marital kinship ties: relationship with

adult children, relationship with siblings; becoming grandparents and great-grandparents.

### **Module - 5: The end of life**

**10 hours**

**Theories of aging:** Programmed theories and damage theories.

**Approaches to death:** Biological and social approaches to understanding death; issues related to death - medical, legal, and ethical Facing death and loss: Psychological issues - confronting one's death; patterns of grieving;

Kubler-Ross' stages of dying; death and bereavement across the lifespan finding meaning & purpose in life & death.

### **SKILL DEVELOPMENT**

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

1. Using Marcia's or Erikson's theory relating to identity formation, reflect on your present identity status. Identify the social and cultural factors that may have influenced the formation of your identity.
2. Interview a person in their middle or late adulthood. Explore the experiences that have helped in their psychosocial and cognitive development. Compare their present physical, cognitive and psychosocial status with previous developmental stages.
3. Make a report on your experiences in adolescence and early adulthood. Information must be related to all domains of development (cognitive, physical, psychosocial and emotional).

### **Books for Reference**

1. Hurlock, E.B. (1981). *Developmental Psychology: A life - span approach*. Tata McGraw - Hill
2. Santrock, J.W. (2017). *Life-Span Development, 6 th Edition*, Tata Mcgraw-Hill Education.
3. Rathus, S.A. (2022) - *Human Life Span Development, 5th Edition*, (ENGAGA INDIA)
4. Papalia, D., Olds, S.W. & Feldman, R.D. (2017) *Human Development - 9th Edition*, McGraw Hill Education.

**A1 22 MNP401: DEVELOPMENTAL PSYCHOLOGY (PRACTICAL)**

(Minimum 8 to be conducted)

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Bell's Adjustment Inventory
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire
7. Rathus Assertiveness Scale
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Holland's Occupational Themes (RIASEC Test)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale

**Statistics**

Comparing means: Independent sample t-test, dependent sample t- test

## C1 22 SB 401: FINANCIAL EDUCATION AND INVESTMENT AWARENESS

### Course Objectives:

The course is designed to enable the students with basic knowledge on trading and investment thus enhancing their financial literacy.

### Course Outcomes

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

- Explain the basic of financial decision making.
- List out various saving and investment alternatives available for a common man and understand stock markets and stock selection
- Explore the various mutual funds and the criteria for selection

### Module 1: Foundations for Finance

**11 hours**

Introduction to Basic Concepts: Understand the need for financial planning – basic concepts – life goals and financial goals – format of a sample financial plan for a young adult.

Economics: Meaning – scope – key concepts influencing decision making both micro & macro.

Banking in India: Types of Bank Deposits, Deposit Insurance (PMJDY). Traditional and New Banking Models. Debit and Credit Cards. Digital Payment System – Internet Banking (NEFT, RTGS and IMPS), Mobile Banking, Mobile Wallet, AEPS, UPI.

Orientation to Financial Statements: financial terms and concepts, model for reading financial statements, basic ratios for evaluating companies while investing – Time Value of Money – Concept of Compounding and Discounting.

Practical:

- Spreadsheet Modelling: IF Function, SUM Function, AVERAGE Function, INDEX, MATCH and VLOOKUP Function, RANK Function, SUMPRODUCT Function, MAX & MIN Function, ERRORS in Modeling (#VALUE!, #NAME?, #DIV/0!, #REF!, #NUM!, #NA), PRESENT VALUE Functions, FUTURE VALUE Functions, ANNUITY Functions, PERPETUITY Functions.

- Statistical Functions in Excel
- Financial Statements in Excel

## **Module 2: Investment Management**

**25 hours**

Investment Goals: Basic investment objectives – Investment goals – time frame – assessing risk profile – concept of diversification – risk measurement tools.

Investment and Saving Alternatives for a Common Investor: Insurance – Health, Life and Other General Insurance (Vehicle Insurance, Property Insurance, etc), Retirement and Pension Plans – National Pension System, Atal Pension Yojana, PM-SYM Yojana, PMLV MY PMKMDY etc., Stocks, Bonds, Mutual Funds.

Investor Protection and Grievance Redressal.

Stock Markets: Primary Market and Secondary Market, Stock Exchanges,

Stock Exchange Operations – Trading and Settlement, Demat Account, Depository and Depository Participants.

Stock Selection: Fundamental Analysis – Economy Analysis, Industry Analysis and Company Analysis. Technical Analysis – Graphical Patterns, Candle-stick Patterns, Indicators and Oscillators.

Stock Return and Risk: Analysing risk and returns trade off- relationship- investment risk.

Practical:

- Administering Risk Tolerance Tool
- Group Presentations on Investment Alternatives (Advantages, Suitability and Limitations)
- Demonstration of Stock Trading
- Economy Analysis ([www.tradingeconomics.com](http://www.tradingeconomics.com))
- Industry Analysis ([www.ibef.org](http://www.ibef.org))
- Company Analysis ([www.valueresearchonline.com](http://www.valueresearchonline.com))
- Spreadsheet Modelling for Stock Valuation (Dividend Discount Model, Free Cash Flow and Relative Valuation)
- Demonstration of Technical Analysis and Exercises (NSE – TAME)
- Spreadsheet Modelling for calculating Stock Return, Risk and Beta

## **Module 3: Mutual Funds and Financial Planning Essentials 9 hours**



Mutual Funds: Features of Mutual Funds, Mutual Fund History in India, Major Fund Houses in India and Mutual Fund Schemes.

Types of Mutual Fund Plans. Net Asset Value.

Criteria for selection of Mutual Funds: Returns, Performance Measures –

Sharpe, Treynor, Alpha, Beta and  $r^2$

Financial Planning: Sample formats – Integrating all the concepts learnt with a personal financial plan.

Giving and supporting: Family support – charitable giving – Crowd sourcing for needs.

### **Practical:**

- Identification of Fund Houses in India, Schemes and Plans of each Mutual Fund House
- ([www.amfiindia.in](http://www.amfiindia.in), [www.valueresearchonline.com](http://www.valueresearchonline.com))
- Exercises on Calculation of Net Asset Value
- Demonstration of Mutual Fund Fact Sheet
- Exercises on reading performance measures and selection of Mutual Funds
- Preparation of Financial Plan

### **References**

1. RBI Financial Education Handbook
2. NSE Knowledge Hub, AI-powered Learning Experience Platform for BFSI
3. NSE Academy Certification in Financial Markets (NCFM) Modules:
4. Macroeconomics for Financial Markets
5. Financial Markets (Beginners Module)
6. Mutual Funds (Beginners Module)
7. Technical Analysis

### **Books for Reference:**

1. Prasanna Chandra, Financial Management, McGraw Hill Publication
2. Aswath Damodaran, Corporate Finance, John Wiley & Sons Inc.

3. Pitabas Mohanty, Spreadsheet Skills for Finance Professionals, Taxman Publication.
4. Fischer & Jordan, Security Analysis & Portfolio Management, Prentice Hall

**Websites:**

1. [www.sebi.gov.in](http://www.sebi.gov.in)
2. [www.nseindia.com](http://www.nseindia.com)
3. [www.amfiindia.com](http://www.amfiindia.com)

## UG 22 CC 401: INDIA AND INDIAN CONSTITUTION

### Course Objectives

The purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper learn to contextualise the depth of India as a nation with its diverse socio- political culture, its philosophical traditions, values and Ideals. It will give them knowledge to expound the breadth of freedom struggle in various parts of India, its significance in nation building and the sacrifices made both by its leaders and followers. It will help them to demonstrate their knowledge regarding the efforts made at working towards a constitution as India's conscience cherishing the values of Justice, Liberty, Equality and Fraternity. Consequently, it will enable students to contextualise the powers and functions of various offices under the Constitution. It will help them determine the role and responsibilities of citizens as enshrined in the Constitution, offering insights in to the contributions of personalities like Gandhiji, Dr B.R.Ambedkar and Jawahar Lal Nehru, Bal Gangadhar Tilak, the values tolerance, equality of treatment, scientific secularism and swarajya and the processes of policymaking keeping national wellbeing in the forefront. This paper will enable students to illustrate how vibrant our Constitution is, how farsighted were its makers and how efficient are the various institutions.

### **Module 1: Background to the study of Indian Constitution 15 Hrs**

Philosophical and Political foundations of India - Dharma and Danda, Buddhist, liberal (Raja Rammohun Roy) and Subaltern (Ranajit Guha)

\* Colonial impact on Indian society, \*\* Nationalist perspective (Swamy Vivekananda and Sri Aurobindo).

Political values and Ideals during freedom struggle - Non-Violence, Tolerance, Satyagraha and Swadeshi (Gandhi), Swarajya (Tilak), Integral Humanism (Deen Dayal Upadhyay) and Voluntarism (Vinoba Bhave).

Political Contribution of Regional freedom struggle - Kittur Rani Chennamma, Hardekar Manjappa, Madikeri Peasants, Halagali Bedas.

### **Module 2: Constitutional Development and its Philosophy 15 Hrs**

Historical background of Constitutional development in India - Developments between 1857 to 1952 (only Acts during this period)

must be taught), Composition and debates of Constituent Assembly (in brief), working of committees.

Philosophy and features of Indian Constitution – Preamble, Salient features, Constitutionalism, Dr B.R. Ambedkar and Nehru’s contribution in the making of the Constitution.

Working of the Constitution – Fundamental Rights, Union-State and Inter-State Relations (Art. 263, Inter-State disputes and trade and commerce), important Amendments to the Constitution\*\*, Parliamentary Committees\* (Standing, Ad hoc and Departmental).

### **Module 3: Constitutional Institutions and Citizen’s role 15 Hrs**

Parliamentary and Constitutional Institutions - Legislature (Upper and Lower house), Executive (composition and powers), Judiciary (High Court and Supreme Court, its composition and jurisdiction), Comptroller and Auditor General, Inter-State Council, Election Commission.

Role and Responsibilities of Citizens under Indian Constitution - Concept of Citizenship, Citizenship Amendment Act, Fundamental Duties, Right to Information Act, Civil Society. \*

Goals and Policies of National Development enshrined in the Constitution - Concept of National Development, Unity and Integrity of the nation, Goals of Educational Policies, Role of teachers and students in Nation Building.

### **Course Outcomes**

Upon completion of this course students will be able to –

1. Explain the philosophy and the structure of the Constitution.
2. Measure the powers, functions and limitations of various offices under the Constitution.
3. Demonstrate the values, ideals and the role of Constitution in a democratic India.

### Books for Reference:

1. Aiyangar K.R. 1941. "Ancient Indian Polity". Oriental Bokks Agency. Poona.
2. Altekar A.S. 1949. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras
3. Andre Beteille, 1965. Caste,class, and Power. Berkley: University of California Press.
4. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.
5. Bhandarkar D.D. 1940. "Some Aspects of Ancient Indian culture".  
University of Madras.
6. Chandra Bipan. 1979. "Nationalism and Colonialism in India". Orient, Lang.
7. Constitution of India (Full Text), India.gov.in., National Portal of India, 8.  
[https://www.India.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.India.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
9. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
10. Desai, A R. 2016. Social Background of Indian Nationalism. Los Angeles: Papular Prakashan.
11. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, 2018 (23rd edn.)
12. Gandhi, M.K. Hind Swaraj [http://www.mkgandhi.org/ebks/hind\\_swaraj.pdf](http://www.mkgandhi.org/ebks/hind_swaraj.pdf)
13. Goshal U.N. 1923. "History of Hindu Political Theory". Oxford University Press, Culcutta.
14. Granville Austin, 2000. The Indian Constitution: Cornerstone of a Nation. Melbourne: Oxford University Press.
15. Hanson and Douglas, 1972. India`s Democracy. New York City: W W Norton & Co Inc.
16. Harish Ramaswamy and S. S. Patagundi(Ed.) 2007. Karnataka- Government and Politics. Delhi: Concept Publishing Company.
17. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, 2018(55 th edn.)

18. Jayaswal K.P. 1943. "Hindu Polity". Bangalore Printing and Publishing Co. LTD, Bangalore.
19. Johari J C 1974. Indian Government and Politics. New Delhi: Vishal Publications.
20. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meraguo Publications, 2015.
21. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
22. Kapoor, Kapil(Ed), 2005, Indian Knowledge System-Vol-1, New Delhi Printworld LTD.Political Science Syllabus wef 2021-22
23. Kapoor, Kapil, 1994, Texts of the Oral Tradition, Language, Linguistics and Literature: The Indian Perspective. Delhi: Academic Foundation
24. Kosambi D.D. 1965. "The Culture and Civilization of Ancient India and Historical Outline". Vikas Publishing House pvt. Ltd, Noida.
25. Krishana Rao, M. & G.S. Halappa. 1962. History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
26. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., 2017 (16th edn.)
27. Nagel, Stuart, 2017, India's Development and Public Policy. UK: Routledge.
28. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
29. Patham and Thomas Patham. 1986. "Political Thought in Modern India." Sage Publications, United State.
30. Rajni Kothari, 1995. Caste in Indian Politics. Telangana: Orient Blackswan.
31. Rghavendra Rao, K. 2000. Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
32. Bhargava, Rajeev. ed. 1998. Secularism and Its Critics, New Delhi: Oxford University Press.
33. S. N. Jha, Indian Political System, Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
34. Said Edarard .1978. "Orientalism". Pantheon Books, USA.
35. Sharma, R.S. 1991. "Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India". Motilal Banarsidass, Delhi.