

**Undergraduate program in Psychology
NEP 2020**

Preamble

NEP has given rise to a novel dimension in fine tuning and accelerating the learning process of a student. Keeping this in mind emergence of LOCF (Learning Outcome-based Framework) has taken place.

Psychology as a science/social science tries to understand the behaviour of an individual in different situations making the learner to get equipped with various abilities to lead life with refined knowledge and talent as well as making it more student centric.

In the present context the syllabi of Psychology (BA/BSc) is framed in such a way to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of job market.

The curriculum committee framed by the Government of Karnataka includes:

1. Dr. G. Venkatesh Kumar, Professor, University of Mysuru, Mysuru
2. Dr. Vijayalakshmi A . Aminabhavi, Professor, Karnataka University, Dharwad
3. Dr. Lancy D'Souza, Associate Professor, Maharaja's College, Mysuru
4. Dr. M. Sreenivas, Associate Professor, Bangalore University, Bengaluru
5. Dr. Kamala H, Associate Professor, Maharani Cluster University, Bengaluru
6. Dr. Beena Daliya, Associate Professor, IIPR, Bengaluru

At the outset the proposed CBCS scheme for the Four years Multidisciplinary Undergraduate Honours Programme / 5 years Integrated Master's Programme covers major and minor disciplines in Psychology, Open Electives, skill development in the 1st and 2nd semesters with Ability Enhancement. (Completion of one year course - a student is eligible for a "Certificate" in Psychology with 48 credits).

The concept of Psychology in the 1st and 2nd semesters throw light on basic information about psychology making the beneficiary to acquire and develop the knowledge about psychology in terms of biological base of behaviour, sensation, attention, perception,

memory, learning, decision making, emotions, motivation, intelligence, thinking and reasoning as well as personality along with experiments.

In the second year which comprises of 3rd and 4th semesters cover the aspects related to Child Psychology and Developmental Psychology as major and minor disciplines along with Ability Enhancement, Skill Enhancement Course and Extracurricular activities. (Completion of two years course - a student is eligible for a “Diploma” in Psychology with 96 credits).

Once the student enters 3rd year of learning psychology under BA/BSc stream in the 5th semester student can select one of major disciplines under Social Psychology, Organizational Psychology, and Corporate Psychology. Under minor disciplines choice is given between Social Psychology and Organizational Psychology.

In the 6th semester, major disciplines include Abnormal Psychology, Health Psychology and minor disciplines has options between Organizational Psychology Abnormal Psychology, Health Psychology and Corporate Psychology followed by Skill Enhancement Paper. (Completion of three years course - a student is eligible for a “Graduation Certificate” in Psychology with 136 credits).

Fourth year of NEP includes students of only major discipline. 7th semester of Fourth year includes Bio Psychology, Cognitive Psychology, Child Guidance and Counselling and Research Methodology with discipline specific electives comprising Child Pathology,

8th semester has a major discipline on Theories of Personality and Learning as well as Theories of Motivation and Emotion, Counselling and Guidance. Discipline specific elective course has Forensic Psychology and Research Project Work. (Completion of four years course - a student is eligible for a “Honours Degree Certificate” in Psychology with 176 credits).

It should be kept in mind that, the practical in every semester is related to the theory paper that a student learns.

**NEP Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- I Semester
With effect from academic year 2021-22 and onwards**

PAPER – I: FOUNDATIONS OF PSYCHOLOGY – I

Credits 4

Teaching hours: 52 hours

ESE: 60 marks

CIA: 40 marks

Learning Outcomes:

1. Students will understand the genesis of Psychology and its importance
2. Students will gain basic knowledge about Psychology
3. Students will understand the fundamental mental processes which are base for behaviour
4. Students understand the Applications of Psychology in various fields

UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY (10 hours)

- Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.
- Key Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive
- General, Bio–Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, Observation, Experimental, Clinical And Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR

(12 hours)

- Neuron: Structure and functions; Neural impulse; Synapse and Neurotransmitters
- Nervous system: Structure and Functions of 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, Thyroid, Parathyroid, Adrenal and Gonads

UNIT-III: SENSATION, ATTENTION AND PERCEPTION

(10 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 -
 - 1) Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
 - 2) Hallucination- Visual, Auditory and Tactile

UNIT-IV: LEARNING

(10 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)

UNIT-V: MEMORY AND FORGETTING

(10 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

Text Books:

- Robert Feldman (2011) *Essential of Understanding Psychology* 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- 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
- Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication
- Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt. Hyderabad

Reference:

1. Mangal S.K. (2000) *General Psychology*. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). *Introduction to Psychology*. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). *Modern General Psychology*. Vol 1 & 2. Concept Publisher. New Delhi.

PRACTICALS I

Credits 2

Teaching hours: 4 hours per week

ESE: 35 marks

CIA: 15 marks

(Minimum 8 Practical to be conducted)

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

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

Practical batches: 10 students per batch

Exam: 10 students per batch

Mark: 25 marks for semester end examination + 25 marks for Journal records as an internal assessment

25 marks for exam:	Plan and procedure	05
	Conducting one experiment	5
	Results and discussion	05
	Viva	05
	Statistics	5
	Total	25

OPEN ELECTIVE COURSE (OEC)

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Psychology of Health and Wellbeing

Learning Outcomes

1. Understanding the spectrum of health and illness for better health management
2. Identifying stresses in one's life and how to manage them
3. Understanding a variety of health announcing health protective and health compromising behaviours and to be able to know their application in illness management

Course Content

Unit 1: Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing. **10 hours**

Unit 2: Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management. **10 hours.**

Unit 3: Health Management: Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction); Health Protective behaviours, Illness Management. **12 hours**

Unit 4: Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism. **13 hours**

References:

Carr. A. (2004) Positive Psychology: The science of happiness and human strengthUK: Routledge.

DiMatteo, M.R &. Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.

Farshaw, M (2003) Advanced Psychology: Health Psychology. London:Hodder and Stoughton

Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and Stoughton.

Hick.J.W. (2005).Fifty signs of Mental Health.A Guide to understanding mental health.Yale University Press.

Snyder, C R., & Lopez. S.J.(2007) Positive Psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA Sage.

Taylor. S.E. (2006).Health Psychology.6th Edition.New Delhi: Tata M

SEC: Life Skills: 1

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Objective:

Life skills training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level

Course Outcomes:

CO1: Understand the need and importance of life skills in everyday professional and personal lives

CO2: Analyse the factors contributing to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving

CO3: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

CO4: Create individual effective strategies to develop self-awareness, empathy, critical and creative thinking and enhance decision making and problem solving

Unit 1: Overview of Life Skills (10 hours)

- Meaning and significance of life skills
- Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion
- Use of Life skills in personal and professional life
- Life Skills Training – Models-4 H,
- Life Skills Education in the Indian Context.

Unit 2:Self-awareness and empathy: (10 hours)

Definition and need for self-awareness and empathy;

- Self-esteem and self-concept

- Human Values, tools and techniques of Self-awareness and empathy
- Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.

Unit 3: Critical and creative Thinking (12 hours)

- Definition and need for Creativity and Critical Thinking
- Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity
- Lateral Thinking
- Critical thinking Vs Creative thinking, Convergent & Divergent Thinking.
- Activities :Fish Bowl , Debates , 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion , brain storming and lateral thinking exercises

Unit 4: Decision Making and Problem Solving (13 hours)

- Definition of decision making and problem solving
- Steps in problem solving: Problem Solving Techniques
- Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking
- Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.

References:

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
- ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
- Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
- Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
- Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
- Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.

DSC2: Foundation of Behaviour

Credits 4

Teaching hours: 52 hours

ESE: 60 marks

CIA: 40 marks

Course Objectives:

- To understand the dynamics of emotions and motivation.
- To understand theoretical concepts of Human Intelligence.
- To analyse and relate the concepts of thinking, problem solving, reasoning and decision making to cognition
- To understand and classify the different types of Personality.

Course Outcomes:

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

- evaluate and understand the different human emotions
- critically evaluate and identify determinants of motivation
- compare and contrast different theories of intelligence
- differentiate the human personalities

CHAPTER 1 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.

CHAPTER 2 MOTIVATION (10 hours)

Meaning, definition, 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

CHAPTER 3 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. The concept of intelligence quotient.

CHAPTER 4 THINKING AND REASONING. 10 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

CHAPTER 5 PERSONALITY -10 hours

- Meaning, definition,
- Theories of personality- Type and trait, Dynamic, behavioural, Humanistic.
- Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.

Books for Reference:

Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd.

Feldman, R. S. (2018). Understanding Psychology (14thed.). 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. (16th 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. (7thed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

PRACTICALS 2

Credits 2

Teaching hours: 4 hours per week

ESE: 25 marks

CIA: 25 marks

**Any 2 experiments from each section to be taught,
total 10 experiments + statistics**

1. Emotions:

- a. Emotional regulation scale
- b. Emotional intelligence scale/ questionnaire
- c. Oxford happiness scale
- d. Fear checklist
- e. Positive and Negative affect scale

2. Motivation

- a. Achievement motivation
- b. The motivation assessment scale
- c. Power motive inventory/Scale
- d. Academic achievement need scale
- e. Guidance need inventory

3. Intelligence

- a. Standard progressive matrices
- b. WAIS (Weschler's adult intelligence Scale)
- c. Draw a man test
- d. SFB (Seguin Form Board)
- e. General Mental Ability Test by Jalota

4. Thinking and reasoning

- a. Stroop effect
- b. Test of creativity
- c. Cognitive style assessment
- d. Concept formation
- e. Problem solving ability test based on Tower of London test

5. Personality:

- a. Eysenck's personality inventory
- b. Children's personality questionnaire
- c. 16 PF test of personality
- d. NEO Personality Inventory
- e. Myers Briggs Types indicator

Statistics: Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

GEC2: Youth, Gender and Identity

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Unit 1: Introduction (10 hours)

- a. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b. Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c. Concepts of Identity: Multiple identities

Unit 2: Youth and Identity (10 hours)

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b. Peer group identity: Friendships and Romantic relationships
- c. Workplace identity and relationships
- d. Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity (10 hours)

- a. Issues of Sexuality in Youth
- b. Gender discrimination
- c. Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity (8 hours)

- a. Youth, Gender and violence
- b. Enhancing work-life balance
- c. Changing roles and women empowerment
- d. Encouraging non-gender stereotyped attitudes in youth

Unit 5 : Law and Youth (7 hours)

- a. Juvenile Justice act
- b. LGBT rights in India
- c. UNICEF programs for youth

References

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill

Nayana Joshi (2019) : Handbook of Juvenile Justice, Lawmanns Publication

SEC: Life Skills: 2

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Objective:

Life skills training equip people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level

Course Outcomes:

CO1: Understand the foundations of communication, positive interpersonal relationship, stress and emotion management and group dynamics

CO2: Analyse the factors contributing to effective communication, positive interpersonal relationships and effective stress and emotional management

CO3: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life

CO4 : Create individual effective strategies for enhancing communication skills, maintaining health inter personal relationships and positive management of stress and emotions

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Unit 1: Effective Communication (10 hours)

- Effective communication and Presentation skills.
- Verbal and nonverbal communication, types of barriers
- Writing Skills: Activities: Letter Writing, Job Application, Resume writing.
- Listening Skills: Activities : Listen and Draw , Blindfold walk
- Activities : Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute

Unit 2: Interpersonal Relationship (10 hours)

- Meaning and benefits of Interpersonal skills
- Components of Interpersonal skills,
- Techniques of improving Interpersonal skills,
- Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer

Unit 3: Coping with Stress and emotions (12 hours)

- Stress Management: Stress, reasons and effects
- Identifying stress, the four A's of stress management
- Identifying and managing emotions, harmful ways of dealing with emotions
- Activities : Stress Dairies, PATH method and relaxation techniques, Zen / Mandala drawing, creating Joy Collage, Gratitude Journaling, Eye Contact games

Unit 4: Group and Team Dynamics (13 hours)

- Introduction to Groups: Composition, formation, expectations, Problem Solving, Consensus, Dynamics techniques,
- Group vs Team, Team Dynamics,
- Managing team performance and managing conflicts
- Activities : Chinese Puzzle, Use what you have game ,Group timeline, Do the Math : Cooperation and competition in groups, Barter Puzzle

References:

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
 - ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
 - Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
 - Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
 - Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
 - Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.
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Course Pattern and Scheme of Examination For BA/ B.Sc.
as per NEP (2021-2022 and onwards)
Subject: PSYCHOLOGY

S I. N o	Seme ster	Cou rse Typ e	Title of the Paper	Tot al Ho urs	Ho urs per wee k	Course Components			Examination pattern Max. and min Marks/ Paper			Duratio n of Examin ation	Tota l Cre dits
						Lect ure	Tuto rial	Pract ical	CI E	E S E	To tal		
1	II	DSC C	Found ation of Psycho logy	52	4	3	1	-	40	60	10 0	3 hours	4
2	II	DSC L	Practic als I	30	4	-	-	4	25	25	50	3 hours	2
3	I	OE C	Psycho logy of Health and Wellbe ing	45	3	2	1	-	40	60	10 0	3 hours	3
4	I	SEC	Life Skills 1	45	3	2	-	1	40	60	10 0	3 hours	3
5	II	DSC C	Found ation of Behavi our	52	4	3	1	-	40	60	10 0	3 hours	4
6	II	DSC L	Practic als 2	30	4	-	-	4	25	25	50	3 hours	2
7	II	OE C	Youth Gender , and Identit y	45	3	2	1	-	40	60	10 0	3 hours	3
8	II	SEC	Life Skills 2	45	3	2	-	1	40	60	10 0	3 hours	3

- *DSCC: Discipline Specific Core Course
- DSCL: Discipline Specific Core Lab
- OEC: Open Elective Course
- SEC: Skill Enhancement Course
- AECC: Ability Enhancement Compulsory Course (Language)

Psychology / psychological counseling Discipline Syllabus

(III & IV Semester)

Submitted to

**Additional Chief Secretary to the Government of Karnataka
Higher Education Department
Bengaluru**

Submitted by

**Chairperson and Member
NEP-2020 Committee on Curriculum Framing**

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Sd/-
Subject Committee Chairperson

List of Committee Members

Chairperson

Dr. G. Venkatesh Kumar, Professor, University of Mysore, Mysuru

Member Convener

Dr. Thandava Gowda T.N., A.O., Karnataka State Higher Education Council

Members

- 1. Dr. Vijayalaxmi A. Amminabhavi**, Professor, Karnatak University, Dharwad.
- 2. Dr. M. Srinivas**, Assoc. Professor, Bangalore University, Bengaluru
- 3. Dr. Lancy D' Souza**, Assoc. Professor, Maharaja's College, Mysuru
- 4. Dr. Kamala H.** Assoc. Professor, Maharani Cluster University, Bengaluru
- 5. Dr. Beena Daliya R.** Assoc. Professor, IIPR, Bengaluru

Structure for Psychology Discipline

Semester III				
Course	Paper	Credits	No. of teaching Hours/Week	Total Assessment Marks
DSC - 3	Child Development	4	4	100 (60+40)
DSC - 3	Practical paper - 3	2	4	50 (25+25)
O E -3	Psychology and Mental Health	3	3	100 (60+40)
Semester IV				
DSC - 4	Developmental Psychology	4	4	100 (60+40)
DSC - 4	Practical paper - 4	2	4	50 (25+25)
O E - 4	Psychology at Work	3	3	100 (60+40)

Assessment:

Weightage for assessment (in Percentage)

Course	Formative Assessment / IA	End Semester Examination	Summative Assessment
Theory	40	60	40+60=100
Practical	25	25	50
Projects	-	-	3
Experiential Learning	-	-	4
O E	40	60	40+60=100

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/B.Sc III Semester With effect from
Academic year 2022-23 and onwards**

PAPER – III: CHILD DEVELOPMENT

(60 HOURS)

Learning Outcomes:

1. To understand the Physical, Cognitive and Language development
 2. To know about the role Emotional and Moral development
 3. To understand the genetic and chromosomal abnormalities
 4. To understand the different disorders faced by children in their growth period
- * Teaching Hours 4 hours per week
* 60 marks for examination and 40 marks for Internal Assessment

UNIT I - INTRODUCTION TO CHILD DEVELOPMENT (12 hours)

- a) **Historical views of childhood**
- b) **Theories of child development** – Cognitive theories, Behavioral and social cognitive theories; Ecological model – Bronfenbrenner. Ethological model / perspective.
- c) **Methods and Designs** – Longitudinal, Cross – sectional, Sequential, Correlation. Modern methods of Child Development.
- d) **Careers in Child development.**
- e) **Research Challenges in Child development.**

Unit II – PRE-NATAL DEVELOPMENT (12 hours)

- a) **Conception** - Stages in prenatal development - Germinal stage, Embryonic stage and Fetal stage.
- b) **Prenatal Environmental Influences** - Teratogens, Prescription and Nonprescription Drugs-illegal drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal Disease and other Maternal Factors.
- c) **Child birth** – Stages of child birth
- d) **New Born Assessment** – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.
- e) **Chromosomal and Gene linked abnormalities** – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, XYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.
- f) **Genetic Counselling, Postpartum period** : Physical, Emotional, Psychological and bonding

UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT (13 hours)

- a) **MOTOR DEVELOPMENT**: Reflexes – Some new born reflexes; Sleeping, Crying. **Motor development in infancy** – meaning; sequence of motor development – Gross motor development; fine motor development.
- b) **PERCEPTUAL DEVELOPMENT** - Touch, Taste and Smell, Hearing, Vision.

c) COGNITIVE DEVELOPMENT - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.

d) LANGUAGE DEVELOPMENT – components of language development; Pre-linguistic development – receptivity to language, first speech sounds. Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism.

UNIT IV - EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT (12 hours)

a) 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.

b) SOCIAL DEVELOPMENT - Social Orientation, Development of attachment, security of attachment. Cultural Influences. Development of Self Awareness and Understanding Self.

c) MORAL DEVELOPMENT - Kohlberg's theory of Moral development.

UNIT V - DISORDERS OF CHILDHOOD (11 hours)

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

References:

1. Carson, Butcher and Mineka, (2008) Abnormal Psychology. 13th edition, Pearson Education
2. John.W.Santrok (2014) - Child Development - 13th edition, Tata McGraw hill edition
3. Laura E. Berk (2013) - Child Development- 9th Edition, Eastern economy edition, PHI publication
4. Levine, L.E. & Munsch,J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc

**BA/BSc III Semester With effect from
Academic year 2022-23 and onwards**

**PRACTICALS: 4 hours per week.
(Minimum 8 Practical to be conducted)**

Maximum Marks: 50

1. Cueing on Recall
2. Processes in Concept Formation
3. Children's Self Concept Scale
4. Learning Styles Inventory
5. Three Dimensional Parental Behaviour Inventory
6. Vineland Social Maturity Scale
7. Seguin Form Board
8. Brigance School Readiness Scale
9. Shyness Assessment Test / Rosenberg Self Esteem Scale
10. General Health Questionnaire
11. Loneliness Inventory
12. Emotional Maturity Scale

STATISTICS

Correlation

- Spearman's Rank Difference Method
- Pearson's Product Moment

**NEP Syllabi of Psychology subject for BA/B.Sc III Semester
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours : 3 hours per week

(Total 30 hours)

Marks for Exam : 60

IA Marks : 40

Psychology and Mental Health

Course Objectives

- To understand the fundamentals of mental health
- To create awareness about importance of mental health
- To understand the Challenges in the field of mental health
- To understand the Importance of Psychological interventions

Unit 1: Introduction

(7 hours)

- a. Meaning and definition of Mental Health, Fundamentals of Mental Health.
- b. Factors affecting mental health: Physiological factors, Psychological factors and Social factors,
- c. Ethical issues

Unit 2: Interpersonal approach to Mental Health

(8 hours)

- a. Interpersonal approaches to mental health: communication and conflict - non violence communication, the four horsemen of the apocalypse.
- b. Cognitive distortions - personalization, catastrophizing, polarised thinking, shoulds and musts, mental filtering, fallacies (control, change, and heaven's reward), A-B-C model

Unit 3: Mental Health issues

(7 hours)

- a. Stress / Burnout
- b. Anxiety, fear, worry, phobia, depression
- c. Grief and trauma

Unit 4: Intervention and Management

(8 hours)

- a. Need for mental health intervention and strategies
- b. Physiological approach, Cultural and Social Approach: Bronfenbrenner model, Intersectionality (Privilege v/s Oppression)
- c. Coping Mechanisms: Grounding techniques, mindfulness practices, positive emotional, psychological and social functioning (flourishing), self care in mental health: A conceptual model.

References

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Gurumani, G.D., *Text Book of Mental Health and Hygiene*

- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C. (2011). *Self - care in mental health services: a narrative review. Health & Social Care in the Community*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., & Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
- Piotrowski, N.A. (2010). *Psychology & Mental Health*. Salem Press.
- Robert Feldman (2011) *Essentials of Understanding Psychology* 10th Edition

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc IV Semester With effect from
Academic year 2022-23 and onwards**

PAPER – IV: DEVELOPMENTAL PSYCHOLOGY

(60 HOURS)

Learning Outcomes:

1. To understand and analyze the Physical, Cognitive and Psychosocial development.
 2. To know about the vocational adjustment.
 3. To understand the aging, the ageing process and facing the future.
- * Teaching Hours 4 hours per week.
* 60 marks for examination and 40 marks for Internal Assessment .

UNIT I: PUBERTY & ADOLESCENCE

(12 hours)

- a) **Puberty:** Meaning and Characteristics.
- b) **Adolescence: Physical Development** – Adolescents’ growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- c) **Physical and Mental Health** – Physical Fitness, Sleep Needs, Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gateway drugs – alcohol – marijuana and tobacco. Addiction to Social media and Virtual Gaming.
- d) **Psychosocial Development:** Search for Identity- Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Relationship with family, peers and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)

UNIT II: EARLY ADULTHOOD

(12 hours)

Characteristics of early adulthood.

- a) **Health and Physical Development:** Health status, Genetic and Behavioral Influences on Health and Fitness.
- b) **Cognitive development** –Piaget’s shift to post formal thought. Schaies’ model. Emotional Intelligence.
- c) **Psycho-social development:** Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life, Marriage, co-habitation, LGBT issues.

UNIT III: MIDDLE ADULTHOOD

(14 hours)

Characteristics of Middle adulthood.

- a) **Physical Development** – physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.
- b) **Cognitive development** –The distinctiveness of adult cognition – the role of expertise, Integrative thought, practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.
- c) **Psycho-Social Development** – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children.
- d) **Vocational Adjustments** – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

UNIT IV: LATE ADULTHOOD

(12 hours)

Characteristics of Late adulthood.

- a) Physical Changes:** Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.
- b) Cognitive Development:** Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.
- c) Psychosocial Development** – Personal Relationships in Late life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.

UNIT V -LATE ADULTHOOD (Old age)

(10 hours)

- a) Theories of ageing:** programmed theories and damaged theories.
- b)** Many faces of death: Care of the dying.
- c)** Facing death & Loss: Psychological Issues-Confronting one's death; Patterns of grieving
- d)** Death & Bereavement across the Lifespan.
- e)** Issues related to Death - Medical, Legal and Ethical
- f)** Finding Meaning & purpose in Life & Death

REFERENCES

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman (2004) - Human development, 9th edition, Tata McGraw Hill Publication
2. Hurlock, E.B. (1981). Developmental PSYCHOLOGY: A life - span approach. Tata McGraw - Hill
3. John W Santrock (2011) - A topical Approach to Life Span Development, 3rd Edition, Tata Mcgraw- Hill Edition
4. Rathus, S.A. (2022) - Human Life Span Development, 5th Edition, (ENGAGA INDIA)

**BA/BSc IV Semester With effect from
Academic year 2022-23 and onwards**

PRACTICALS: 4 hours per week. Maximum Marks: 50
(Minimum 8 Practical to be conducted)

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Family Environment Scale
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire
7. Battle Ground Mobiles India - Addiction Test / Rathu's Assertiveness Scale
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Screening Mental Health Status (MINI MSE)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale

STATISTICS

Tests of Difference

- 't' test
 - Independent Sample test
 - Paired Sample test

**NEP Syllabi of Psychology subject for BA/B.Sc IV Semester
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours : 3 hours per week
Marks for Exam : 60

(Total 30 hours)
IA Marks : 40

Psychology at Work

Learning Outcomes:

1. Understanding the nature of an organization and psychological concepts applied in the work place.
2. Identifying the need for appraisal and the role of motivation.
3. Know about nature and role of leadership, essentials of leadership.

Unit 1: Industrial - Organizational Psychology (06 hrs)

- a) Nature and Meaning. Goals, Forces. Role of a psychologist in Industries and Organization.
- b) Challenges at workplace: Stress, Burnout, Absenteeism, Work environment, Alcoholism, Substance abuse, Conflicts.

Unit 2: Performance Appraisal (09 hrs)

Definitions and Need for Performance Appraisal.

Methods: a) Objective Performance Appraisal - Output measures, Computerized performance monitoring, Job related personal data, Essay methods, Critical incident method and Checklist method.

b) Judgmental Performance Appraisal - Merit rating techniques, Behaviour Anchored Rating Scale and Behaviour Observation Scale.

c) Management by objectives (MBO) and 360° Feedback.

Bias in Performance Appraisal and Methods to Improve Performance Appraisal.

Unit 3: Leadership (08 hrs)

- a) Definition and Nature of leadership. Traits and skills of effective leader. Styles of Leadership - Authoritarian, Democratic, Transactional and Transformational leaders.
- b) Communication: Meaning and Importance. Communication Styles. Verbal and Non verbal communications. Flow of communication. Barriers of communication. Strategies of effective communication.

Unit 4: Stress and Work Motivation (07 hrs)

- a) Stress: Meaning, definition and types of stress. Stress Management Techniques: Physical Activity, Sport and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes.

b) Meaning of work motivation. Types-Financial and Non-Financial motives. Goal setting. Theories of Motivation -Maslow's theory, Herzberg's theory and Alderfer's E-R-G model

Reference:

1. Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana. 2.
- John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND 3.
- Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc.

General Pattern on Psychology Question Paper (NEP-2020)

Term End Examination for Discipline Paper

THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.
Question paper pattern for **Discipline Specific Core (DSC)** paper -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 5 of the following. Each answer carries 2 marks. (5x2=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
11. .

Section C: Long Answer Questions

Answer any 3 of the following. Each answer carries 10 marks. (3x10=30)

- 12.
- 13.
- 14.
- 15.
- 16.

General Pattern on Psychology Question Paper (NEP-2020)
Term End Examination for Discipline Paper

PRACTICALS - I Semester to VI Semester

Internal Assessment: 25 Marks

Record : 10 Marks
Test : 10 Marks
Attendance : 05 Marks

Examination : 25 Marks (2 Experiments)

Plan & Procedure : 03 Marks
Administration : 03 Marks
Analysis and Discussion : 03 Marks

Total for One experiment : 09 Marks

For Two experiments 09+09 = 18 Marks

Statistics = 04 Marks

Viva Voce = 03 Marks

Grand Total = 25 Marks

General Pattern on Psychology Question Paper (NEP-2020)

Term End Examination for Open Elective

THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.

Question paper pattern -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 4 of the following. Each answer carries 2 marks.

(4x2=8)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks.

(4x5=20)

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section C: Long Answer Questions

Answer any 4 of the following. Each answer carries 8 marks.

(4x8=32).

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.



Government of Karnataka

Curriculum Framework for Undergraduate Programme in Colleges and Universities of Karnataka.



**5th and 6th Semester Model Syllabus
for
BA/BSc in
Psychology**

**Submitted to
Vice Chairman**

Karnataka State Higher Education Council
30, Prasanna Kumar Block, Bengaluru City University Campus,
Bengaluru, Karnataka – 560009

**Model Curriculum
of
BA/BSc
in
Psychology
5th Semester**

Karnataka State Higher Education Council

Karnataka State Higher Education Council

Listing of Courses from V to VI Semesters for the Undergraduate Program in Psychology

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
SINGLE MAJOR in Third Year										
V	DSC	PSY C9-T	Corporate Psychology	4	4		2	40	60	100
		PSY C10-P	Corporate Psychology	2		4	3	25	25	50
		PSY C11-T	Health Psychology	4	4		2	40	60	100
		PSY C12-P	Health Psychology -	2		4	3	25	25	50
		PSY C13-T	Social Psychology	4	4		2	40	60	100
	DSE	PSY E1-T	A. Positive Psychology or B. Educational Psychology	3	3		2	40	60	100
	Vocational	PSY V1-T	A. Assessing Childhood Problems or B. Child Therapeutic Techniques	3	3		2	40	60	100
VI	DSC	PSY C14-T	Abnormal Psychology	4	4		2	40	60	100
		PSY C15-P	Abnormal Psychology	2		4	3	25	25	50
		PSY C16-T	Human Resource Management	4	4		2	40	60	100
		PSY C17-P	Human Resource Management	2		4	3	25	25	50
		PSY C18-T	Organizational Psychology	4	4		2	40	60	100
	DSE	PSY E2-T	A. Sports Psychology or B. Rehabilitation Psychology	3	3		2	40	60	100
	Vocational	PSY V2-T	A. School Guidance and Counselling or B. Inclusive Education	3	3		2	40	60	100

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
DOUBLE MAJOR in Third Year										
V	DSC	PSY C9-T	Social Psychology	4	4		2	40	60	100
		PSY C10-P	Social Psychology	2		4	3	25	25	50
		PSY C11-T	Health Psychology	4	4		2	40	60	100
		PSY C12-P	Health Psychology -	2		4	3	25	25	50
VI	DSC	PSY C13-T	Abnormal Psychology	4	4		2	40	60	100
		PSY C14-P	Abnormal Psychology	2		4	3	25	25	50
		PSY C15-T	Human Resource Management	4	4		2	40	60	100
		PSY C16-P	Human Resource Management	2		4	3	25	25	50



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Corporate Psychology (Theory)		
Course Code:	PSY C9-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the nuances of Corporate psychology
- CO2. Apply the principles of leadership, training and teams in industrial and corporate sectors
- CO3. Integrate principles of social Psychology and general psychology for enhancing efficiency in corporates
- CO4. Formalise L & D and Training modules for corporates

Theory Contents	60 Hrs
Chapter 1: INTRODUCTION TO CORPORATE PSYCHOLOGY	15 Hrs
<ul style="list-style-type: none"> • Meaning, definition and scope of corporate psychology; Role & skills required for a corporate psychologist • Group dynamics – Nature and types of group; dynamics of informal groups, the dynamics of formal work groups • Conflicts in organizations - Nature and types of conflicts in organizations, levels of conflict, sources of conflict, effects of conflicts, negotiation skills. • Contemporary challenges: Diversity - The nature of diversity - Managing diversity, changing work force; changing workplace values and ethics. Gender equality in organizations; corporate social responsibility. • Legal provisions related to employees 	
Chapter 2: LEADERSHIP AND CHANGE	15 Hrs
<ul style="list-style-type: none"> • Meaning, definition, personal characteristics of a leader, approaches, styles, functions, problems of leadership, women in management, cultural differences. • Emerging approaches to leadership – substitutes and enhancers for leadership, self – leadership and super leadership; coaching and the other approaches. • Nature of empowerment and participation – what is empowerment, what is participation, why is 	

participation popular, benefits of participation, how participation works, programs for participation, important consideration in participation.	
Chapter 3: ORGANISATIONAL DYNAMICS	15 Hrs
<ul style="list-style-type: none"> • Organization communication – Introduction, types, interpersonal communication, improving employee communication skills. • Social Perception and Attribution. Managerial implications of social perception, impression formation and its management. Values- organizational values and work values. • Learning and motivation in corporates • Job Satisfaction- influences, outcomes and consequences. • Organizational Commitment - Outcomes. OCBs. 	
Chapter 4: ORGANIZATIONAL CHANGE AND DEVELOPMENT	15 Hrs
<ul style="list-style-type: none"> • Organizational change - need and benefits, strategies for change. Theories for planned change - Lewin, action research, general mode of planned change. • Defining organizational development (OD), characteristics of OD, evolution of OD. • The OD practitioner, client-consultant relationship. Ethics in OD, recent trends in OD. • Case studies. Issues faced in OD - power politics and organization development. • Work change, the nature of work change, responses to change, costs and benefits; resistance to change, nature and its effects, reasons for resistance, types of resistance, possible benefits of resistance; implementing change successfully. 	

References	
1	Brown D.R & Harvey D. (2006). An experimental approach to organization development. 7th international ed. Upper Saddle River, NJ: Pearson education.
2	C.B. Memoria (1999). Personnel Management. Himaliya Publishing House.
3	David, A. DeCenzp& Stephen P Robbins (2004). Personal and/Human Resource Management, 3rd Edition, New Delhi.
4	Gary Dessleri (2005). Human Resource Management, 10th Edition, P/Person-Prentice Hall, New Delhi.
5	Cummings T.G. & Worley C. G. (1993). Organizational development and change. West publishing company, St. Paul.
6	French W. & Bell C (1999). Organizational development: Behavioural science interventions for organizational improvement. New Jersey: Prentice Hall.
7	Shenoyn, V., V. K. Srivatsava& S.C Sharma (1999). Operations Research for Management. New Delhi, G. Wiley Eastern Ltd.
8	Berry, Lilly M. (1998). Psychology at Work: An introduction to Organizational and Industrial Psychology'. McGraw Hill International

References	
9	Disboye R.L., Smith C. S., &Howefl W.C. (1994). Understanding Industrial Organizational Psychology. New York: Harcourt Brace International.
10	Dunnette, (1981). Handbook of Industrial and Organizational Psychology.
11	Edgar M. Schein (1990). Organisational Behaviour' 3 rd edition. Prentice Hall of India Pvt. Ltd. New Delhi.
12	Fred Luthans. (2002). Organisational Behaviour' 9th Edition. McGraw Hill Irwin, New.
13	L.W Porter, E.P. Lawler and J. R. Hackman. (1975). Behaviour of Organisations' McGraw- Hills Kogakusha Ltd. New Delhi.
14	Ramnarayan S., Rao T.V. & Singh K. Organizational development: Interventions and strategies ed. New Delhi: Sage Publications.

Course Title	Corporate Psychology (Practical)			Practical Credits	2
Course Code	PSY C9-P			Contact Hours	60 Hours
Formative Assessment	25 Marks		Summative Assessment		25 Marks
Practical Content					
(Minimum 08 Practical to be conducted)					
1. Organizational Citizenship Behaviour Checklist (OCB-C)					
2. Job Satisfaction (Dr. Amar Singh & Dr. T. R. Sharma)					
3. Leadership Effective Scale (Upindar Dhar and Sanjyot Pethe)					
4. Davidson’s Battery of Differential Abilities (DBDA)					
5. Interpersonal Skills Inventory (IPSI) (Dr. Luba Jakubowska, Dr. Pooja Sharma and Shivngi Nigam)					
6. Leadership Behaviour Scale (Asha Hinger)					
7. Organizational Commitment Scale (Anukool M. Hyde ad Vishu Roy)					
8. Employee Engagement Scale (Santhosh Dhar and Upindar Dhar)					
9. Workplace Exploitation Scale (Ramandeep Kaur and Meena Jhamat)					
10. Work - Life Balance Scale (Hayman -2005)					
11. Strategic Talent Management Practices Scale (N. N. Mehta, D. M. Pestonjee and S. M. Khan)					
12. Organizational Conflict Scale (Santhosh Dhar and Upindar Dhar)					
STATISTICS: Median Test					



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Health Psychology (Theory)		
Course Code:	PSY C11-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the subject matter of health psychology.
- CO2. Understand the correlates of pain, illness and its management.
- CO3. Understand the impact of stress on health.
- CO4. Have awareness about health enhancing and compromising lifestyles.
- CO5. Attain and maintain one's health through coping strategies and interventions.

Theory Contents	60 Hrs
Chapter I - INTRODUCTION TO HEALTH PSYCHOLOGY AND HEALTH BEHAVIOUR	15Hrs
<p>a) Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive, and physical aspects. Health and Quality of life.</p> <p>b) Health Psychology: Introduction; Need for the field of health psychology; History of body mind relationship; Models of health -Biomedical and Bio psychosocial model.</p> <p>c) Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.</p>	
Chapter II - HEALTH ENHANCING AND COMPROMISING BEHAVIOUR	15 Hrs
<p>a) Theories of Health behaviors: Theories of planned behavior, The health belief model and their implications.</p> <p>b) Health compromising behaviors: Substance abuse, overeating and obesity</p> <p>c) Health enhancing behaviours: Physical Exercise, Maintaining healthy diet, sleep and hygiene.</p> <p>d) Adherence: Meaning and factors predicting adherence.</p>	
Chapter III - STRESS AND HEALTH	15 Hrs
<p>a) Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.</p> <p>b) Effects of stress on health: Stress and immune system, Role of stress in CHD, Hyper tension and Diabetes.</p> <p>c) Coping strategies -Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance</p>	

d) Positive psychological interventions - gratitude, forgiveness, savoring, patience, creativity.	
Chapter IV - MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS	15 Hrs
a) Pain- Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control-gate control theory of pain, individual differences and socio-cultural differences in reaction to pain. b) Management of chronic and terminal Illness - Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying – the issue of non-traditional treatment. c) Alternatives to hospital care – Hospice or home care; Psychological management of terminally ill.	

References	
1	Taylor, S.E. (2010). Health psychology. 6th Ed, New Delhi: Tata McGraw Hill
2	Marks. D .F .,Murry.M., Evans.B and Estacio.E.V (2011), Health psychology: Theory, research and practice (3rd edi), New Delhi: Sage publication India Pvt Ltd.
3	Brannon.L & Feist. J (2007) Introduction to Health Psychology New Delhi: Thomson Learning Inc.
4	DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson.
5	Ogden.J (2000) Health Psychology, 2nd edition Philadelphia, Open University press.

Course Title	Health Psychology (Practical)		Practical Credits	2
Course Code	PSY C12-P	Contact Hours	60 Hours	
Formative Assessment	25 Marks	Summative Assessment	25 Marks	

Practical Content	
(Minimum 8 Practical to be conducted)	
1. Psychological Well-Being (Ryff C.D. et.al.2010) 2. WHO Quality of Life Scale 3. Multidimensional Health Locus Of Control (Form A) Ken. A. Wallston 4. Students Stress Rating Scale (Manju Agarwal) 5. Type A and Type B - ABBPS (Upinder Dhar and Manish Jain) 6. Resilience Scale (Wagnild. G. M. and Young H.M) 7. Gratitude questionnaire (McCullough M.E, Emmons R.A, Tsang J 2002) 8. Reactions to Frustration (B.M.Dixit and D.N. Srivastava) 9. Life style questionnaire (S.K. Bawa and S. Kaur) 10. CMI Health Questionnaire (N.N. Wig,Parshad and S.K. Verma)	

11. P.G.I. Well-Being Measure (S.K. Verma and Anita Verma)

12. Optimum Health Scale (Pravin Kumar and Lovellen Bala)

STATISTICS: One way ANOVA - Independent or Uncorrelated Score



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Social Psychology (Theory)	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Develop an understanding of the individual in relation to the social world.

CO2. Introduce students to realm of social influences on behaviour.

CO3. Understand the various social issues prevalent.

CO4. Know the significance of Interpersonal Relationship.

CO5. Sensitize the students about Social issues.

Theory Contents

60 Hrs

Chapter I SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND SOCIAL COGNITION

15 Hrs

Introduction:

a) **Social Psychology:** definition, nature and scope of social psychology.

b) **Social perception:** non-verbal communication; impression formation and management.

c) **Social Cognition:** schemas, heuristics and automatic processing and errors.

d) **Interdependent Relationship:** family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Chapter II UNDERSTANDING AND EVALUATING THE SOCIAL WORLD

15 Hrs

a) **Attribution:** theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory;

b) **Attitudes:** definition and components, attitude-behaviour link; attitude formation and strategies for attitude change, measurement of attitudes.

c) **Prejudice:** meaning, definition, growth, techniques for counteracting its effects.

d) **Stereotype** meaning, gender stereotype, glass ceiling and discrimination.

Chapter III SOCIAL INTERACTION AND INFLUENCE

15 Hrs

a) **Formation and influence of groups:** conformity- Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts.

b) **Pro-Social Behaviour-** Latane and Darley's 5 crucial steps of n to an emergency, situational factors influencing pro-social behaviour, factors decreasing the tendency to help.

c) Social networking sites- impact of social media on children adolescents and families	
Chapter IV Social disorganization issues	15 Hrs
a) Aggression- social learning perspectives,- theories of aggression - drive theory, modern theory- GAAM biological and situational determinants, personal determinants, prevention and control of aggression- punishment, cognitive interventions and forgiveness	
b) Violence – nature and categories of violence, violence in families, collective violence for social change	
c) Anti-social behaviour- corruption, bribery and other forms of antisocial behaviour; applying social psychology at work, health and legal system.	

References	
1	Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2	Baron Robert and Byrne Donn (2004) Social Psychology, 10 th Edition Pearson Education, Inc
3	Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
4	Myers David -Social Psychology (2006) -8 th Edition, Tata McGraw Hill.
5	Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson
6	Sutherland & Cressey: Principles of criminology

Course Title	Social Psychology (Practical)		
Practical Credits	2	Contact Hours	60 Hours
Formative Assessment	25 Marks	Summative Assessment	25 Marks
Practical Content			
(Minimum 08 Practical to be conducted)			
1. Sociogram (Moreno) 2. Stereotypes 3. Bogardus Social Distance Scale 4. Co-operation 5. Competition 6. Attachment Style Scale 7. Criminal Propensity Scale (Arjun Singh and Neelam Sharma) 8. Violence Scale (B. Thomas) 9. Prestige Suggestion 10. Social Communication - Rumour			

11. Sodhi's Attitude Scale

12. Bell's Adjustment Inventory

STATISTICS: Median Test



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Positive Psychology (Theory)		
Course Code:	PSY E1.1-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. understand the fundamental concepts of positive psychology and happiness.
- CO2. understand health related branches and different perspectives with reasons and measurements.
- CO3. know about the bouncing back means in life when confronted with adversity in life.
- CO4. understand the importance of relationship to lead a happy life.

Theory Contents	45 Hrs
Chapter I INTRODUCTION TO POSITIVE PSYCHOLOGY:	15 Hrs
<p>a) Positive Psychology: Definitions, assumptions and goals.</p> <p>b) Positive Psychology and its Relation to Health Psychology: clinical psychology, developmental psychology, survey research and subjective well-being, social/personality psychology and the psychology of religion.</p> <p>c) Eastern Perspective on Positive Psychology: hinduism, confucianism, taoism and buddhism.</p> <p>d) Western Perspective on Positive Psychology: Athenian and Judeo Christianity</p> <p>e) Human Virtues: contribution of eastern and western perspectives.</p> <p>f) What is Happiness - definition and causes of happiness and well-being. Increasing happiness in life - David Myers's suggestions for a happier life. Life enhancement strategies. Broaden and Build model of positive emotions (fig: 6.1 & 6.2).</p>	
Chapter II LIVING WELL AT EVERY STAGE OF LIFE:	15 Hrs
<p>a) Resilience: meaning and sources.</p> <p>b) Resilience in Childhood: sources of resilience in children.</p> <p>c) Resilience in Adulthood and Later Life: self acceptance, personal growth, purpose in life, environmental mastery, autonomy, positive relation with others.</p> <p>d) Successful Aging: growth through trauma - negative and positive effects. Making sense of loss and finding positive benefits.</p>	

Chapter III CLOSE RELATIONSHIPS AND WELL-BEING	15 Hrs
<p>a) Defining Close Relationship - characteristics, knowledge, trust, caring inter-dependency, mutuality and commitment. Exchange and communal relationship.</p> <p>b) Friendship and Romantic Love - clarity of rules (including table 112). Complexity of feelings and expectations. Varieties of love - passionate v/s companionate love. Triangular theory of love.</p> <p>c) Cultural context of love, marriage and divorce</p> <p>d) Contours of a happy marriage: friendship, commitment, humor and compatibility.</p>	

References	
1	Baumgardner, S.R. Crothers M.K. (2014) – Positive Psychology. Pearson New International Edition.
2	Snyder C.R & Lopez S.J. (2007) – Positive Psychology: the Scientific and Practical Exploration of Human Strengths. Thousand Oaks, CA: Sage.
3	Alex Linley and Stephan Joseph (2004) – Positive Psychology in Practice. John Wiley & Sons, Inc. Hoboken, New Jersey.



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Educational Psychology (Theory)		
Course Code:	PSY E1.2-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Understand the skills of a teacher and to know the Indian contribution to the field of education.

CO2. Know the importance of ambiance and different aspects of education.

CO3. Understand importance and application of electronic media in teaching - learning process.

Theory Contents	45 Hrs
Chapter I INTRODUCTION TO EDUCATIONAL PSYCHOLOGY:	15 Hrs
a) Meaning and definition: nature, scope and functions of educational psychology. b) Effective teaching skills: professional knowledge and skills, commitment and motivation. c) Research in Educational Psychology: programme evaluation research, action research and teacher as a researcher. Strategies for becoming an effective teacher researcher. d) Indian Psychology and its contribution to education: introduction: fundamentals of Indian psychology-sources (8 points). Psychology of sankhya and yoga-spontaneous activities of mind stuff. Impairments or yoga sutra klesha - 5 types, trigunas.	
Chapter II MANAGING THE CLASSROOM AND SPECIAL EDUCATION	15 Hrs
1. MANAGING THE CLASSROOM a) Need for effective management of classroom. b) Creating a positive environment for learning - general strategies, creating, teaching and maintaining rules and procedures. Getting students to co-operate. c) Dealing with problem behaviour - Management strategies and dealing with aggression. 2. SPECIAL EDUCATION a) Introduction: meaning and definition, nature and characteristics of special education. b) What is special about special education: Considerations- subject, curriculum, methodology, placement, human resource. Objectives of special education.	
Chapter III ICT AND E-LEARNING	15 Hrs
a) Information and Communication Technology - meaning, origin and growth of ICT. Traditional	

and modern ICTs. Advantages and limitations.	
b) E-Learning and Virtual Classroom: e-learning - meaning, nature and characteristics of e-learning. Modes and styles of e-learning. Advantages, limitations, drawbacks of e-learning.	
c) Virtual Classroom: Modus operandi - Advantages, drawbacks and limitations.	

References	
1	S.K. Mangal - Essentials of Educational Psychology. PHI Learning Pvt. Ltd, New Delhi
2	S.K. Mangal and Uma Mangal - Essentials of Educational Technology - PHI Learning Pvt. Ltd, New Delhi
3	S.K. Mangal - Educating Exceptional Children-An Introduction to Special Education. PHI Learning Pvt. Ltd, New Delhi
4	John W. Santrock - Educational Psychology - Tata McGraw-Hill Publishing Co.Ltd. New Delhi
5	S.S.Mathur - Educational Psychology(2007). Vinod Pustak Mandir, Agra
6	Anita Wolfolk - Educational Psychology(2014). 12th edi. Pearson Education Pvt. Ltd, New Delhi



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Assessing Childhood Problems (Theory + Practical)		
Course Code:	PSY V1.1-T	No. of Credits	3 (2+1)
Contact hours	30 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. understand the different levels of intellectual disabilities.
- CO2. understand eating and behavioural disorders in childhood.
- CO3. know the assessment of disorders in childhood.

Theory Contents	30 Hrs
Chapter I NEURO DEVELOPMENTAL, EATING AND BEHAVIOURAL DISORDERS	15 Hrs
1. NEURO DEVELOPMENTAL DISORDERS Intellectual Disabilities (ID): Levels - mild, moderate, severe and profound. Cranial Anomalies- microcephaly, macrocephaly and hydrocephaly. Autism Spectrum Disorder (ASD) - childhood disintegrative disorder, rett's, asperser's, pervasive developmental disorder and kanner's syndrome. SLD - reading, writing and numerical impairment.	
2. EATING, EMOTIONAL AND BEHAVIOURAL DISORDERS a) Eating disorders in childhood: Pica and rumination. b) Emotional and Behavioural Disorders: aggressive, out of control behaviour; depression, anxiety and fear.	
Chapter II ASSESSMENT OF DSORDERS AND PROBLEMS	15 Hrs
a) Assessment of Neurological Disorders: CT scan, cerebral angiography, EEG, MRI. b) Intelligence Tests for Children: Wechsler pre-school and primary school test of intelligence. Kauffman assessment battery for children- Kauffman test of educational achievement. Flynn effect. c) Assessment for Behavioural Disorders: child behavioural checklist. d) Personality Tests: children's apperception test, children's personality questionnaire, children's self concept scale.	

References	
1	John W. Santrock - Educational Psychology - Tata McGraw-Hill Publishing Co.Ltd. New Delhi
2	Carson and Butcher (2004) – Abnormal Psychology. 13th Edition, Pearson Education
3	DSM 5
4	Ronald Jay Cohen and Mark E. Swerdlick – Psychological Testing and Assessment. 9th Edition (Indian Edition)
5	Robert J. Gregory – Psychological Testing - History, Principles and Applications (Indian Edition)

Course Title	Assessing Childhood Problems (Practical)	Practical Credits	1
Course Code	PSY V1.1-P	Contact Hours	30 Hours
Practical Content			
(Minimum 4 Practical to be conducted)			
<ol style="list-style-type: none"> 1. Adjustment Inventory for School Students (Prof. A.K.P. Sinha and R.P. Singh) 2. Problem Behaviour Survey Schedule (Dr. S. Venkatesan) 3. Verbal Learning Disability (Vishal Sood) 4. Diagnostic Spelling test (Dr. Raj K. Gupta and Mrs. Susheela Narang) 5. Helplessness Scale (G.P. Mathur and R. K. Bhatnagar) 6. Educational Anxiety Scale (Saritha Dahiya and Rajni Dahiya) 			



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Fifth Semester
Course Title	Child Therapeutic Techniques (Theory)		
Course Code:	PSY V1.2-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Understand the approaches and interventions of psychotherapy.

CO2. Know the different types of play as therapy and other interventions.

Theory Contents			45 Hrs
Chapter I INTRODUCTION AND PSYCHOTHERAPY			15 Hrs
<p>a) Introduction: meaning, nature, characteristics, scope of psychotherapy. Ethics in child therapy. Laws related to childhood: juvenile justice, child labour act, POCSO</p> <p>b) Psycho-Analytic Approach: parent-infant psychotherapy, Mentaliseren, Bevorderende Kinder Therapy (MBKT).</p> <p>c) Attachment based interventions: dyadic developmental psychotherapy, circle of security, attachment and behavioural catchup</p>			
Chapter II PLAY AND OTHER THERAPEUTIC INTERVENTIONS			15 Hrs
<p>a) Plays as medium - Toys as tools. Sand and water play. Benefits of play therapy</p> <p>b) Therapeutic Activities - art, music, bibliotherapy.</p> <p>c) Interventions - cognitive therapy, cognitive behavioural therapy, REBT, stress inoculation therapy, problem solving therapy, psycho education therapy, social skills training.</p>			

References

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**Model Curriculum
of
BA/BSc Honours
in
Psychology
6thSemester**

Karnataka State Higher Education Council



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Abnormal Psychology (Theory)		
Course Code:	PSY C14-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Impart knowledge about the difference between the concepts of normality and abnormality to dispel myths regarding abnormality.

CO2. Familiarize students with criteria and classification of psychological disorders.

CO3. Provide an overview of the symptoms and etiology of various psychological disorders.

CO4. Introduce students to different perspectives regarding the causation of mental illnesses.

CO5. Familiarize students with a conceptual overview of abnormal behaviour.

Theory Contents	60 Hrs
Chapter I UNDERSTANDING ABNORMALITY	15 Hrs
Introduction: Meaning and definitions of abnormality, criteria of abnormality; psychological models of abnormality - psychodynamic, behavioristic, cognitive -behavioural and Humanistic models. Classification of mental disorders –DSM and ICD.	
Chapter II CLINICAL PICTURE AND ETIOLOGY OF ANXIETY DISORDERS	15 Hrs
a) Anxiety based disorders: The anxiety based response patterns; Phobic disorders; Obsessive Compulsive Disorders(OCD); Generalized Anxiety Disorder(GAD); Somatoform disorders; Hypochondriasis; conversion disorders. b) Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder: causes Biological, Psychological and Socio-cultural factors. (Diagnostic criteria/ Clinical features and causes & treatment).	
Chapter III SCHIZOPHRENIA AND DELUSIONAL DISORDER	15 Hrs
a) schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio-cultural factors. b) delusional disorder: diagnosis, clinical picture and its causal factors. c) Bipolar and related disorders: bipolar disorder i disorder, bipolar disorder ii disorder and cyclothymic disorder.	

Chapter IV PERSONALITY DISORDERS AND PARAPHILIAS	15 Hrs
<p>Personality disorders: cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant and dependent personality disorder).</p> <p>Paraphilic disorders: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishitic and transvestic). Causes of paraphilia.</p>	

References	
1	Carson R.C, Butcher JN and Mineka Susan (2005)., <i>Abnormal Psychology and modern life</i> (10th edn) New York: Harper-Collins
2	Kaplan H, Sadock BJ, Grebb JA (1994) <i>Synopsis of Psychiatry</i> (7th edn). New Delhi: BL Waverly Pvt. Ltd.
3	Sarason .I.G & Sarason R.B (2005) <i>Abnormal PsychologyThe Problems of Maladaptive Behaviour</i> 11 th edition New Delhi Pearson Pub.

Course Title	Abnormal Psychology (Practical)		Practical Credits	2
Course Code	PSY C15-P	Contact Hours	60 Hours	
Formative Assessment	25 Marks	Summative Assessment	25 Marks	

Practical Content

(Minimum 8 Practical to be conducted)

1. Multiphasic Questionnaire (H.N.Murthy)
2. Family Pathology Scale (V. Veeraraghavan and A. Dogra)
3. Bell's Adjustment Inventory
4. IPAT Anxiety Scale
5. Yale Brown Obsessive Compulsive Scale
6. Cohen's Perceived Stress Scale
7. Defence Mechanism Inventory (N R Mrinal & Uam Singhal)
8. Behavioural Deviance Scale (N. S. Chauhan and Saroj Aurora)
9. Alcohol and Drug Attitude Scale (Sunil Saini & Sandeep Singh)
10. Beck Depression Scale
11. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)
12. Narcissistic Personality Inventory (e-source)

STATISTICS: Chi Square



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Human Resource Management (Theory)		
Course Code:	PSY C16-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the nature, objectives and functions of HRM.
 CO2. Understand the processes of selection and tools of training.
 CO3. Know the tools of performance appraisal in work setting.
 CO4. Know the application of electronic in HR and management of international HR.

Theory Contents	60 Hrs
Chapter I	14 Hrs
INTRODUCTION: Human Resource: meaning. management: definitions. nature and meaning of human resource management. definitions and importance. difference between personal management and hr. characteristics, objectives, importance and scope of HRM. Functions of HRM – A) Managerial B) Objective C) Advisory and supportive functions.	
Chapter II	16 Hrs
SELECTION AND TRAINING: i) SELECTION: Meaning and Nature. Definitions, Characteristics, Objectives and importance of Selection. Process and Tests used in Selection. Interview: Meaning and Types. Limitations of Interview. ii) TRAINING: Meaning, Definitions, Nature and Characteristics of Training. Purposes and Benefits of Training. Methods /approaches to training- classroom/lectures , conferences, films, Vestibule training, apprenticeship, Computer Assisted Instruction(CAI)Net Based training, In basket training, Role Playing, Executive Coaching.	
Chapter III	15 Hrs
PERFORMANCE APPRAISAL: Meaning and Definition of Performance Appraisal. METHODS – A) Traditional method – Ranking, Paired Comparisons, Grading, Forced Choice, Checklist methods, Critical Incident method, Essay method. B) Modern Methods – Behaviour Anchored Rating Scale (BARS), Management by Objectives(MBO). 360* Feedback. Benefits and Limitations in Performance Appraisal.	

Chapter IV	15 Hrs
E-HRM AND INTERNATIONAL HRM: i) E-HRM: Recruitment, Selection, Performance Management Learning and Compensation. HR in mergers and acquisitions. Business processing outcomes. HRM in high performance organizations. ii) I-HRM: Nature, Growth and Management of international Human Resource activities. HR and Internalization of Business. iii) TQM: Definition. Principles and Common Barriers to TQM, Six Sigma. Tools of Quality Improvement: Kaizen, Bench Marking, HR Audit and Balance Score card.	

References	
1	H. R. Appannaiah, Dr. P.N.Reddy and K. Aparna Rao. Human Resource Management (2010) : Himalaya Publishing House
2	Shahi K. Gupta and Rosy Joshi. Human Resource Management (2011) : Kalyani Publishers
3	Dr. P. Subba Rao. Human Resource Management (2013): Himalaya Publishing House
4	Dr. P. Subba Rao. Personnel & Human Resource Management, Himalaya Publishing House
5	Dr. K. Venkataramana. Human Resource Management (2011) : Himalaya Publishing House
6	John W. Newstrom: Organizational Behaviour. Human Behaviour at Work. Tata McGraw Hill Education Private Limited, New Delhi
7	K.Asathppa. Human Resource Management (2011). Tata McGraw Hill Education Pvt. Ltd, ND
8	Dr. C.B. Gupta. Human Resource Management. Sultan and Sons
9	Gay Dessler. Human Resource Management, 9th edi. Pearson Education 2003
10	C.S. VenkataRathnam & B.K.Srinivasa. Personal Management & Human Resource.TMPL

Course Title	Human Resource Management (Practical)			Practical Credits	2
Course Code	PSY C17-P			Contact Hours	60 Hours
Formative Assessment		25 Marks	Summative Assessment		25 Marks
Practical Content					
(Minimum 8 Practical to be conducted)					
1. Strategic Talent Management Practices (Naresh N. Mehta, Pestonji, S.M.Khan)					
2. Occupational Self Efficacy Scale (OSES- UpindharDhar, Sanjyot Pethe, Sushma Chaudhury)					
3. Organizational Climate Inventory (Som Nath Chattopadhyaya and K.G. Agarwal)					
4. Organizational Culture Scale (Santhosh Dhar and Upinder Dhar					
5. Vocational Interest Record (VIR Kulshrestha)					
6. Work Motivation Questionnaire (Dr K G Agarwal)					
7. Occupational Stress Index (Srivastava, A. K., & Singh, A. P).					
8. Employee Mental Health Inventory (Jagadish)					

9. Maslach Burnout Inventory
10. Quality of Work Life Scale (Santhosh Dhar, Upinder Dhar and Rishu Roy)
11. FIRO – B (William Schultz)
12. Team Effectiveness Scale (Upinder Dhar and Santhosh Dhar)

STATISTICS

One Way ANOVA - Correlated Scores



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Organizational Psychology (Theory)		
Course Code:	PSY C18-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the nature of individual organizational behaviour towards oneself, organization and the contribution to society.
- CO2. Understand differences in skills, stress and management of the skills.
- CO3. Know the tools of training and performance appraisal in work setting.
- CO4. Understand structure and design of organization.

Theory Contents	60 Hrs
Chapter I INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	15 Hrs
Nature of organizational psychology, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations. Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.	
Chapter II INDIVIDUAL DIFFERENCES: PERSONALITY, SKILLS AND ABILITIES, STRESS	15 Hrs
a) PERSONALITY: Nature and Measurement. Big Five dimension. Work related aspects of Personality-Achievement motivation. b) ABILITIES AND SKILLS: Intelligence, physical abilities, social skills. c) STRESS: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.	
Chapter III PERCEPTION AND LEARNING	15 Hrs
a) Social Perception and Social Identity: Attribution Process. Perceptual Biases: Systematic Errors, Stereotyping. Perceiving others: Organizational Applications- Performance appraisal. b) Learning: Operational Conditioning- Learning through Rewards and Punishments. Training-varieties of training, principles of learning. Organizational behaviour Management.	

Chapter IV ORGANIZATIONAL CULTURE AND STRUCTURE	15 Hrs
<p>1. Organizational Structure: Meaning.</p> <p>a) Basic Dimensions - Hierarchy of authority, span of control, division of labour, line v/s staff positions, decentralization.</p> <p>b) Departmentalization - functional, product and matrix organizations. Advantages and disadvantages.</p> <p>2. a) Organizational Culture: Meaning and definition, characteristics and strength of organizational culture. Culture within organization. Role of culture in organizations.</p> <p>b) Forms of organizational culture - Hierarchy market and clan culture.</p> <p>c) Creating, Transmitting and changing organizational culture: How is organizational culture created. Tools for transmitting culture. Why and how organizational culture change - composition of workforce, mergers and acquisitions, strategic cultural change. Responding to internet.</p>	

References	
1	Jerald Greenberg: Behaviour in Organisations. 10 th ed. PHI Learning Pvt Ltd. ND 2012
2	Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9 th ed. PHI Learning Pvt Ltd. ND 2009
3	Fred Luthans: Organisational Behaviour. 12 th ed. McGraw-Hill International ed.
4	Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications. PHI
5	John W Newstrom: Organisational Behaviour. Human Behaviour at Work. 12 th ed. McGraw-Hill Education Pnt Ltd. New Delhi
6	Debra L. Nelson, James Campbell Quick: Organisational Behaviour. Foundations, Realities & Challenges. 5 th ed. South-Western. Cengage Learning
7	John Bratton: Work and Organisational Behaviour. Militza Callinan, Carolyn Forshaw and Peter Sawchuk. Palgrave Macmillan



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Sports Psychology (Theory)		
Course Code:	PSY E2.1-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Know the nature, training and role of sport psychologist, personality and performance in sports.

CO2. Understand the anxiety and stress in relation to athletic performance.

CO3. Understand coping and intervention strategies to manage stress.

Theory Contents	45 Hrs
Chapter I INTRODUCTION	15 Hrs
<p>a) Sports Psychology: Meaning and definition. Development of professional organizations. Certification and accreditation. Multicultural training in sport psychology. Role of sport psychologist: clinical/counselling sport psychologist, educational sport psychologist, research sport psychologist. Ethics in sport psychology. Gender and feminist issues in sport psychology.</p> <p>b) Personality and Sports Performance: Developmental effects of Athletic participation upon personality. Personality and sport type. Player position and personality profile. Personality profiles of Athletes differing in skill level (include Athletic Pyramid).</p>	
Chapter II ANXIETY, STRESS AND MOOD RELATIONSHIPS	15 Hrs
<p>Meaning and Differences among Affect, Emotion, Anxiety, Mood and Stress.</p> <p>a) Anxiety - Multidimensional nature (fig 7.1). Stress Process and Antecedents of State Anxiety response (fig 7.2). Measurement of Anxiety.</p> <p>b) Stress and Mood - Mood state and Athletic Performance: Nature and Measurement of Mood State. Profile of mood state. Mood state relationships in sport - Mood state and Achievement levels, Mood state and Performance outcome. Type of sport. Measurement of performance - Conceptual model for performance prediction.</p>	
Chapter III COPING AND INTERVENTION STRATEGIES IN SPORT	15 Hrs
<p>a) Coping strategies in Sport - Conceptual framework for Coping Strategies and Styles. Measurement of coping skills. Dynamic Nature of coping styles and strategies. Factors enhancing coping styles (Smith 1999-includes 5 different factors) and Coping effectiveness.</p>	

b) Intervention Strategies: self talk - where, when, what and why of self talk. measuring self talk. relaxation: progressive relaxation, autogenic training. meditation, body-mind training. bio-feedback training: instrumentation, skin temperature, electromyography, EEG and other methods, mental toughness.

References

1	Richard H. Cox. (2011). Sport Psychology-Concepts and Applications. 7th Edition McGraw-Hill Pub.
2	Arnold D.L.U. & Nalson (1989) – Sports Psychology. Chicago: Nalson-Hall
3	Murphy S. M (1995) – Sports Psychological Interventions. Champaign: Herman Kinetics



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Rehabilitation Psychology (Theory)		
Course Code:	PSY E2.2-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Make the students aware of the concepts of rehabilitation.

CO2. Understand the skills of rehabilitation psychologist.

CO3. Understand different types of disabilities and reasons.

CO4. Know the importance of early intervention and the places where interventions can be applied.

Theory Contents	45 Hrs
Chapter I INTRODUCTION	15 Hrs
a) Rehabilitation psychology <ul style="list-style-type: none"> • Meaning and definition, scope and importance, methods and functions of rehabilitation psychology. • History of rehabilitation in India. b) Competencies of rehabilitation psychologist <ul style="list-style-type: none"> • Types: core competencies, professional competencies. c) Scope of rehabilitation psychologist.	
d) Services of training programme for rehabilitation psychologist.	
Chapter II DISABILITY	15 Hrs
a) Definition, classification of disabilities – their incidences and prevalence. b) Types of disabilities – visual, hearing, physical, psychological and mobility impairments. c) Etiological factors – prenatal, perinatal and postnatal factors, genetic and chromosomal aberrations, prevention of disabilities.	
Chapter III INTERVENTIONS	15 Hrs
a) Concepts and need for early intervention. b) Screening and referral, involvement of parents and community. c) Role of special educator in early and related matters. d) Models of early intervention – home and centre based, community based rehabilitation.	

References

References	
1	Rehabilitation Psychology by Dr. Anu Teotia, Notion press.com 2018
2	e source
3	https://www.slideshare.net/SnehaSebastian18/rehabilitation-psychology-249751992
4	https://specialeducationnotes.co.in/paper1Unit4.htm



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	School Guidance and Counselling (Theory + Practical)		
Course Code:	PSY V2.1-T	No. of Credits	3 (2+1)
Contact hours	30 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. The meaning and nature of school guidance program

CO2. The meaning, importance, and process of counselling.

CO3. How different tools and techniques can be used as a part of school guidance program.

CO4. The meaning & nature of career guidance & appreciate different modes of dissemination of career information.

Theory Contents	30 Hrs
Chapter I Meaning and nature of School Guidance Program	15 Hrs

i) Guidance:

a) Meaning and Definition, goals and functions of guidance (Educational, Psychological and Social). Basic Philosophy of Guidance. Some misconceptions about Guidance program.

b) Guidance Services: Orientation service, Individual Inventory Service, Academic & Career Guidance Service, Counselling service, Research and Evaluation service, Follow Up service and Referral service.

c) Guidance Activities: Class talk, Career Talk, Group Discussion and Workshop.

d) School Guidance Committee, functionaries and Functions: Meaning, functions, composition, different functionaries; School Counsellor, Career master, School Psychologist, School Doctor, Social worker, Headmaster/ Mistress and School Teacher.

ii) Counselling:

a) Meaning and definition, nature of Counselling. Qualities of effective counsellors. Ethics of Counselling: Confidentiality, Professional Disclosure and informed consent, No dual relationship, Referral with client's willingness.

b) Types and approaches of Counselling: Individual and Group Counselling. Directive, non-directive and eclectic counselling.

c) Stages and process of counselling: Relationship building, Assessment of the client's needs

and problems, Goal setting and prioritization of the goal, Interventions and Termination & follow up. d) Counselling skills: (micron and macro skills). Active listening, Empathy, Paraphrasing and reflecting, Questioning, Assessment, Responding and Communicating, and Healthy termination.	
Chapter II Tools and Techniques of Educational and Career Guidance:	15 Hrs
i) Tools and Techniques: a) Meaning and importance of Testing and non-testing techniques: Meaning, importance, identification of appropriate tests. b) Testing and Non testing techniques: - Testing techniques: Intelligence, Aptitude, Attitude, Personality Tests, Checklists. Non testing techniques: Interview, Observation, case study, Anecdotal record, Cumulative record cards. ii) Educational and Career Guidance: a) Meaning, importance. World-of-work orientation. Collection and dissemination of educational and Career information: Preparation of charts, posters. Career monograph. b) Career Corners: Meaning, planning, and organizing career corners. c) Career Exhibitions: Meaning, planning, and organizing career exhibition. d) Career development: Meaning and development.	

References	
1	Aggarwal, J.C. (2004). <i>Educational vocational guidance and counselling</i> . Delhi: Doaba House.
2	Bhatnagar, Asha and Gupta, Nirmala. (1999). <i>Guidance and counseling: Vol I and II</i> . New Delhi: Vikas Publishing House.
3	Chauhan S.S. (2008). <i>Principles and techniques of guidance</i> . UP: Vikas Publishing House Pvt Ltd.
4	Gibson, R.L. and Mitchell, Marianne. (2008). <i>Introduction to counselling and guidance</i> . New Delhi: PHI Learning Pvt Ltd.
5	Kocher, S.K. (2007). <i>Educational guidance and counselling</i> . New Delhi: Sterling.
6	Murthy, Venkatesha, C.G.; Kumar, Anil. K. and Nandini, P. (2008). <i>Career guidance: A handbook. (First Edition)</i> . Bengaluru: Aviratha Trust.

Course Title	School Guidance and Counselling (Practical)		Practical Credits	1
Course Code	PSY V2.1-P	Contact Hours	30 Hours	
Practical Content				
(Minimum 4 Practical to be conducted)				
1. Spence Children Anxiety Scale				
2. Educational Interest Record				
3. Problem Solving Ability Test				
4. Malin’s Intelligence Scale for Children				
5. Psychological Counselling Need Scale (Vijayalakshmi Chouhan and Gunjan Arora)				
6. Social Media Influence Scale (Balbinder Singh and Surjit Lal)				



Government of Karnataka

Program Name	BA/BSc in Psychology	Semester	Sixth Semester
Course Title	Inclusive Education (Theory + Practical)		
Course Code:	PSY V2.2-T	No. of Credits	3 (2+1)
Contact hours	30 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Understand the meaning of inclusion of all learners.

CO2. Appreciate different factors facilitating and impeding inclusion in educational settings.

CO3. Understand the bandwidth of diversity in educational settings.

CO4. Understand the importance of identifying and celebrating diversity by providing equitable opportunities.

Theory Contents	30 Hrs
Chapter I INTRODUCTION TO INCLUSIVE EDUCATION	15 Hrs
a) Understanding the diversity in educational settings: Socially disadvantage group, Disabled group (average/ normal group), above average group (creative, talented and the gifted). b) Understanding impairment, Disability and Handicaps. c) Factors affecting and promoting inclusion in society.	
Chapter II CELEBRATING DIVERSITY	15 Hrs
a) Understanding the needs of diverse learners in educational settings and addressing them. Needs of socially marginalized learners, disabled learners, normal learners, gifted learners, talented learners and creative learners. b) Extending equitable opportunities to all the above groups.	

References	
1	Hallahan, D.P. and Kauffman, J.K. (1988). <i>Exceptional children: Introduction to special education</i> . NJ: Englewood Cliffs.
2	Kapoor, S. (2015). <i>Index of inclusive school quality</i> . Delhi: Brotherhood.
3	Mithu, A. and Michael, B. (2005). <i>Inclusive education: From rhetoric to reality</i> . New Delhi: Viva Books Pvt Ltd.
4	NCERT. (2006). <i>Position Paper: National focus group on education of children with special needs</i> .

References	
	New Delhi: NCERT.
5	Reed, M. (1984). <i>Educating hearing impaired children</i> . Milton Keynes: Open University Press.

Course Title	Inclusive Education (Practical)		Practical Credits	1
Course Code	PSY V2.2-P	Contact Hours	30 Hours	
Practical Content				
(Minimum 4 Practical to be conducted)				
1.	Sensory Play: Create sensory experiences using materials like sand, water, slime or textured objects. This can help children explore different sensations and improve their sensory processing skills.			
2.	Nature walks: take children outdoors to explore nature. Engage them in activities like bird watching, gardening, promoting sensory stimulation and a connection with the natural environment.			
3.	Story Telling and Puppetry: Read or tell stories using visual aids or puppets to make it more interactive and engaging. Encourage children to participate by acting out parts of the story or creating their own narratives.			
4.	Physical Activities: Adapt physical games and exercises to suit each child’s abilities. This could include modified sports, yoga, dance or simply engaging in movements that help with coordination, balance and strength.			
5.	Social Skills Development: Organize group activities that promote social interaction such as board games, team building exercises or role playing scenarios to practice communication and cooperation.			
6.	Sensory -Friendly Outings: Plan trips to sensory friendly venues such as museums, theatres or amusement parks that offer accommodations for individuals with sensory sensitivities.			



DEPARTMENT OF ENGLISH

SYLLABUS

(III and IV SEMESTER)

UG ENGLISH(AS PER NEP-2020)

FOR THE ACADEMIC YEAR 2022-23 ONWARDS

- 1 -

Chitra Parikh
11.8.22

Chaitanya
Department of English
BANGALORE UNIVERSITY
BANGALORE 560 086

**Bangalore University
Bengaluru**

Department of English

Proceedings of the meeting of the Board of Studies in English-Under-Graduate held on 11-08-2022 at 2.30 pm under the Chairpersonship of Prof. Chitra Panikkar in the Department of English, Bangalore University.

A meeting of the BOS-UG-English was held to discuss and finalise the UG English syllabus for the 3rd and 4th Semesters.

The following members were present:

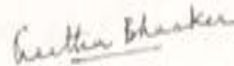
Members of the BOS

Signature

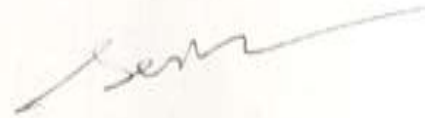
Prof. Chitra Panikkar
Chairperson -Board of Studies in
English-UG
Bangalore University, Bengaluru



Prof. Geetha Bhasker (Co-opted
Member)
Professor
Department of English
Bangalore University, Bengaluru



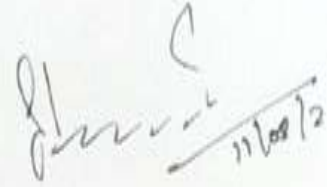
Dr.L.N.Seshagiri,
Associate Professor,
Department of English
Government First Grade College,
Yedyur, Jayanagar, Bengaluru-560
070



Dr.Fahmeeda.P,
Assistant Professor,
Department of English
Government First Grade College,
Vijayanagar, Bengaluru-560 040



Dr.Shankara Murthy,
Assistant Professor
Department of English
Government First Grade College,
Kengeri, Bengaluru-560 060


11/8/22

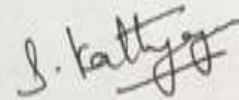
Dr.Thammaiah.R.B,
Associate Professor & Head
Department of English,
Padmashree Institute of Management
& Science, Kengeri,
Bengaluru-560 060



Prof.S.Manjunatha,
Assistant Professor
Department of English
Government First Grade College,
Magadi-562 120



Prof.S.Kathyayini (Co-opted
Member)
Associate Professor
Department of English
Jain College, Bengaluru



Prof.Ramesha.S.M
Assistant Professor
Department of English
Government First Grade College,
Thyamagondlu-562 132

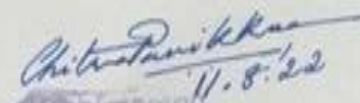


Prof. Chetana.P (External Member)
Associate Professor & Chairperson
Dept. of English,
Maharani Cluster University,
Sheshadri Road, Bengaluru



Dr.Shivalinga Swamy.H.K (External
Member)
Professor & Chairperson
Dept. of English,
Tumkur University
Honnavar Road, Tumkur-572 102

- Absent -


11.8.22
Chairperson
Department of English
BANGALORE UNIVERSITY
BANGALORE-560058

MODEL CURRICULUM STRUCTURE AND SYLLABUS FOR GENERIC ENGLISH-L2,
OPTIONAL ENGLISH BA (HONS) DSCC , BA DSC COMMUNICATIVE ENGLISH
AND OPEN ELECTIVES

Sem	Program	Theory/ Practical	Teaching Hours /Week	Credits	Paper Title	Marks	
						SA	IA
III	BA (AECC)	Theory	4	3	Generic English-L2	60	40
IV	BA(AECC)	Theory	4	3	Generic English-L2	60	40
III	BCom/ BBA(AECC)	Theory	4	3	Generic English-L2	60	40
IV	BCom/ BBA(AECC)	Theory	4	3	Generic English-L2	60	40
III	BSc(AECC)	Theory	4	3	Generic English-L2	60	40
IV	BSc(AECC)	Theory	4	3	Generic English-L2	60	40
III	BA (Hons) DSCC-5	Theory	3	3	British Literature up to 1800 (Part-1)	60	40
III	BA (Hons) DSCC-6	Theory	3	3	Indian Literature in English Translation	60	40
IV	BA (Hons) DSCC-7	Theory	3	3	British Literature 19 th & 20 th Century (Part- 2)	60	40
IV	BA (Hons) DSCC-8	Theory	3	3	Gender Studies (Part- 1)	60	40
III	BA DSC Communicati ve English	Theory	4	4	Introduction to Mass communication and writing for media: Print & Radio	60	40
		Practical	4	2		25	25
IV	BA DSC Communicati ve English	Theory	4	4	Creative Writing and New Media	60	40
		Practical	4	2		25	25
I,II,I II & IV	BA/B.Com/B BA/B.Sc/BC A/BVA/BTT M other Allied Courses Under NEP 2020 Scheme (Open Electives1,2, 3 & 4)	Theory	3	3	1. OE I: Functional Eng Grammar and Study Ski 2. Spoken English for Corporate Jobs 3. Spoken English for Global Communication 4. Translation Theory and Practice	60	40



BANGALORE

UNIVERSITY

DEPARTMENT OF ENGLISH

SYLLABUS

(III and IV SEMESTER)

UG ENGLISH (AS PER NEP-2020)

FOR THE ACADEMIC YEAR 2022-23 ONWARDS

List of members of the new textbook committee to prepare III & IV Semester L2 Generic English (AECC) Syllabus and textbooks for BA/BA Music/BFA/BVA/BSW and other courses coming under the Faculty of Arts.

1. **Dr.Shankara Murthy**
Govt First Grade College
Kengeri, Bengaluru
2. **Prof. Ramesha S.M.**
Government First Grade College,
Thyamagondlu
3. **Prof. Reshma N.A**
Govt First Grade College
HSR Layout, Bengaluru.
4. **Prof.J. Mercy Victoria**
Govt First Grade College,
Kanakapura
5. **Prof.Anuradha H.R**
Govt First Grade College
Ramanagara
6. **Prof. Jockim D Silva**
Smt.Gowramma and Sri. D.K. KempeGowda Govt First Grade College
Kodihalli, Kanakapura Taluk
7. **Dr. Jayappa**
Govt First Grade College
Nelamangala
8. **Prof. Sreevarsha.G (Co Opted Member)**
Govt First Grade College
Hesaraghatta

Curriculum Structure for the Undergraduate Degree Program

PROGRAM: BA/BA Music/BFA/BVA/BSW & other courses under the faculty of Arts
SEMESTER III

Total Credits for the Program: 03

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH -L2

Name of the Degree Program: BA/BA Music/BFA/BVA/BSW & other courses under the faculty of Arts

Teaching hours per week: 04

Title of the Course: GENERIC ENGLISH-L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/ semester
03	04	50/56

Course Objectives for III Semester:

The course helps the students to

1. Enhance **LSRW** (Listening, Speaking, Reading, Writing) skills
2. Develop inter-personal communication skills
3. Augment presentation skills
4. Critically analyse, interpret and appreciate literary texts
5. Sensitize about social, cultural, religious and ethnic diversities
6. Enable employability in emerging sectors such as—content writers, interpreters, translators, transcribers
7. Facilitate preparation for competitive examinations-
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Course Outcomes for III Semester:

By the end of the course, the students will have

1. Acquired LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as—content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations-
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

SYLLABUS– SEMESTER III
GENERIC ENGLISH–BA

III Semester–Generic English Faculty of Arts	50/56 Hours	Marks
Unit 1: Receptive Skills: Reading Skills and Listening Skills	23hours	40 marks
1. Reading Skills–Short Play <u>The Boy Comes Home</u> – A.A. Milne	15 hours	30marks
2. Listening Skills –Persuasive Speeches a. Mahatma Gandhi’s speech on Quit India b. Dr. B.R. Ambedkar’s speech on Untouchability, worse than Slavery. c. Dr. A.P.J. Abdul Kalam’s speech on My Vision for India. d. Martin Luther King’s speech on I Have a Dream. e. Sarojini Naidu’s speech on I am Only a Woman.	8 hours	10marks
Unit2:Productive Skills: Speaking and Writing Skills	23hours	20 marks
1. Speaking Skills: Presentation Skills Types: a. Informational/InstructionalPresentation b. Demonstrative Presentation	5 hours	5marks
2. Writing Skills: Introduction to writing and types of writing Types of Writing: a. Descriptive Writing b. Narrative Writing c. Comparative writing	6 hours	5marks

3. Business Correspondence Types of Letters: a. Letters of Enquiry b. Order Letters c. Letters of Complaint d. Reply to letters of Complaint	6 hours	5marks
4.Commercial Writing Types of Commercial Writing: a. Advertisement Writing Poster/Brochure Writing	6 hours	5marks
Formative Assessment Activities –Discussion or Guidance under experiential learning for formative assessment activities	4 hours	NA

FORMATIVE ASSESSMENT–40 Marks

A. FORMATIVE ASSESSMENT– 40 M arks

B. SUMMATIVE ASSESSMENT– 60 Marks

TOTAL-100 Marks

A. FORMATIVE ASSESSMENT–40 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation–(seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews /Case Study/Project/Internship: <ul style="list-style-type: none"> Proper documentation should be maintained and submitted for assessment. 	20
Total	40

SUMMATIVE ASSESSMENT – 60 Marks

QUESTION PAPER PATTERN

for BA SEMESTER III

GENERIC ENGLISH-L2 (DSCC)

Time: 2.30 hours

Max.Marks:60

Instructions: Answer all the questions

UNIT-1

Receptive skills: Reading skills and Listening skills

- | | | |
|------|---|---------|
| I. | Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. | Answer in about a page. (2 questions out of 3) | 2x5=10 |
| III. | Answer in about 2–3 pages (1 question out of 2) | 1x10=10 |
| IV. | Answer in about a page. (2 questions out of 3) | 2x5=10 |

UNIT-2

Productive skills: Speaking and writing skills

- | | | |
|-------|--|-------|
| V. | Answer in about a page (1 question out of 2) | 1x5=5 |
| VI. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VII. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VIII. | Answer in about a page (1 question out of 3) | 1x5=5 |

CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE

PROGRAM: BA/BA Music/BFA/BVA/BSW & other courses under the faculty of Arts
SEMESTER IV

Total Credits for the Program: 03

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH -L2

Name of the Degree Program: BA/BA Music/BFA/BVA/BSW & other courses under the faculty of Arts

Teaching hours per week: 04

Title of the Course: GENERIC ENGLISH - L2		
Number of Theory Credits	Number of hours per Week	Number of lecture hours/semester
04	04	50/56

COURSE OBJECTIVES for IV Semester:

The course helps the students to

- 1) Enhance the students' creative, interpretative and critical thinking
- 2) Equip the students to communicate confidently and effectively
- 3) Prepare for various interviews and professional contexts
- 4) Build persuasive and creative social media writing skills
- 5) Develop analytical and evaluative skills
- 6) Train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) Enable students for self-expression

COURSE OUTCOMES for IV Semester:

By the end of the course, the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

SYLLABUS – SEMESTER IV

Generic English – BA/BA Music/BFA/BVA/BSW & other courses under the faculty of Arts

IV Semester – Generic English Faculty of Arts	50/56 hours	Marks
Unit 1: Receptive Skills: Reading Skills and Listening Skills	23 hours	40 Marks
1. Reading Skills – Novella <u>Of Mice and Men</u> by John Steinbeck	18 hours	30 Marks
2. Listening Skills – Listening and Decoding	05 hours	10 Marks
Poems: a. “Wandering Singers” by Sarojini Naidu b. “Still I Rise” by Maya Angelou	03 hours	
Listen to understand TED talks: a. TED Talk 1 – Your health is governed by your Environment by Dr.B.M Hegde b. TED Talk 2 –Terrace Gardening by Guttikonda Madhavi	02 hours	
Unit 2: Productive Skills: Speaking and Writing Skills	23 hours	20 marks
3. Speaking Skills: Types: a. Pechakucha Presentation b. Group Discussion	04 hours	05 marks
1. Writing Skills: Technical Writing Types of Writing: a. Copy writing b. Business Writing c. Travel Writing d. Article Writing	08 hours	05 marks

2. E – Correspondence and Content writing skills E- mail: Casual and Professional a. Apology Letter b. Appreciation Letter c. Congratulation Letter	05 hours	05 marks
3. Social Media Content Writing Skills Types of Commercial Writing: a. Blog Writing b. Writing on Instagram & Facebook c. Writing on Quora	06 hours	05 marks
Formative Assessment Activities – Discussion or guidance under experiential learning for formative assessment activities	04 hours	NA

FORMATIVE ASSESSMENT – 40 marks

C. FORMATIVE ASSESSMENT – 40 marks

D. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

A. FORMATIVE ASSESSMENT – 40 marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ /Case Study/ Project/ Internship Note: • Proper documentation should be maintained and submitted for assessment.	20
Total	40

B. SUMMATIVE ASSESSMENT – 60 Marks

QUESTION PAPER PATTERN

BA/BA Music/BFA/BVA/BSW & other courses under the faculty of Arts

IV SEMESTER

GENERIC ENGLISH -L2

Time: 2.30 hours

Max.Marks:60

Instruction: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

I. Answer in one or two sentences (5 questions out of 7) 5x2=10

II. Answer in about a page. (2 questions out of 3) 2x5=10

III. Answer in about 2 – 3 pages (1 question out of 2) 1x10=10

IV. Answer in about a page. (2 questions out of 3) 2x5=10

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

V. Answer in about a page (1 question out of 2) 1x5=5

VI. Answer in about a page (1 question out of 3) 1x5=5

VII. Answer in about a page (1 question out of 3) 1x5=5

VIII. Answer in about a page (1 question out of 3) 1x5=5

List of members of the new textbook committee to prepare III & IV Semester L 2 Generic English (AECC) Syllabus and textbooks for B.Com, BBA and other courses coming under the Faculty of Commerce and Management.

- 1. Prof.S. Manjunatha**
GFGC, Magadi
- 2. Prof. S.Kathyayini (Co-opted Member)**
Jain College, Bengaluru
- 3. Asst.Prof. Roopashree U**
Seshadripuram Academy of Business Studies
Kengeri Satellite Town, Bengaluru
- 4. Dr. Govindaraju T**
RPA First Grade College
70th Cross, 5th Block, Rajajinagar, Bengaluru
- 5. Asst.Prof. Mukesh Soni,**
Dayananda College Of Arts, Science and Commerce,
Kumaraswamy Layout, Bangalore 560078
- 6. Asst.Prof Shiva Prasad.H**
Kuvempu First Grade College
Hesaragatta Road
Mallasandra, T Dasarahalli, Bengaluru
- 7. Asst.Prof.Ashwini B Somanna**
Surana College, Peenya,Bengaluru
- 8. Asst.Prof. Divya Hari Rao**
Arihant Institute of Commerce and Management
Global Campus, Thalaghattapura, Kanakapura Main Road, Bengaluru - 62

Curriculum Structure for the Undergraduate Degree Program B Com, BBA and Other Courses Coming Under the Faculty of Commerce and Management.

SEMESTER III

PROGRAM: BCOM, BBA & other courses under the faculty of Commerce and Management.

Total Credits for the Program: 03

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH -L2

Name of the Degree: BCOM, BBA & other courses under the faculty of Commerce and Management.

Teaching hours per week: 04

Title of the Course: GENERIC ENGLISH-L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/ semester
03	04	50/56

Course Objectives for III Semester:

The course helps the students to

1. Enhance **LSRW** (Listening, Speaking, Reading, Writing) skills
2. Develop inter-personal communication skills
3. Augment presentation skills
4. Critically analyse, interpret and appreciate literary texts
5. Sensitize about social, cultural, religious and ethnic diversities
6. Enable employability in emerging sectors such as–content writers, interpreters, translators, transcribers
7. Facilitate preparation for competitive examinations-
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Course Outcomes for III Semester:

By the end of the course the students will have

1. Acquired **LSRW** (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as–content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations-
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

III SEMESTER B.Com & B.B.A

Generic English (L2)

III SEMESTER	50/56 hours		60 marks
UNIT – 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23 Hours	40 marks
READING SKILLS	PLAY	13 hours	30 marks
	The Fire and the Rain - Girish Karnad		
LISTENING SKILLS	PERSUASIVE SPEECHES	10 hours	10 marks
Audio version of the speeches to be emphasized	1. Never Give in - Winston Churchill Speech		
	2. Harvard Commencement Speech - J K Rowling		
	3. Narayan Murthy's speech at Lal Bahadur Shastri institute of management		
	4. Dr. B R Ambedkar's Speech constituent assembly speech on Dec 17 th 1946		
	5. Nobel Prize Acceptance Speech - Bob Dylan		
UNIT – 2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		23 hours	20 marks
SPEAKING SKILLS	PRESENTATION SKILLS	5 hours	5 Marks

	Types - <ul style="list-style-type: none"> • Informative • Persuasive • Demonstrative 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES	6 hours	5 marks
	<ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Argumentative Writing 		
	BUSINESS CORRESPONDENCE		
	1.Letters of Enquiry 2.Order Letters 3.Letters of Complaint 4. Reply to Complaint	6 hours	5 marks
	COMMERCIAL WRITING	6 hours	5 marks
	1.Product Manual (Content in manual books) 2.Brochure Writing		
FORMATIVE ASSESSMENT ACTIVITIES	Discussion / Guidance for Experiential Learning under Formative Assessment	4 hours	

A. FORMATIVE ASSESSMENT–40 Marks

B. SUMMATIVE ASSESSMENT–60 Marks

TOTAL-100 Marks

A. FORMATIVE ASSESSMENT–40 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation–(seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ /Case Study/Project/Internship Note: <ul style="list-style-type: none">Proper documentation should be maintained and submitted for assessment.	20
Total	40

Summative Assessment – 60 Marks Question Paper Pattern For BCom and BBA Semester III Generic English-L2

Time: 2.30 hours

Max. Marks: 60

Instruction: Answer all the questions

UNIT–1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

- | | |
|--|---------|
| I. Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. Answer in about a page (2 questions out of 3) | 2x5=10 |
| III. Answer in about 2–3 pages (1 question out of 2) | 1x10=10 |
| IV. Answer in about a page. (2 questions out of 3) | 2x5=10 |

UNIT–2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | |
|--|-------|
| V. Answer in about a page (1 question out of 2) | 1x5=5 |
| VI. Answer in about a page (1 question out of 3) | 1x5=5 |
| VII. Answer in about a page (1 question out of 3) | 1x5=5 |
| VIII. Answer in about a page (1 question out of 3) | 1x5=5 |

Curriculum Structure for the Undergraduate Degree Program B Com, BBA and other Courses Coming Under the Faculty of Commerce and Management.

SEMESTER IV

PROGRAM: BCOM, BBA & other courses under the faculty of Commerce and Management.

Total Credits for the Program: 03

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH -L2

Name of the Degree: BCOM, BBA & other courses under the faculty of Commerce and Management.

Teaching hours per week: 04

TITLE OF THE COURSE:GENERIC ENGLISH–L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

COURSE OBJECTIVES for IV Semester:

The course helps the students to

- 1) Enhance the students' creative, interpretative and critical thinking
- 2) Equip the students to communicate confidently and effectively
- 3) Prepare for various interviews and professional contexts
- 4) Build persuasive and creative social media writing skills
- 5) Develop analytical and evaluative skills
- 6) Train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) Enable students for self-expression

COURSE OUTCOMES for IV Semester:

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

IV SEMESTER B.Com& B.B.A

Generic English (L2)

IV SEMESTER	50/56hrs		60marks
UNIT - 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23Hrs	
Chapter 1: READING SKILLS	NOVELLA - <u>Karvalo</u> by Poornachandra Tejaswi	18 hrs	30marks
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING	5 hrs	10 marks
	POEMS 1. “Ode on a Grecian Urn” by John Keats 2. “Ecology” by A.K.Ramanujan	3 hrs	
	TED TALK 1 <i>Vandana Shiva (Environment)</i> TED TALK 2 <i>Dr. Devi Shetty (Health)</i>	2 hrs	
UNIT 2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		23hrs	
Chapter – 3 SPEAKING SKILLS	(Any 2) <i>Pechakucha</i> Presentation Public Speaking	4 hrs	5 marks
WRITING SKILLS	TECHNICAL WRITING (Any 4)		5 marks
	Copy writing Business Writing Travel Writing Article Writing	8 hrs	

E-correspondence and Content Writing Skills			
	E-mail Casual and Professional 1.Appreciation Letters 2.Congratulation Letters 3.Promotion letter	5 hrs	5 marks
	Social Media Content Writing Skills 1.Blog writing 2.Podcast writing 3.Writing on Twitter &Instagram	6 hrs	5 marks
FORMATIVE ASSESSMENT ACTIVITIES	Discussion /Guidance for Experiential Learning under Formative Assessment	4hrs	

A. FORMATIVE ASSESSMENT–40 marks

B. SUMMATIVE ASSESSMENT–60 Marks

TOTAL-100 Marks

A. FORMATIVE ASSESSMENT–40 marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
InternalTest	10
Presentation–(seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ /Case Study/Project/Internship Note: Proper documentation should be maintained and submitted for assessment.	20
Total	40

B. Summative Assessment 60 marks
Question Paper Pattern for BCOM/BBA
IV SEMESTER
GENERIC ENGLISH -L2

Time: 2.30 hours Max.Marks:60

Instructions: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

- | | | |
|------|---|---------|
| I. | Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. | Answer in about a page. (2 questions out of 3) | 2x5=10 |
| III. | Answer in about 2 – 3 pages. (1 question out of 2) | 1x10=10 |
| IV. | Answer in about a page. (2 questions out of 3) | 2x5=10 |

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | | |
|-------|--|-------|
| V. | Answer in about a page (1 question out of 2) | 1x5=5 |
| VI. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VII. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VIII. | Answer in about a page (1 question out of 3) | 1x5=5 |

List of members of the new textbook committee to prepare III & IV Semester L 2 Generic English (AECC) Syllabus and textbooks for B.Sc./B C A and other courses coming under the Faculty of Science.

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Padmashree Institute of Management and Sciences
Bangalore

2. Prof.Ananda K.D

Govt First Grade College, Ramanagara

3. Prof.Archana.R

St. Francis de Sales College,
Electronics City, Bengaluru

4. Prof. Keerthishree.N

Dayananda Sagar Business Academy
KanakapuraRoad,Bengaluru

5. Prof.Medini Prabhu

Surana College, South End Circle
Bengaluru

6. Prof.Kavitha M.S

ASC Degree College,
Rajajinagar, Bengaluru

7. Prof.Kavitha.M

Arunodaya College, Mariyappanapalya
Bengaluru

8. Prof. Anasuya Joshi

Ramanashree Academy of Management,
Vijayanagar, Bengaluru

CURRICULUM STRUCTURE FOR THE UNDER GRADUATE DEGREE

PROGRAM BSC / BCA

SEMESTER III

PROGRAM: BSC/BCA & other courses under the faculty of Science.

Total Credits for the Program: 03

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH -L2

Name of the Degree: BSC/BCA & other courses under the faculty of Science

Teaching hours per week: 04

Title of the Course: GENERIC ENGLISH-L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/ semester
03	04	50/56

Course Objectives for III Semester:

The course helps the students to

1. Enhance **LSRW** (Listening, Speaking, Reading, Writing) skills
2. Develop inter-personal communication skills
3. Augment presentation skills
4. Critically analyse, interpret and appreciate literary texts
5. Sensitize about social, cultural, religious and ethnic diversities
6. Enable employability in emerging sectors such as–content writers, interpreters, translators, transcribers
7. Facilitate preparation for competitive examinations-
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Course Outcomes for III Semester:

By the end of the course the students will have

1. Acquired **LSRW** (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as–content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations-
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

SYLLABUS – SEMESTER III
GENERIC ENGLISH – B.Sc /BCA

III Semester – Generic English Faculty of Science	50/56 hours	Marks
Unit 1: Receptive Skills: Reading Skills and Listening Skills	23 hours	40 marks
1. Reading Skills – Short Play <u>Pygmalion</u> – George Bernard Shaw	15 hours	30 marks
2. Listening Skills – Persuasive Speeches a. Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17, 1946 b. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. c. Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America, became historical. d. Priyanka Chopra's speech at Penguin Annual Lecture, 2017 e. Greta Thunberg's Speech at The U.N. Climate Change Summit	8 hours	10 marks
Unit 2: Productive Skills: Speaking and Writing Skills	23 hours	20 marks
1. Speaking Skills: Presentation Skills Types: a. Informational/Instructional Presentation b. Persuasive Presentation c. Demonstrative Presentation	5 hours	5 marks
2. Writing Skills: Introduction to writing and types of writing Types of Writing: a. Descriptive Writing b. Narrative Writing c. Reflective Writing d. Comparative Writing e. Persuasive/Argumentative Writing	6 hours	5 marks
3. Business Correspondence Types of Letters: a. Letters of Enquiry b. Order Letters c. Letters of Complaint d. Reply to letters of Complaint	6 hours	5 marks
4. Commercial Writing	6 hours	5 marks

Types of Commercial Writing: a. Advertisement Writing b. Product Manual c. Poster/Brochure Writing		
Formative Assessment Activities – Discussion or guidance under experiential learning for formative assessment activities	4 hours	NA

A. FORMATIVE ASSESSMENT–40 Marks

B. SUMMATIVE ASSESSMENT–60 Marks

TOTAL-100 Marks

B. FORMATIVE ASSESSMENT–40marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation–(seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ /Case Study/Project/Internship Note: Proper documentation should be maintained and submitted for assessment.	20
Total	40

C. SUMMATIVE ASSESSMENT – 60 Marks
QUESTION PAPER PATTERN
for BSC//BCA
III SEMESTER
GENERIC ENGLISH -L2

Time: 2.30 hours

Max.Marks:60

Instruction: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

- | | | |
|------|---|---------|
| I. | Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. | Answer in about a page. (2 questions out of 3) | 2x5=10 |
| III. | Answer in about 2 – 3 pages (1 question out of 2) | 1x10=10 |
| IV. | Answer in about a page. (2 questions out of 3) | 2x5=10 |

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | | |
|-------|--|-------|
| V. | Answer in about a page (1 question out of 2) | 1x5=5 |
| VI. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VII. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VIII. | Answer in about a page (1 question out of 3) | 1x5=5 |

**CURRICULUM STRUCTURE FOR THE UNDER GRADUATE DEGREE PROGRAM
BSC/BCA
SEMESTER IV**

Total Credits for the program: 03

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH-L2

Name of the Degree Program: BSc/BCA

Teaching hours per week: 4

TITLE OF THE COURSE: GENERIC ENGLISH–L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

COURSE OBJECTIVES for IV Semester:

The course helps the students to

- 1) Enhance the students' creative, interpretative and critical thinking
- 2) Equip the students to communicate confidently and effectively
- 3) Prepare for various interviews and professional contexts
- 4) Build persuasive and creative social media writing skills
- 5) Develop analytical and evaluative skills
- 6) Train students to identify and understand regional and global contexts and ethical Frameworks in texts and narratives
- 7) Enable students for self-expression

COURSE OUTCOMES for IV Semester:

By the end of the course, the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

GENERIC ENGLISH – B.Sc /BCA- SEMESTER-IV-SYLLABUS

IV Semester – Generic English L2 Faculty of Science	50/56 hours	Marks
Unit 1: Receptive Skills: Reading Skills and Listening Skills	23 hours	40 marks
1. Reading Skills – Novella <u>Mother of 1084</u> – Mahasweta Devi	18 hours	30 marks
2. Listening Skills – Listening and Decoding	5 hours	10 marks
Poems: a. “Home Coming Son” – Tsegaye Gabre - Medhin b. “Measurements” – Navakanta Barua	3 hours	
Listen to understand TED talks: a. TED Talk 1 – Change is Life by Dr.B.M Hegde b. TED Talk 2 – How a 13 year old changed ‘Impossible to I’m Possible’ by Sparsh Shah	2 hours	
Unit 2: Productive Skills: Speaking and Writing Skills	23 hours	20 marks
3. Speaking Skills: Types: a. Pechakucha Presentation b. Public Speaking	4 hours	5 marks
1. Writing Skills: Technical Writing Types of Writing: a. Scientific Writing b. Business Writing c. Travel Writing d. Article Writing	8 hours	5 marks
2. E – Correspondence and Content writing skills E- mail: Casual and Professional a. Congratulation Letter b. Appreciation Letter	5 hours	5 marks

c. Promotion Letter d. Termination Letter		
3. Social Media Content Writing Skills Types of Commercial Writing: a. Blog Writing b. Podcast Writing c. Writing on Quora	6 hours	5 marks
Formative Assessment Activities – Discussion or guidance under experiential learning for formative assessment activities	4 hours	NA

FORMATIVE ASSESSMENT–40 Marks

SUMMATIVE ASSESSMENT–60 Marks

TOTAL-100 Marks

D. FORMATIVE ASSESSMENT–40 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation–(seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Case Study/Project/Internship Note: Proper documentation should be maintained and submitted for assessment.	20
Total	40

SUMMATIVE ASSESSMENT – 60 Marks
QUESTION PAPER PATTERN
for BSC/BCA
IV SEMESTER
GENERIC ENGLISH -L2

Time: 2.30 hours

Max.Marks:60

Instruction: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

- | | | |
|------|---|---------|
| I. | Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. | Answer in about a page. (2 questions out of 3) | 2x5=10 |
| III. | Answer in about 2 – 3 pages (1 question out of 2) | 1x10=10 |
| IV. | Answer in about a page. (2 questions out of 3) | 2x5=10 |

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | | |
|-------|--|-------|
| V. | Answer in about a page (1 question out of 2) | 1x5=5 |
| VI. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VII. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VIII. | Answer in about a page (1 question) | 1x5=5 |

04 – Year B.A. (Hons.) Program

SYLLABUS

Subject: Optional English

(Effective from 2022-23)

DISCIPLINE SPECIFIC CORE COURSES (DSCC) FOR SEM III & IV

AS PER NEP -2020

Effective from 2022-23

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC 5	Theory	03hrs	45	02 and 1/2hrs	40	60	100	03
	DSCC 6	Theory	03hrs	45	02 and ½ hrs	40	60	100	03
	OEC-3	Theory	03 hrs	45	3 hrs	40	60	100	03
IV	DSCC 7	Theory	03hrs	45	02 and ½ hrs	40	60	100	03
	DSCC 8	Theory	03hrs	45	02 and ½ hrs	40	60	100	03
	OEC-4	Theory	03 hrs	45	3 hrs	40	60	100	03
	Details of the other Semesters will be given later								

Title of the Programme B.A., (Hon) English

Programme Specific Outcomes (PSO):

On completion of the 03/ 04 years Degree in English students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Bettering their skills of remembering, understanding, applying, analyzing, evaluating literature.
4. Able to write with clarity, creativity and persuasiveness.
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values.
6. Equipped with advanced literary, linguistic skills.
7. Able to develop Competency in the use of English from/for a variety of domains.
8. Able to inculcate a spirit of inquiry and critical thinking.
9. Able to articulate thoughts and generate/understand multiple interpretations.
10. Able to locate and contextualize texts across cultural spaces.
11. Possessing Reading and writing skills, catering to academic and other professional disciplines like print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach.
13. Skilled in multiple domains and careers.
14. Adept at the use of English in the current technological climate.
15. Having hands-on work experience

BA (Hon) Semester –III
Subject: English
Discipline Specific Course (DSC)

The III semester B.A., (English) programme has two DSCC courses (Course I & II) for 06 credits: Each course has 03 credits. Both the courses are compulsory. Details of the courses are as under.

Course No.-5

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-05	DSCC	Theory	03	03	45hrs	2and 1/2hrs	40	60	100

Course No.3 (Course-I): Title of the Course (Course-I): **British Literature up to 1800 (Part 1) (From Chaucer to Age of Transition)**

Course Outcome (CO):

After completion of course (No.1), students will be able to:

1. Learn the important trends and movements in the British literature of the prescribed period
2. Identify and understand the canonical literature of England
3. Distinguish the poets, playwrights and novelists of different periods
4. Appreciate some representative texts of the prescribed period

Syllabus- Course 5: Title- British Literature up to 1800 (Paper 1) (From Chaucer to the Age of Transition)	Total Hrs: 45
Unit-I :History of English Literature (Up to 1800)	15 hrs
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 th Century Prose, Development of Novel in 18 th Century. Neo-classical and Transitional Poetry	

Unit-II : Major authors and Works	15hrs
Francis Bacon, Ben Jonson, Alexander Pope, Dr Johnson, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc. King Lear, Volpone, Paradise Lost, Rape of the Lock, Pamela.	
Unit-III :Representative Texts	15hrs
Sonnet (1) John Milton's <i>On His Blindness</i> Lyric (1) William Blake's ' <i>A Poison Tree</i> ', Essay (2) Francis Bacon's <i>Of Studies</i> , Goldsmith's <i>Man in Black</i> Play (1) Marlowe's <i>Doctor Faustus</i> .	

Teaching methodology /material

Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples

Books recommended and Suggested Reading

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi.

BA (Hon) Semester –III
Subject: English
Discipline Specific Course (DSC)

The course BA (English) in III semester has two courses (Course I & II) for 06 credits: Each course has 03 credits. Both the courses are compulsory. Details of the courses are as under.

Course No.-6

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-06	DSCC	Theory	03	03	45hrs	2 ½ hrs	40	60	100

Course No.3 (Course-I): Title of the Course (Course-I): **Indian Literature in English Translation (Paper 2)**

Course Outcome (CO):

1. Will be able to understand the meaning and methods of translation.
2. Would be able to understand the scope of translation in the modern age.
3. Will have the knowledge of Indian writers and literature in general.
4. Will be able to appreciate the translated text.

Syllabus Course 6: Title- Indian Literature in Translation (Paper 2)	Total Hrs: 45
Unit-I : Introduction to Translation Studies	15hrs
Introduction to Translation Studies in India Reference: Sujit Mukherjee's ' <i>Translation as Discovery</i> ' G. N. Devy's ' <i>Indian Literature in English Translation</i> '	
Unit-II : Representative Texts (any 6-8 translated poems)	15hrs
Vachanas of Ambigara Chowdaiah—12C Vachanas of Akkamahadevi : No. 124 and 73 (From <u>Speaking of Siva</u>) Sarvagna- "Guru and Spirituality" (Translated by Basavaraj Naik)	

Sheriff: “ <i>The Leaking Roof</i> ” (Translation by Dr S G Vaidya) Kanakadas : “Do Not Quarrel over Caste” (Translation by Dr. S G Vaidya) Kuvempu – “Wake Up, O Youth” (Translated N.S. Raghunath)	
Unit-III : Representative Texts (any one novel or play and four short stories)	15hrs
Novel: Sara Abubaker (Kannada) <i>Breaking Ties</i> Short Stories: Pudhumaippithan --- “God and Kandaswamy Pillai” Sadat Hasan Manto’s “A Tale of 1947” Kodagina Gowramma- “Sacrifice” M. T. Vasudevan Nair- “Sacred Sword and Anklets”	

Teaching methodology /material

Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples

Books recommended and Suggested Reading

1. Sujit Mukharjee : *Translation as Discovery*
2. Sharma T. R. S. (Ed). *Ancient Indian Literature: An Anthology*, (Vols 2 : Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: SahityaAkademi, 2000
3. Kumar, Sukrita Paul (Ed), *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*, New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) *Indian Literature*, New Delhi: Pearson, 2013

BA (Hon) Semester –IV**Subject: English****Discipline Specific Course (DSC)**

The course BA (English) in IV semester has two courses (Course I & II) for 06 credits: Each course has 03 credits. Both the courses are compulsory. Details of the courses are as under.

Course No.-7 (Course No. II)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-07	DSCC	Theory	03	03	45 hrs	2 and ½ hrs	40	60	100

Course No.4: Title of the Course: **British Literature (19th and 20th Century) (Part 2)**

Course Outcome (CO):

After completion of course (No.1), students will be able to:

1. Learn the important trends and movements in the British literature of prescribed period
2. Identify and Understand canonical literature of England
3. Distinguish the poets, playwrights and novelists of different periods
4. Appreciate some representative texts of the prescribed period

Syllabus- Course 7 : Title- British Literature (19th and 20th Century) (Part 2)	Total Hrs: 45
Unit-I :	15 hrs
Romantic Poetry, Victorian Poetry, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19 th century Prose, Modern Poetry, War Poetry, Oxford Poets, Modern Novel, Modern Drama, Problem Plays, Irish Theatre Movement, Modern Prose	
Unit-II : Representative Writers, works, trends (any 20)	15 hrs
William Hazlitt, Thomas Carlyle, Cardinal Newman, Thomas Hardy, T S Eliot, W.B. Yeats, W H Auden. G B Shaw, D H Lawrence, Graham Green, J M Synge, John Galsworthy.	

Unit-III : Representative Texts	15 hrs
<p>Four Poems:</p> <p>John Keats “Ode on a Grecian Urn” Arnold’s “<i>Dover Beach</i>” T S Eliot’s “Journey of the Magi”, W B Yeats “Second Coming”</p> <p>Four Essays:</p> <p>John Ruskin’s “Unto this Last” (a selected part)</p> <p>D H Lawrence’s “Enslaved by Civilization”</p> <p>A G Gardiner’s “On Letter Writing”</p> <p>Stephen Leacock’s “With the Photographe”</p> <p>One Novel</p> <p>Somerset Maugham’s <u>Of Human Bondage</u></p>	

Teaching methodology /material

Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples

Books recommended and Suggested Reading

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi.

BA (Hon) Semester –IV**Subject: DSC English****Discipline Specific Core Course (DSCC)**

The course BA (English) in IV semester has two courses (Course I & II) for 06 credits: Each course has 03 credits. Both the courses are compulsory. Details of the courses are as under.

Course No.-8(Course No. II)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-08	DSCC	Theory	03	03	45hrs	2 ½ hrs	40	60	100

Course No.4 (Course-I): Title of the Course (Course-2): **Gender Studies (Part 1)**

Course Outcome (CO)

1. Will be able to understand the concept of gender studies
2. Will be able to learn the basics of patriarchy, sex and gender, and gynocentricism
3. Will be able to understand the significance of Gender as a discourse
4. Will be able to appreciate literature by women writers

Syllabus- Course 8: Gender Studies (part 1)	Total Hrs: 45
Unit-I :Introduction to Gender Studies	15hrs
<p>(Acquaintance with concept and texts)</p> <p>Concepts and trends: sex and gender, Femininity, body, Feminist politics, Patriarchy, Masculinity, discrimination, gynocentricism, dichotomy, third gender, queer studies, etc.</p> <p>Kate Millet : <i>Sexual Politics</i> (any two essays) “Instances of Sexual Politics” and “Theory of Sexual Politics”</p> <p>Simone De Beauvoir : <i>The Second Sex</i></p> <p>Kamala Bhasin <i>What is patriarchy? / Understanding Gender</i></p> <p>Uma Chakravarthi <i>Gendering Caste</i></p> <p>Sharmila Rege <i>Writing Caste, Writing Gender- Narrating Dalit Woman Testimonies</i></p> <p>Tarabai Shindhe <i>Men-Women Comparison</i></p> <p>Padma Anagol. <i>The Emergence of Feminism in India- 1850-1920</i></p>	

Unit-II :Representative writers	15hrs
<p>Ismat Chughtai's "The Quilt" (any four short stories of representative writers)</p> <p>Vaidehi- "An Afternoon with Shakuntala"</p> <p>Aburi Chaya Devi- "Behind His Fame"</p> <p>Anupama Niranjana: "The Incident and After"</p> <p>Savithri Bai Phule, Krishna Sobti, Amrita Pritam, Mahashweta Devi, Padma Anagol.</p>	
Unit-III : Representative Texts	15hrs
<p>Therigatha – Select poems</p> <p>Kamala Das- "Spoiling the Name"</p> <p>Jayaprabha- "Chuppulu"</p> <p>Kalki Subramaniam- "Don't tell that to me"</p> <p><u>Nine Indian Women Poets: Eunice D'Souza</u> (Four Poems)</p> <p>NOVEL</p> <p>Baby Kamble's <u>The Prisons We Broke</u></p>	

Teaching methodology /material

Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples

Books recommended and suggested Reading

Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity* Routledge 1990.

Connel R W *Masculinities* University of California press 1995.

Padma Anagol. The Emergence of Feminism in India- 1850-1920. Routledge- Taylor Francis Group.

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Model Curriculum for Karnataka

04 - Year BA (Hons.) Program

Syllabus

Subject – Communicative English

(Effective from 2022-23)

**DISCIPLINE SPECIFIC CORE COURSES (DSCC) FOR
SEMESTER III AND IV**

AS PER NEP- 2020

Karnataka Model Curriculum

Four Year Undergraduate Program in Communicative English for BA (Honours)

Effective from 2022-23

Sem	Type of Course	Theory/ Practical	Instruction Hr/Week	Total Hours of Syllabus/ Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC A3	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2
IV	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

DSC Communicative English

BA

Semester III

A3Introduction to Mass Communication and Writing for Media: Print and Radio

Objectives

1. To acquaint students about the background and evolution of Print Media and Radio.
2. To enhance the knowledge about the role of newspapers and radio in society.
3. To help students have a clear idea about the functioning of newspaper organizations, familiarize them with the characteristics of print media content and the basics of writing for print media.
4. To understand the aspects of news writing, feature writing and profile writing.
5. To learn to frame questions and compile information before interviewing a person.
6. To know the different formats of radio programmes and understand the conventions of scriptwriting for different radio genres.
7. To apply theoretical and practical skills in print and radio.

Learning Outcomes

1. Will be acquainted with the history of print media and radio.
2. Will be familiar with the role of newspapers and radio in society.
3. Will have knowledge about the functioning of newspaper organizations.
4. Will be familiar with the different kinds of writing in print media and also conversant in writing features, news reports and scripting for radio programmes.
5. Will be conversant with framing questions and interviewing.
6. Will be able to create and develop different radio scripts using appropriate skills.
7. Will be able to bring out a newsletter and produce a radio programme.

Semester III

Title of the Course: Introduction to Mass Communication and Writing for Media: Print and Radio

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	48
Content of Theory Course 3			52/56Hrs
Unit – 1			13/14
Features of Mass Communication and Effects of Mass Media			
Introduction to Print Media			
Origin and growth of Newspapers in India			
Structure of a Newspaper organization			
News Agencies			
Major Newspapers, Magazines, Tabloid			
News Report			
a. Types of News Writing			
b. Writing Reports			
Unit – 2			13/14
Headline			
a. Kinds of Headlines			
b. Writing Headlines for news reports			
Features			
a. Kinds of features			
b. Writing features			
c. Writing Profiles			

Interviews a. Types of Interviews b. Framing questions for an Interview Letters to the Editor	
Unit – 3	13/14
Introduction to Radio as a Medium of Communication	
A brief history of Radio in India	
Types of Radio Programmes	
Impact of radio on society	
Radio Jingles	
Principles of Writing for Radio	
Unit – 4	13/14
Writing for Radio	
Public Service announcements	
RJ Script	
Radio Feature	
Radio Play	

Practical Component

A) Students will have to bring out a newsletter in groups of 4-5 members. The components to be included are news report, feature, interview, profile, editorial, entertainment (quiz, puzzle etc.)

B) Students will have to produce a radio programme in groups of 4-5 members. The components to be included are: feature/ drama, RJing and public service announcement.
(This is for Internal Assessment)

***** Students have to do a minimum of 3 weeks internship during the semester break, in either a Print media organization or a Radio station and present a report in the 4th Semester.**

Suggested Reading

Ahmad Shahzad. *Art of Modern Journalism*. Anmol publication

Mencher Melvin. *Basic News Writing*. UniversalBookstall

Chantler Paul and Stewart Peter. *Basic Radio Journalism*., Focal Press

P.C. Chatterjee. *Broadcasting in India*. Sage Publications

Harcup Tony. *Journalism: Principles and Practice*. Sage Publications

Paxson Peyton. *Mass Communication and Media Studies an Introduction*

Kumar J Keval. *Mass Communication in India*. Jayco publishing house

Srivastava Kim. *News Reporting and Editing*. Kim Sterling Publishers Press

Srivastava KM. *Radio and Television*. Sterling Publications

Stein ML and Petrino F Susan. *The News writers Handbook an Introduction to Journalism*. Surjit publication

Nick Caramella, Elizabeth Lee and Vincent Miller. *Understanding Digital Culture*., Sage Publications

Cambridge English for the Media. Cambridge University

Esta de Fossard. *Writing and Producing Radio Dramas*. Sage publications

Raman, Usha. *Writing for the Media*. OUP

Assessment

Weightage for Assessments

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	25	25

Formative Assessment for Practicals	
Assessment Occasion/ type	Weightage in Marks
Radio Program	10
Test and Attendance	10
Record	05
Total	25

Formative Assessment for Theory	
Assessment Occasion/ type	Weightage in Marks
Radio Program	20
Test and Attendance	20
Total	40

Summative Assessment Question Paper Pattern

Time 2 ½ Hours

Max. Marks: 60

Section A

1. Answer any five of the following questions in one or two sentences each: (5X2=10)
(From Unit 1 and 3, 7 questions to be given)

Section B

1. Provide Headlines for the following News reports/ features: 5
(Newspaper clipping to be given)
2. Writing a news report in about 150- 200 words. 10
(Information to be given)
3. Interview 5
(Framing questions)
4. Feature writing in about 200-250 words 10
(Topic to be given)
5. Writing an R J script 5
(Theme/ topic to be given)
6. Writing a Radio play 10
(Topic/Pointers to be given)
7. Writing a Public Service Announcement in 50-75 words 5

Semester IV
DSC- Communicative English
A4 Creative Writing and New Media

Objectives

1. To familiarize students with the new trends in media and develop a critical approach to the use and misuse of new media.
2. To enable students to communicate to diverse audiences on different social media platforms.
3. To prepare students for a wide range of writing-related careers.
4. To develop hands on experience and understanding of the current trends in media production and consumption.
5. To develop short story writing skills and the ability to identify and use narrative tenses when writing.
6. To create and foster the impulse to write short stories, drama, poems and profiles and also develop their critical thinking skills and develop emotional and imaginative expression through writing.
7. To develop aptitude, confidence and the ability to write independently.

Learning Outcomes

1. Will know the trends in media and have a cognizance of the positive and negative aspects of new media.
2. Will be able to communicate their ideas and opinions and views on social media/ new media platforms.
3. Will be prepared to take up jobs related to writing.
4. Will be exposed to current trends in media production and consumption.
5. Will be able to use the principles of creative writing, including form, technique, and style.
6. Will have the acumen to discuss and analyse a short story, understand and appreciate poetry and drama, will be able write a few verses and a short drama.
7. Will have developed the aptitude, confidence and skill to write on their own.

Semester IV

Title of the Course: Creative Writing and New Media

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	48
Content of Theory Course 4			52/56Hrs
Unit – 1			13/14
Brief History and Evolution of the Internet			
Internet as a medium of communication			
New Media terminologies: websites and portals; cyber space, cyber culture, cyber journalism, digital divide, blogs, vlog, webisodes, podcasts, search engines, search engine optimization, hits and page views			
Social Media and Society			
Social Media Platforms			
Podcast			
Blogs			
Creating profiles for social media			
Social media marketing			
Unit – 2			13/14
Meaning and Significance of Creative Writing			
Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms			
Short story			
a) Genres- Science fiction, adventure, horror, romance etc. b) Theme c) Plot d) Character e) Point of view f) setting g) Tone			

Book Review	
Diary Writing	
Unit – 3	13/14
Persuasive Writing	
a) Brochures b) Handouts c) Pamphlets	
Writing Speeches	
Travel Writing	
Unit – 4	13/14
Poetry	
a) Diction b) Theme c) Imagery d) Figures of Speech e) Structure and form Drama	
a) Theme b) Character c) Plot d) Form e) Dialogue Writing	
Proof Reading and Editing	

Practical Component

a) Students in groups of 4-5 will have to bring out an anthology of their own with: poems, short stories, travelogues, book review and market/ promote the same on social media.

b) Produce a podcast and air it on social media. **(This is for Internal Assessment)**

Suggested Reading

SAM Richards. *500 Writing prompts for Fiction, Journaling, Blogging and Creative Writing*

Youngs Tim. Cambridge Introduction to Travel Writing

Dev NeiraAnjana, Marwah Anuradha & Pearson Pal Swathi. *Creative Writing A Beginners Manual*

Seely John. *Oxford Guide to Effective Writing and Speaking*. OUP

Style Guide: Viva Books Private Limited

Marley David. *The Cambridge Introduction to Creative Writing*. CUP

Perlman Alan. *Writing Great Speeches: Professional Techniques You Can Use* (Part of the Essence of Public Speaking Series): Alan Perlman

Raphalson Joel, Roman Kenneth. *Writing that Works*

<https://castos.com/podcast-script/>

<https://live365.com/blog/how-to-write-a-podcast-script/>

<https://timesofindia.indiatimes.com/podcasts/the-times-of-india-podcast>

<https://podcasts.apple.com/us/podcast/an-uplifting-mosaic/id1504847224?i=1000553542323>

Assessment

Weightage for Assessments

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	25	25

Formative Assessment for Theory	
Assessment Occasion/ type	Weightage in Marks
Report on the Internship done after the III Semester	20
Test and Attendance	20
Total	40

Formative Assessment for Practicals	
Assessment Occasion/ type	Weightage in Marks
Podcast	10
Test and Attendance	10
Record	05
Total	25

Summative Assessment Question Paper Pattern

Time 2 ½ Hours

Max. Marks: 60

Section A

1. Answer any five of the following questions in one or two sentences each: (5X2=10)

(From Unit 1, 7 questions to be given)

2. Answer any one of the following in about 100-150 words: (1x5=5)

(From Unit 1, 3 questions to be given)

Section B

- | | |
|---|----|
| 3. Book Review | 5 |
| 4. Diary Writing/Entry | 5 |
| 5. Designing a brochure/pamphlet | 5 |
| 6. Speech | 5 |
| 7. Travel Writing | 10 |
| (Pointers to be given/ destination to be given) | |
| 8. Writing a one act play | 10 |
| 9. Proof reading/Editing | 5 |
| (Passage to be given) | |

**Syllabus for English (Open Elective Courses) for
BA/B.Com/BBA/B.Sc/BCA/BVA/BTMM other Allied Courses
Under NEP 2020 Scheme**

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical		
Projects		
Experiential Learning (Internships etc.)		

Curriculum Structure for the Undergraduate Degree Program

BA/BSW/BTMM/BVA/B.Com/B.Sc/BAEnglish (OEC)

Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Semester	Title /Name Of the course	Program outcomes that the course addresses(not more than3 per course)	Pre-requisite course (s)	Pedagogy	Assessment \$
Open Elective 1	OE I: Functional Engl Grammar and Study Skills	<ol style="list-style-type: none"> Will have acquired Functional Grammar and Communicative English skills The learner will have knowledge of objective English useful for Competitive examinations Will have developed correspondence and reference skills 	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
Open	Spoken English for	<ol style="list-style-type: none"> This course teaches them 	Not	Lectures,	40 marks

Elective 2	Corporate Jobs	<ul style="list-style-type: none"> the skills in the front desk management. 2. It introduces them to business English. 3. Speaking Skills 	necessary	Seminars, Group discussion, table work	Formative Assessment 60 Summative
Open Elective 3	Spoken English For Global Communication	<ul style="list-style-type: none"> 1. The learner will have knowledge of pronunciation skills, standard accent useful for international communication 2. English Variants 3. Listening ability 	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
Open Elective 4	Translation Theory and Practice	<ul style="list-style-type: none"> 1. Will have knowledge of fundamentals of translations 2. Will have Translation from English to Kannada and Kannada to English 3. Translation Skills 	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project based learning/ case studies/self study like seminar, term course or MOOC

\$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

7. ENGLISH OPEN ELECTIVE -3
SPEAKING AND LISTENING SKILLS
[Teaching Hours: Lecture 3Hours -Credit 3]

(60 marks paper of Three Hours+ 40 Marks for Internal Assessment)

1. Section I: Introduction to Phonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

2. Section II: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

3. Section III: Listening Skills

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

4. Section IV: Presentation Skills

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks

Question Paper Pattern

- | | |
|--|-----------------|
| 1. Very Short Answer Questions on all sections | 15x2 = 30 Marks |
| 2. Four Short Notes on all sections | 2x 5 = 10 Marks |
| 3. One Question on Presentation of Speeches | 1x10 = 10 Marks |
| 4. One Essay Type Question | 1x10= 10 Marks |



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5. Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. AL., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan



8. ENGLISH OPEN ELECTIVE -4
TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours -Credit 3]

(60 arks paper of Three Hours+ 40 Marks for Internal Assessment)

Course and Skill Outcome

1. This paper aims at teaching the students English language through literature.
2. It teaches them communication skills.

Syllabus

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language, Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

Question Paper Pattern

- | | |
|---|---------|
| 1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges | 1x10=10 |
| 2. Problems of Translation | 1x10=10 |
| 3. Short type questions on translation translation theory | 2x5=10 |
| 4. Translation of short passages | 2x5=10 |
| 5. Translation passage from English to Kannada
(One out of Two) | 1X10=10 |
| 6. Translation passage from Kannada to English
(one out of two) | 1X10=10 |

Chitra Parikh
11.8.22

Chairperson
Department of English
SANGALING UNIVERSITY
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Jnana Bharathi Campus, Bangalore - 560056

DEPARTMENT OF ENGLISH

SYLLABUS

UG ENGLISH (AS PER NEP-2020)

FOR THE ACADEMIC YEAR 2021 ONWARDS

Proceedings of the meeting of the Board of Studies Under-Graduate English held on 23-09-2021 at 1.30 pm presided over by Dr. Chitra Panikkar (Chairperson) in the Department of English, Bangalore University.

A meeting of the BOS-UG-English was held on 23-09-2021 in the Department of English, Bangalore University. The following members were present.

Members of the BOS

1. Dr Chitra Panikkar

Professor and Chairperson
Board of Studies in English-UG
Bangalore University, Bengaluru

2. Dr Geetha Bhasker (Co-opted Member)

Professor, Department of English
Bangalore University, Bengaluru

3. Dr. L.N. Seshagiri

Associate Professor,
Department of English,
G F G C, Yedyur, Jayanagar, Bengaluru

4. Dr.Fahmeeda.P

Assistant Professor,
Department of English,
GFGC,Vijayanagara, Bengaluru.

5. Dr Shankara Murthy

Assistant Professor, Department of English,
GFGC,Kengeri Bengaluru

6. Dr. Thammaiah.R.B.

Associate Professor & Head, Dept. of English
Padmashree Institute of Management and Sciences,
Kengeri, Bengaluru

7. Prof. S. Manjunatha

Assistant Professor
Dept. of English.
GFGC, Magadi

8. Prof. S.Kathyayini

Assistant Professor
Dept. of English. Jain college, Bengaluru

9. Prof. Ramesha S M

Assistant Professor
Dept. of English.
GFGC,Thyamagondlu

10. Prof. Chetana. P

Associate Professor and Head, Dept. of English
Maharani Women Arts, Commerce and Management College
Sheshadri Road, Bengaluru

11. Dr Shivalingaswamy

Professor and Chairman,
Department of English,
Tumkur University
Tumakuru .

List of members of the new textbook committee to prepare I & II Semester L 2 Generic English (AECC) Syllabus and textbooks for B.A. and other courses coming under the Faculty of Arts.

1. Dr. Shankara Murthy

Govt First Grade College
Kengeri, Bengaluru

2. Prof. Ramesha S.M.

Government First Grade College,
Thyamagondlu

3. Prof. Reshma N.A

Govt First Grade College
HSR Layout, Bengaluru.

4. Prof. J. Mercy Victoria

Govt First Grade College,
Kanakapura

5. Prof. Anuradha H.R

Govt First Grade College
Ramanagara

6. Prof. Jockim D Silva

Smt. Gowramma and Sri. D.K. Kempe Gowda Govt First Grade College
Kodihalli, Kanakapura Taluk

7. Dr. Gangaraju. G

Sri Siddaganga First Grade College,
Nelamangala

List of members of the new textbook committee to prepare I & II Semester L 2 Generic English (AECC) Syllabus and textbooks for B.Com/BBA and other courses coming under the Faculty of Commerce and Management.

1. . Prof. S. Kathyayini

Dept. of English. Jain college , Bengaluru

2. Dr. Umarani M C

BNM Degree College, Banashankari, Bengaluru

3. Roopashree U

Seshadripuram Academy of Business Studies

Kengeri Satellite Town, Bengaluru

4. Dr. Govindaraju T

RPA First Grade College

70th Cross, 5th Block, Rajajinagar, Bengaluru

5. Shiva Prasad.H

Kuvempu First Grade College

Hesaragatta Road

Mallasandra, T Dasarahalli, Bengaluru

6. Ashwini B Somanna

Surana College, Peenya, Bengaluru

List of members of the new textbook committee to prepare I & II Semester L 2 Generic English (AECC) Syllabus and textbooks for B.Sc./B C A and other courses coming under the Faculty of Science.

1. Dr. Thammaiah.R.B.

Padmashree Institute of Management and Sciences,

Kengeri, Bengaluru

2. Prof. Manjunatha.S

Govt First Grade College, Magadi

3. Prof. Archana.R

St. Francis de Sales College,

Electronics City, Bengaluru

4. Prof. Ananda K.D

Govt First Grade College,

Ramanagara

5. Dr. Harish MG

Govt First Grade College,

Chennapatna

6. Keerthishree.N

Dayananda Sagar Business Academy

Kanakapura Road, Bengaluru

7. Prof. Manjunatha.S

Govt First Grade College, Ramanagara

List of members of the new textbook committee to prepare I & II Semester Discipline Core (DSC) B.A. in English (Basic/Hons) Syllabus and textbooks for B.A under the Faculty of Arts.

1. Dr.Fahmeeda.P

GFGC,Vijayanagara, Bengaluru

2.Prof. Dhanyashree. C.M.

GFGC,Vijayanagara, Bengaluru

3.Dr. Rajashekharayya Mathapathi,

GFGC,Vijayanagara, Bengaluru

4. Prof. Sowmya Raj B.M.

GFGC,Vijayanagara, Bengaluru

5. Dr. Madhuramozhi V.

Frances De Sales College, Electronics City,
Bengaluru

6. Prof. Shruthi T,

GFGC,Peenya, Bengaluru

7. Prof. Radhika Parveen Castelino,

Loyola Degree College, Bannerghatta Road, Bengaluru

8. Prof. Veena Carmel .K. J.

Loyola Degree College, Bannerghatta Road, Bengaluru

1. The Board of Studies for UG English, Bangalore University, approved the syllabi for the I and II Semesters **L2 - Generic English** under **Ability Enhancement Compulsory Courses, Languages, (AECC)**, and the textbook committee has prepared a separate syllabus for (1) B.A. and other courses under the Faculty of Arts namely BA Music / BFA/ BVA/ and BSW. Coursebooks: *Illuminations - I* and *Illuminations - II*, Prasaranga, Bangalore University Press. (2) B.Sc., and other courses under the Faculty of Sciences namely BCA/ B.Sc. (FAD)/ B.Lib Science/ BSLPA/ BS and M.Sc. Biological Sciences (Integrated). Coursebooks: *Conflations - I* and *Conflations - II*, Prasaranga, Bangalore University Press. (3) B.Com and other courses under the Faculty of Commerce and Management namely BBA /BHM/BIAS /BBF/ MBS (Integrated) and MTA. Coursebooks: *Perceptions - I* and *Perceptions - II*, Prasaranga, Bangalore University Press. The syllabi for the III and IV Semesters L2 Generic English as per NEP will be prepared next year. **For every Paper in Generic English, there are 3 Credits and 4 hours of teaching per week.**

2. The Board of Studies approved the syllabi for **L1 - Additional English** under **Ability Enhancement Compulsory Courses, Languages, (AECC)**, for 4 Semesters for all the three streams of Arts, Sciences and Commerce and Management, for only international students and students from other States and those who have not studied Kannada as a language up to +12 / II PUC. Coursebooks: *Spectrum - I*, *Spectrum - II*, *Spectrum - III*, and *Spectrum - IV*, Prasara, Bangalore University Press.
3. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in English (Basic/Hons)/ Major/Minor Disciplines Programme** for the following Papers:
- Semester I – A1- Introduction to Literature (3) Credits
A2-Indian Writing in English -Part 1 (3)
(Pre- Independence)
- Semester II – A3-Introduction to Phonetics and Linguistics (3)
A4-Indian Writing in English -Part II (3)
(Post-Independence)
- Model Program Structure - **II B** - Bachelor of Arts (Basic/ Hons) in subjects without practical with one major and one minor.
4. The Board of Studies approved the syllabus for **Discipline Elective (DSE)/ Open Elective (OE)** for the following Papers:
- English - Open Elective – 1
Functional English Grammar and Study Skills
- English - Open Elective –2
Spoken English for Corporate Jobs
- English - Open Elective –3
Speaking and Listening Skills
- English - Open Elective – 4
Translation Theory and Practice
5. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in Communicative English (Basic/Hons) and OE** for the following Papers:
- DSC - Semester I- A1-Basics of Communication and Functional Grammar (4+2) Credits
Semester II- A2-Phonetics and LSRW Skills (4+2)
4 hours Theory +2 hours Practical
- OE - Semester I- Corporate Communication
Semester II- Travel Writing
- Model Program Structure – **II A** - Bachelor of Arts (Basic/ Hons) in subjects with practical with one major and one minor. Model Program Structure - **II C** - Bachelor of Arts (Basic/ Hons) with one core subject with practical and the other without practical.

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH**

Course Outcomes:

By the end of the programme the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
2. Learn to appreciate literary art
3. Obtain the knowledge of literary devices and genres
4. Acquire the skills of creativity to express one's experiences
5. Know how to use digital learning tools
6. Be aware of their social responsibilities
7. Develop their ability as critical readers and writers
8. Increase their reading speed
9. Be able to give presentations
10. Increase their analytical skills.

Syllabus for I Semester B.A/ BA Music / BFA/ BVA/BSW and other courses under the Faculty of Arts

Part 1 -Work Book	Total:56/60 hours.3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Comprehension passage, classification and process analysis	3hrs
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded audios on interviews and conversations.	3hrs
Unit 2:Productive Skills:Speaking Skills and Writing Skills	15 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, Giving Directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	3hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
Part 2 – Course Book – <i>ILLUMINATIONS -I</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 11: Don't Look into the Vanity Bag -Vaidehi	4hrs
Chapter 12: A Few Words on the Soul- Wislava Szymborska	4hrs
Chapter 13: The Axe-R.K.Narayan	4hrs
Chapter 14: Our Teacher- Masti Venkatesha Iyengar	4hrs
Chapter 15: After Twenty Years -O.Henry	4 hrs
Chapter 16: The Day My World Changed- Malala Yusuf	4 hrs
Chapter 17: Three Great Hearts Resolve a Problem – Abdul Kalam	4 hrs

Syllabus for II Semester B.A/ BA Music / BFA/BVA/BSW and other courses under the Faculty of Arts.

PART I-WORK BOOK	Total:56/60 hours.3 Credits and 4 hours of teaching per week.
UNIT I: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Read the passage and identify the theme.	3hrs
Chapter 2: Read to improve vocabulary: synonyms, antonyms, prefixes, suffixes and collocations.	3hrs
Chapter 3: Listening as a primary skill.	3hrs
Chapter 4: Listen and repeat, listen and narrate, listen and analyze a poem.	3hrs
Chapter 5: Vocabulary building.	3hrs
UNIT II: Productive Skills: Speaking and Writing Skills	17 hours
Chapter6: Reported speech.	3hrs
Chapter7: Dialogue writing.	2hrs
Chapter8: Verbal and non-verbal communication.	3hrs
Chapter9: Creative writing.	3hrs
Chapter10: Essay writing.	3hrs
Chapter11: Writing a speech.	3hrs
Part 2 – Course Book – <i>ILLUMINATIONS -II</i> Prasaranga, Bangalore University Press.	24 hours
Chapter12: Of Mothers, Among Other Things- A.K Ramanujan.	4hrs
Chapter13: The Worm - Nissim Ezekiel.	4hrs
Chapter14: The Boy Who Broke the Bank - Ruskin Bond.	4hrs
Chapter15: Two Friends - Guy De Maupassant.	4hrs
Chapter16: The All Seeing Blind - Abid Surti.	4hrs
Chapter 17: On the Crisis of Civilization – Rabindranath Tagore	
Chapter 18: Kailash Satyarthi’s Nobel Acceptance Speech - Kailash Satyarthi.	4hrs

Syllabus for I Semester B.Sc / BCA and other courses under the Faculty of Science

PART I-WORK BOOK	Total:56/60 hours.3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Comprehension passage, classification and process analysis	3 hrs
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded audios on interviews and conversations.	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, Giving Directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	3hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
Part 2 – Course Book – <i>CONFLATIONS -I</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 11: I Shall Go Back in the New Year- Nilim Kumar	4hrs
Chapter 12: Sonnet (My Father)-Yehuda Amichai	4hrs
Chapter 13: The Wolf- Farooq Sarwar	4hrs
Chapter 14: Leaving- M.G.Vassanji	4hrs
Chapter 15: Real Food -Chimamanda Ngozi Adichie	4 hrs
Chapter 16: Wings of fire- Dr A.P.J, Abdul Kalam	4 hrs
Chapter 17: Relations between Men and Women- Raja Ram Mohan Roy	4 hrs

Syllabus for II Semester B.Sc / BCA and other courses under the Faculty of Science

PART I-WORK BOOK	Total:56/60 hours.3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Reading passage to give a title	2hrs
Chapter 2: Reading for vocabulary building –synonyms, antonyms, homophones, homonyms, suffixes, prefixes, collocations, words often confused .	3hrs
Chapter 3: Reading passages on specific fields for vocabulary building.	5hrs
Chapter 4: Barriers for effective listening	1hr
Chapter 5: Types of Listening	1hr
Chapter 6: Techniques to improve listening skills.	1hr
Chapter 7: Listening to pre-recorded audios, movies and other listening activities.	2hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter8: Reported Speech	3hrs
Chapter9: Dialogue writing	2hrs
Chapter 10: Verbal Communication and Non-verbal communication	2hrs
Chapter 11: Summarizing	2hr
Chapter 12: Speech Writing	2hrs
Chapter13: Essay Writing	4hrs
Part 2 – Course Book – <i>CONFLATIONS -II</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 14: Earth Never dies- Niyi Osundare	4hrs
Chapter 15: The Adventure of the Three Students – Sir Arthur Conan Doyle	4hrs
Chapter 16: The Death of a Government Clerk-Anton Chekhov	4hrs
Chapter 17: Ignorance isn't Bliss-Tabish Khair	4hrs
Chapter 18: Bonds of Friendship-Craig Burkholder	4hrs

Chapter 19: A Corpse in the Well-Shankar Ramachandra Kharat	4hrs
Chapter 20: The Refugee -Pearl.S..Buck	4hrs

Syllabus for I Semester B.Com / B.B.A and other courses under the Faculty of Commerce and Management

PART I-WORK BOOK	Total:56/60 hours.3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Skimming and Scanning, Personal reading, travelogue reading	3hrs
Chapter 2: Academic Reading, Reference materials, editorials and Brochures	3hrs
Chapter 3: Job-Oriented reading – Applications, Emails, Memos	3hrs
Chapter 4: Listening Skills, Active and Passive listening	1hr
Chapter 5: Listening to Job interviews and Conversations	2hrs
Chapter 6: Comprehensive Listening	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Performance Activity, Role play, Extempore, Group Discussion	3hrs
Chapter 8: Introducing Oneself, Giving Information, Giving Instructions	3hrs
Chapter 9: Writing Skills Sentence, Phrases, Clauses	3hrs
Chapter 10: Paragraph Writing- verb forms, tenses, Concord, subject-verb Agreement, Idioms and Phrases	3hrs
Chapter 11: Speech Writing	3hrs
Part 2 – Course Book – <i>PERCEPTIONS -1</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 12: The Last Leaf – O.Henry	4hrs
Chapter 13: All Creatures Great & Small -Ruskin Bond	4hrs
Chapter 14: Heart of the Tree -Henry Bunner	4hrs
Chapter 15: Daughter - Lata Jagtiani	4hrs
Chapter 16: The Ploughman -Khalil Gibran	4hrs
Chapter 17: My Teacher -Helen Keller	4hrs
Chapter 18: A Conversation with a Reader -Hilaire Belloc	4hrs

Syllabus for II Semester B.Com / B.B.A and other courses under the Faculty of Commerce and Management

Part 1 Work Book	Total:56/60 hours.3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Caption Writing, Identify title for the passage	3hrs
Chapter 2: Vocabulary Building –Derivatives, Synonyms, Homonyms, Collocations	3hrs
Chapter 3: Identify the meaning from Paragraphs	3hrs
Chapter 4: Listening Skills Barriers to listening	1hr
Chapter 5: Listening Principles	2hrs
Chapter 6: Comprehensive Listening – Paragraphs on Movies and sports	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Types of Communication	2hrs
Chapter 8: Active /Passive Voice	3hrs
Chapter 9: Reported Speech	3hrs
Chapter 10: Dialogue Writing	3hrs
Chapter 11: News Writing	2hrs
Chapter 12: Essay Writing	2hrs
Part 2 – Course Book – <i>PERCEPTIONS -II</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 13: Money – Muppala Ranganayakamma	4hrs
Chapter 14: The Toys Of Peace - H.H.Munro (SAKI)	4hrs
Chapter 15: Alone -Sheila Nayampalli Barua	4hrs
Chapter 15: Cartooning - R.K.Laxman	4hrs
Chapter 16: Homeless in the ‘Global Village’ – Vandana Shiva	4hrs
Chapter 17: Caged Bird - Maya Angelou	4hrs
Chapter 18: Wall -D.S.Dadhakar	4hrs

**Question Paper Pattern
B.A./BSc/BCom
I and II Semester**

Time : 3 hrs

Marks :60

**SECTION-A
(Course Book - 20 marks)
(Questions to be set on both prose and poetry)**

- | | |
|--|---------|
| I. Answer in about 80 to 100 words /a page each (2 questions out of 4) | 2X5=10 |
| II. Answer in about 200 to 250 words / 2 pages (1 out of 3) | 1X10=10 |

**SECTION- B

(Grammar and Composition- 40 marks)**

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE

(AECC) - L1 ADDITIONAL ENGLISH

SYLLABI FOR I, II, III, AND IV SEMESTERS

Course Outcomes:

1. This Course aims at introducing English poetry and prose to develop reading skills
2. It teaches the basics of English grammar and writing skills..

Syllabus for I Semester L1 Additional English for Arts, Science, Commerce and Management courses (B.A./ B.Sc /B.Com.B.B.A.)

POETRY

1. Sonnet 29 - William Shakespeare
2. Childhood -Markus Natten
3. Grandfather's Holiday --Rabindranath Tagore

PROSE

1. The Imp and the Crust-Leo Tolstoy
2. Sweets for Angels-R.K Narayan
3. The Great Expectations- Chapter I -Charles Dickens
4. On Habits -AG Gardiner
5. Window View - Robert Lynd

Grammar and Composition.

- A. Correction of Errors (Articles, Verbs, Tenses, Prepositions, Voice)
- B. Language in Content
 - Unseen Passage
 - Vocabulary Exercises based on the passage
- C. Slogan writing or Caption Writing

Course Book: ***SPECTRUM – I***

Syllabus for II Semester L1 Additional English for Arts, Science, Commerce and Management courses (B.A./ B.Sc /B.Com.B.B.A.)

POETRY

1. The Human Seasons - John Keats
2. If -Rudyard Kipling
3. Just Keep Quiet and Nobody Will Notice - Ogden Nash

PROSE

1. The Door -P Lankesh
2. The Tell Tale Heart - Edgar Allan Poe
3. The Dead Man Who Wore Pyjamas -Paulo Coelho
4. On Travel by Train -J.B. Priestley
5. The Obligations to Endure - Rachel Carson

Grammar and Composition.

- i. Framing sentences using idioms
 - ii. Degrees of comparison
 - iii. Hyponym and Super ordinates
 - iv. Prefix and Suffix
 - v. Synonyms
-
- A. Drafting Brochure
Drafting Leaflet
 - B. Drafting Invitations

Course Book: ***SPECTRUM – II***

Syllabus for III Semester L1 Additional English for Arts, Science, Commerce and Management courses (B.A./ B.Sc /B.Com. B.B.A.)

Short Story:

1. The Doll's House - Katherine Mansfield
2. A work of Art - Anton Chekov

Essay:

1. What I Require from Life - JBS Haldane
2. Non Violence - Aldous Huxley

Autobiography:

1. Everest: My Journey to the Top - Bachendri Pal

Grammar and Composition.

- Essay Writing
- Students are trained in creative writing.
- They write an essay, using the ideas given.
- Short Story writing
- Developing given hints to a short story.

Course Book: ***SPECTRUM – III***

Syllabus for IV Semester L1 Additional English for Arts, Science, Commerce and Management courses (B.A./B.Sc /CB.Com.B.B.A./).

Poetry:

1. Character- William Wordsworth
2. The Unknown Citizen- W.H. Auden
3. Invictus- William Earnest Henley
4. Telephone Conversation- Wole Soyinke
5. White Paper- Sharankumar Limbale Translated by Priya Adarkar
6. Punishment in Kindergarten- Kamala Das

One Act Play:

Never Never Nest- Cedric Mount

Grammar and Composition.

Writing Summary

Read passage and underline points

Classify Main idea and supporting points

Organize or rearrange the jotted points

Form a paragraph using appropriate words

Give a title

Note Making

- A. Linear Method
- B. Diagram method

Course Book: ***SPECTRUM – IV***

Question Paper Pattern

L1 Additional English for Arts, Science ,Commerce and Management courses

Time : 3Hrs

Marks :60

SECTION-A

(Course Book - 40 marks)

A. Answer any 4 questions (out of six)

4 x 5 = 20

B. Answer any 2 question (out of Three)

2 x 10 = 20

SECTION- B

Grammar and Communication Component - 20 marks

DISCIPLINE CORE (DSC) - B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES PROGRAMME

Name of the Degree Program: B.A. in English (Basic/Hons.)

Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021-22

Programme Outcomes:

At the end of the B.A in English (Hons) programme, the learners would

1. Be exposed to and would demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Be enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Have honed their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Be able to write with clarity, creativity and persuasiveness
5. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Be equipped with advanced literary and linguistic skills
7. Have competency in the use of English from /for a variety of domains
8. Have a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate /understand multiple interpretations
10. Locate and contextualize texts across theoretical orientations and cultural spaces
11. Possess reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc
12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.

**SYLLABUS FOR I & II SEMESTER B.A. IN
ENGLISH (BASIC/ HONS.)**

SEMESTER I

COURSE –I -DSC- PAPER A1

TITLE OF THE COURSE -- Introduction to Literature

Course Title-- Introduction to Literature	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42hrs
UNIT-I: Introduction to Literature		13/14
Chapter No. 1	Defining Literature- Why study Literature? Elements of literature. Literature and Society, Literature and Life, <i>What is literature? –Essay</i> by Terry Eagleton. Essay-Professions for Women- Virginia Woolf	
UNIT II: Literary Forms		13/14
Chapter No.2	Poetry: <i>Ode to a Nightingale</i> -John Keats, - <i>Do not stand at my grave and weep</i> –Mary Elizabeth Frye <i>The Flea</i> –John Donne <i>Kubla Khan</i> - S.T. Coleridge, <i>Home they Brought Her Warrior Dead</i> - Alfred Lord Tennyson <i>Sailing to Byzantium</i> - William Butler Yeats	
Chapter No.3	Drama: <i>The Comedy of Errors</i> - Shakespeare, One-Act Play: <i>The Monkey's Paw</i> - W.W.Jacobs	
Chapter No. 4	Prose: Novel- <i>Things Fall Apart</i> – Chinua Achebe, Short Story- Nathaniel Hawthorne- <i>Dr. Heidegger's Experiment</i> , Short Story -D.H.Lawrence– <i>The Rocking Horse Winner</i>	
UNIT III: Literary Terms &Figurative Language		13/14
Chapter No. 5	Allegory, Assonance, Blank Verse, Rhythm, Consonance, Irony, Metre, Rhetorical	

	Question, Couplet, Ode, Sonnet, Lyric, Elegy, Monologue, Aside, Soliloquy, Plot, Character, Setting, Narrative Technique	
Chapter No.6	Neo-Classicism, Metaphysical Conceit , Romanticism, Modernism, Realism, Magical Realism, Naturalism, Post Modernism, Absurdism, Colonialism, Post Colonialism, Symbolism, Stream of Consciousness, Feminism, Eco-Feminism	
Chapter No. 7	Simile, Metaphor, Personification, Hyperbole, Allusion, Idiom, Pun, Onomatopoeia, Alliteration, Synecdoche	

SEMESTER I

COURSE –II -DSC PAPER A2

TITLE OF THE COURSE: Indian Writing in English Part I

Course Title- Indian Writing in English Part I (Pre -Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42hrs
Unit –I History of Indian English Literature		13/14
Chapter No. 1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, Sahitya Akademi. 1980)	
Unit – II -Authors of Pre-Independence India		06/07
Chapter No. 2	Introducing authors 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, Krupabai Satthianadhan, Sarojini Naidu, Cornelia Sorabji.	
Unit – III- Pre-Independence-Indian English Literature		21/22

Chapter No. 3	Novel- <i>Waiting for the Mahatma</i> - R K Narayan	
Chapter No. 4	Poetry <i>The Song of the Free</i> --Swami Vivekananda <i>Foreign Protectors</i> —Sahir Ludhianvi <i>Song of a Dream</i> - Sarojini Naidu <i>Love Came to Flora Asking for a Flower</i> - Toru Dutt <i>Poems on Life</i> - Rabindranath Tagore <i>To India-My Native Land</i> -Henry Derozio	

Chapter No. 5	Short Story <i>Sultana's Dream</i> - Begum Rokeya Hossain <i>The Barber's Trade Union</i> - Mulk Raj Anand	
Chapter No.6	Drama- <i>Larins Sahib</i> - Gurcharan Das	
Chapter No. 7	Select any one movie which represents Pre-Independent Indian scenario- <i>Mother India</i> -1957 –directed by Mehboob Khan <i>Juno</i> - 1978- directed by Shyam Benegal <i>1942:A Love Story</i> -1994-directed by Vidhu Vinod Chopra	

SEMESTER II
COURSE –III -DSC PAPER A3
TITLE OF THE COURSE: Introduction to Phonetics and Linguistics

Course Title-- Introduction to Phonetics and Linguistics	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		Hours
Unit –1	Introduction to Phonetics and Linguistics	13/14
Chapter No. 1	Language- its nature, definitions, characteristic features	
Chapter No. 2	Linguistics – Definitions, Scope	

Chapter No. 3	Branches of Linguistics	
Unit - 2 Phonetics and Phonology:		13/14
Chapter No. 4	Speech Mechanism, Organs of Speech,	
Chapter No.5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter No. 6.	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
Unit – 3 Morphology, Syntax, Semantics and Lexicon		13/14
Chapter No. 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter No. 8.	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter No. 9.	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	
Textbooks 1. Sethi,J. Dhamija.P.V. <i>A Course in Phonetics and Spoken English</i> , Prentice-Hall of India Pvt Ltd, New Delhi ,2005. 2.Balasubramanian.T. <i>A Textbook of English Phonetics for Indian Students</i> , Macmillan Publishers India LT. 2010. 3.Yule, George. <i>The Study of Language</i> , Cambridge, Cambridge University Press,2010. 4.Aitchison, Jean. <i>Linguistics</i> , Hodder & Stoughton Ltd, London,2003. 5.Cruse, Alan. <i>Meaning in Language</i> . Oxford: Oxford University Press, 2000. 6.Fromkin, V . Rodman, R ,Nina Hyams. <i>An Introduction to Language</i> , Wadsworth, Cengage Learning,2007. 7. Rocca, I., and W. Johnson. <i>A Course in Phonology</i> . Oxford: Blackwell, 1999.		

SEMESTER II

COURSE –IV -DSC- PAPER A4

TITLE OF THE COURSE: Indian Writing in English –Part II

Course Title-- Indian Writing in English –Part II (Post-Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42Hrs
Unit-I Indian English Literature (Post Independence Period)		13/14
Chapter No.1	Journalistic Writings—<i>I Write as I feel</i>-K.A.Abbas	
Chapter No. 2	Memoir- <i>Fifty Fragments of the Inner Self-</i> Amrita Pritam	
Chapter No. 3	Autobiography <i>The Race of My Life: An Autobiography-</i> Milkha Singh	
Unit – 2 Introducing writers of the post independence era:		6/7
Chapter No. 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, Anita Desai, Manju Kapur, ArvindAdiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote	
Unit –3 -Post Independent Indian English Poetry, Short Stories, Novels, Drama and Essays		21/22
Chapter No. 5	Select from any five Post-Independent Indian poets Poetry-- <i>Who Are You?-</i> U.R. Ananthamurthy	

	<i>Mother</i> - P. Lankesh <i>Footage for a Trance</i> -Ranjit Hoskote <i>Words</i> --Kamala Das <i>Celebration</i> - Anuradha Bhattacharyya	
Chapter No. 6	Select from any two short stories or any one novel from Post-Independent Indian writer – Novel -Malik Sajad- <i>Munnu- A Boy From Kashmir</i> Short Story - <i>The Adivasi Will Not Dance</i> - Hansda Sowvendra Shekhar	
Chapter No. 7	Drama <i>Kanyadaan</i> -Vijay Tendulkar	
Chapter No. 8	Essay - AP J Abdul Kalam- <i>The Wings of Fire</i> - excerpt	
Chapter No. 9	Select any one movie which represents Post-Independent Indian scenario <i>Rang De Basanti</i> – 2006- directed by Rakeysh Omprakash Mehra <i>Border</i> –1997- J. P. Dutta	

Pattern of assessment for Courses in Semester I and Semester II is as follows:

ASSESSMENT BREAK-UP (60 +40 =100)

SUMMATIVE ASSESSMENT (Semester Exam)	Theory	60 marks
FORMATIVE ASSESSMENT (Internal Assessment)	First Internal Assessment Test	15 marks
	Second Internal Assessment Test	15 marks
	Class test/Oral test	10 marks
	Total Internal Assessment Marks	40 marks
	Total marks	100 marks

BANGALORE UNIVERSITY
UG ENGLISH (AS PER NEP-2020)

Question pattern for B.A in English (Hons)
FIRST SEMESTER-COURSE I
DSC – Paper A1 -Introduction to Literature

Time:3 hours

Max.Marks:60

Instructions: Answer all the questions

Section A-Introduction to Literature

1. Answer **any one** of the following: **(1X10 =10)**

(Three questions from Introduction to Literature)

Section B-Poetry

II. Annotate **any one** of the following **(1x05=05)**

(Two questions from poems)

III. Identify the form of the following poetry and write its features **(1X05=5)**

Section C-Drama

IV. Write short notes on **any one** of the following **(1x05=05)**

V. Write an essay on **any one** of the following. **(1X10 =10)**

Section D-Novel, Short Story

VI. Write short notes on **any one** of the following **(1x05=05)**

(Two questions on short stories)

VII. Write an essay on **any one** of the following . **(1X10 =10)**

(Two questions on the novel)

Section E- Literary Terms and Figurative Language

VIII. Answer **any five** of the following **(5X02=10)**

BANGALORE UNIVERSITY
UG ENGLISH (AS PER NEP-2020)

Question pattern for B.A in English (Hons)

FIRST SEMESTER -COURSE II
DSC -PAPER A2 -Indian Writing in English Part I

Time:3 hours

Max.Marks:70

Instruction: Answer all the questions

Section A

I. Write short notes on **any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

Section B-Poetry

III. Annotate **any one of the following. (1x5=05)**

IV. Write short notes on **any one of the following (1x5=5)**

Section C-Short story

V. Write short notes on **any two of the following. (2x5=10)**

Section D-Novel

VI. Answer **any one of the following. (1x10=10)**

Section E-Drama

VII. Answer **any one of the following. (1x10=10)**

Section F-Movie

VIII. Write short notes on **any two of the following. (2x5=10)**

(Three Questions from the select movie)

BANGALORE UNIVERSITY
UG ENGLISH (AS PER NEP-2020)

Question pattern for B.A in English (Hons)

SECOND SEMESTER-COURSE III
DSC – PAPER A3 -Introduction to Phonetics and Linguistics

- I. Answer the following questions in about one or two sentences. **(05X01=05)**
(Seven questions will be given from Chapter 1)
- II. Answer any one of the following questions in about 200 words. **(01X05+05)**
(Four questions will be given from chapter 1,2,4&5)
- III. Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. **(10X01=10)**
- IV. From the words given below identify the ones that have a CCVCC structure. **(05X01=05)**
- V. From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. **(05X01=05)**
- VI. Indicate the syllable division in the following words. **(05X01=05)**
- VII. Identify the syllable stress in the following words. **(05X01=05)**
- VIII. Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/ or /iz/. **(05X01=05)**
- IX. Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/ or /id/. **(05X01=05)**
- X. From the passage given before identify words containing/ending/beginning the following phonetic sounds. **(05X01=05)**
- XI Write a complete phonetic transcription for the passage given below. **(05X1=05)**

BANGALORE UNIVERSITY
UG ENGLISH (AS PER NEP-2020)

Question pattern for B.A in English (Hons)

SECOND SEMESTER- COURSE IV
DSC – PAPER A4 -Indian Writing in English –Part II

Time:3 hours

Max.Marks:60

Instruction: Answer all the questions

Section A

I. Write short notes on any two of the following. (2x5=10)

(Four Questions from Unit I and II)

Section B-Poetry

II. Annotate any two of the following. (2x5=10)

Section C-Short story

III. Write short notes on any two of the following. (2x5=10)

Section D-Novel

IV. Answer any one of the following. (1x10=10)

Section E-Drama

V. Answer any one of the following. (1x10=10)

Section F-Essay

VI. Write short notes on any one of the following. (1x5=5)

Section G-Movie

VII. Write short notes on any one of the following. (1x5=05)

(Three Questions from the select movie)

**B.A IN ENGLISH: SYLLABUS FOR
DISCIPLINE ELECTIVE (DSE) / OPEN ELECTIVES
(OE) 1, 2, 3, & 4.**

OPEN ELECTIVE: SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

70 marks paper for 3 hours duration and 30 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Section I: Functional English Grammar

1. Grammar of Spoken and Written English
2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C)
3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases
4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses
5. Verbs – Tense and Aspects, Modal Verbs, Functions and Uses

Section II: Writing Skills

1. Writing as a Skill – Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph
2. Functional Uses of Writing: Personal, Academic and Business
3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft
4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email

Section III: Reading Skills

1. Meaning and Process of Reading
2. Strategies and methods to Improve Reading Skill
5. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

Mode of Examination:

Theory Examination: 100 Marks (70 Marks Sem-end+30 Marks Internal)

Question Paper Pattern

1. Very Short Answer Questions on all sections	15x2 =30 Marks
2. One Short Notes from all sections	1x 5 = 05 Marks
3. Cloze Test	10x1= 10 Marks
4. Short Questions on dialogue and expansion of an idea	1x5 = 05 Marks
5. One Essay Type Question	1x10= 10 Marks

Suggested Reading:

1. Geoffrey Leech and Svartik. *Communicative Grammar of English*, Pearson
2. Geoffrey Leech. *English Grammar for Today*, Palgrave
3. Prasad P. *The Functional Aspects of Communicative Skills*.
4. Leena Sen. *Communication Skills*, Princeton Hall
5. Vandana Singh. *The Written Word*, OUP

English – Open Elective -2
SPOKEN ENGLISH FOR CORPORATE JOBS

70 marks paper for 3 hours duration and 30 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course and Skill Outcome:

1. This paper teaches students the skills in the front desk management.
2. It introduces them to business English.

Section I: English for Front Desk Management 1. Greeting, Welcoming 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialities, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

Section II: Fluency and Etiquette 1. Polite sentences and Words 2. Use of Persuading words 3. Intonation and Voice Modulation 4. Developing Vocabulary

Section III: Business Speeches 1. Principles of Effective Speech and Presentations 2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech 3. Use of Audio-Visual Aids in Presentations

Section IV: Cross-Cultural Communication 1. Dealing with Language Differences 2. Probing Questions to get information 3. Etiquette in Cross-cultural Communication

Suggested Readings:

1. *More effective communication* – J V Vilanilam, Sage Publication Pvt Ltd.
2. *Effective Documentation & Presentation* – Rai & Raj Himalaya Publishing house – Mumbai
3. *Commercial Correspondence & Office Management* – R S N Pillai & Bhagawati, S Chand & Co.
4. *Communication Today* – Ray Rubeen, Himalaya Publishing House – Mumbai.
5. *Business Communication* – Lesikar & Pettit – AITBS – Publishers Delhi
6. *Business Communication Today* – Sushil Bahl – Response Books, Sage Publication, N. Delhi.
7. *The Essence of Effective Communication* – Ludlow & Panton PHI, N. Delhi.
8. *Business Communication*- Pradhan Bhende & Thankur Himalaya Publishing House – Mumbai.
9. *Mastering Communication Skills and Soft Skills* – N Krishnaswamy, Lalitha Krishnaswamy and others – Bloomsbury, New Delhi, 2015
10. *Developing Communication Skills* – Krishna Mohan and Banerji.

Question Paper Pattern:

- | | |
|--------------------------------|---------|
| 1. Very short answer questions | 10x2=20 |
| 2. Short notes on all sections | 4x5=20 |
| 3. Essay type questions | 2x10=20 |

English Open Elective -3
SPEAKING AND LISTENING SKILLS
[Teaching Hours: Lecture 3Hours -Credit 3]

(70 marks paper of Three Hours+ 30 Marks for Internal Assessment)

1. Section I: Introduction to Phonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

2. Section II: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

3. Section III: Listening Skills

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

4. Section IV: Presentation Skills

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks

Question Paper Pattern

- | | |
|--|-----------------|
| 1. Very Short Answer Questions on all sections | 15x2 =30 Marks |
| 2. Two Short Notes on all sections | 2x 5 = 10 Marks |
| 3. One Question on Presentation of Speeches | 1x10 = 10 Marks |
| 4. One Essay Type Question | 1x10= 10 Marks |

5. Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubramanian. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

English Open Elective -4
TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours -Credit 3]

(70 marks paper of Three Hours+ 30 Marks for Internal Assessment)

Course and Skill Outcome

1. This paper aims at teaching the students English language through literature.
2. It teaches them communication skills.

Syllabus

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language. Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

Question Paper Pattern

- | | |
|---|---------|
| 1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges | 1x10=10 |
| 2. Problems of Translation | 1x10=10 |
| 3. Short type questions on translation, translation theory | 2x5=10 |
| 4. Translation of short passages | 2x5=10 |
| 5. Translation passage from English to Kannada
(One out of two) | 1X10=10 |
| 6. Translation passage from Kannada to English
(one out of two) | 1X10=10 |

**DISCIPLINE CORE (DSC) -B.A IN COMMUNICATIVE
ENGLISH (BASIC/HONS) AND OPEN ELECTIVE (OE)**

Course	Paper	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
		Semester I		
DSC 1	A1 Basics of Communication and Functional Grammar	4	4	60+40
	Practical	2	2	30+20
OE 1	Corporate Communication	3	3	60+40
		Semester II		
DSC 2	A2 Phonetics and LSRW Skills	4	4	60+40
	Practical	2	2	30+20
OE 2	Travel Writing	3	3	60+40

Discipline Core- Communicative English
Semester 1

Course Title: Basics of Communication and Functional Grammar	
Total Contact Hours: 52/56 Theory 52/56 Practical	Course Credits: 4 Theory 2 Practical
Formative Assessment Marks: 30 Theory 20 Practical	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practical
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

Course Outcomes:

By the end of the programme the student would be able to

1. Identify and understand the different parts of speech in English.
2. Develop competence in English
3. Identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses and have an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

Discipline Core-B.A in Communicative English - Semester 1 - DSC

Title of the Course: Basics of Communication and Functional Grammar

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
Content of Theory Course 1			52/56Hrs
Unit – 1			13/14
Module 1			
Parts of Speech			
Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections			
Articles (Every component to be done in detail)			
Module 2			
Verbs			
Auxiliary- Modals- Finite- Non-finite			
Module 3			
Tenses			
Unit – 2			13/14
Module 4			
Sentences			
Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences			
Jumbled sentences- Jumbled paragraphs			
Module 5			
Concord			
Rules of Subject Verb Agreement			
Module 6			
Common Errors by Non- Native Speakers			
Unit – 3			13/14
Module 7			
Active and Passive Voice			
Direct and Indirect Speech			
Module 8			
Question Forms- Wh-, Yes/No, Question Tags			
Module 9			
Punctuation			

Unit – 4	13/14
Module 10	
Introduction to Communication	
Definition – meaning – communication process -importance of communication - seven Cs of communication	
Module 11	
Types of Communication	
Formal and informal – Verbal and non-verbal - Oral and written communication- Visual communication- Body language - Sign language -Para language, Intrapersonal and interpersonal communication- Barriers to communication - Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload - Overcoming communication barriers	
Module 12	
Situational Communication	
<ul style="list-style-type: none"> • Greeting and Introduction • Enquiry • Seeking/Granting/Refusing Permission • Asking and Giving Directions • Accepting and Declining Invitations • Making/Responding to Complaints • Congratulating • Sympathizing • Persuasion 	

Text Books:

Communicative English – E. Suresh Kumar and P. Sree Hari, Orient Black Swan

Intermediate English Grammar- Raymond Murphy, Cambridge University Press

References:

A Practical English Grammar – A.J. Thomson, A.V. Martinet, Oxford University Press

Remedial English Grammar, F.T. Woods

Advanced Grammar in Use- Martin Hewings, Cambridge University Press

English Usage- Michael Swan, OUP

Business Communication- PD Chaturvedi and Mukesh Chaturvedi, Pearson

Communication Skills - Sanjay Kumar, Pushpa Lata

Essentials of Communication Skill and Skill Enhancement- By John O. Greene

Grammar Practice Activities- Penny Ur

Oxford Pocket Basic English Use- Michael Swan, OUP

Oxford Practice Grammar – John Eastwood, Oxford University Press

Practical English Usage- Michael Swan, OUP

The Four Skills for Communication –Josh Sreedharan, Foundation Books

The Quick and Easy Way to Effective Speaking- Dale Carnegie, New York: Pocket Books

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	15
Assignment	15
Test and Attendance	10
Total	40

Practical Component:

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

Discipline Core-B.A in Communicative English--Semester 2-DSC II

Course Title: Phonetics and LSRW Skills	
Total Contact Hours: 52/56 Theory 52/56 Practical	Course Credits: 4 Theory 2 Practical
Formative Assessment Marks: 30 Theory 20 Practical	Duration of ESA/Exam: 3 Hours Theory 2 Hours Practical
Model Syllabus Authors:	Summative Assessment Marks: 60 Theory 40 Practical

Discipline Core-B.A in Communicative English--Semester 2-DSC II

Title of the Course: Phonetics and LSRW Skills

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/ Semester
4	52 or 56	2	52 or 56
Content of Theory Course 2			52/56Hrs
			13/14
Module 1			
Introduction What is Phonetics? Production of Speech Sounds Air-stream mechanism Organs of Speech Articulatory System			
Module 2			
Classification of Speech Sounds Consonants Vowels –Pure Vowels and Diphthongs			
Module 3			
Minimal Pairs			
Module 4			
Syllable Syllable Structure Composition of the syllable Consonant Cluster			
Unit – 2			13/14
Module 5			
Stress Word accent/stress Sentence stress Intonation			
Module 6			
Native language influence on English Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session			
Module 7			
Listening Skills			
Unit – 3			13/14

Module 8 Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences Paragraph Writing Composition: Reflective, Descriptive, Narrative and Argumentative Module 9 Summarizing Expansion Writing Dialogue Writing	
Unit – 4	13/14
Module 10 Profile Writing and Resume Module 11 E mail Module 12 Vocabulary Synonyms Antonyms Homonyms Homophones Commonly used Foreign Words in English Idioms and Phrases Collocation	

Text Books

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

A Textbook of English Phonetics for Indian Students – T. Balasubramanian- Macmillan

References

An Outline of English Phonetics- Daniel Jones

Better English Pronunciation – J.D. Connor – Cambridge University Press Collins

Business Skills and Communication

English for Practical Purposes by Patil, Valke, Thorat& Merchant- Macmillan English

Phonetics and Phonology – Peter Roach – Cambridge University Press English

Pronouncing Dictionary- Daniel Jones

English Pronunciation in Use- Martin Hewings- Cambridge University Press English

Vocabulary in Use- Felicity Odel

IELTS Advantage Speaking and Listening Skills- Jonathan Marks

Merriam-Webster's Vocabulary Builder

Pronunciation Practice Activities – Martin Hewings – Cambridge University Press Publications

Vocabulary in Use

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks MOOC

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	15
Assignment	15
Test and Attendance	10
Total	40

Practical Component:

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

OPEN ELECTIVE I

Corporate Communication

Syllabus for I Semester

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

Programme Outcomes

1. To formulate briefs and speeches
2. To write press releases
3. To handle media relations
4. To help in drafting communication strategies

Syllabus

Module I

Principles of Communication

Module II

The Art of Corporate communication

Module III

Kinds of Communication

Module IV

Communication Strategies

Module V

Business Letter Writing

Module VI

Communication related to Business meetings

Module VII

Media Relations

Module VII

E-Mail Etiquette

Module IX

Presentation Skills

Reference:

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

Corporate Communication: A Guide to Theory and Practice: Joep P.Cornelissen

Corporate Communication: Paul Argenti

English for Practical Purposes : Patil, Valke, Thorat and Merchant- Macmillan

OPEN ELECTIVE II

Travel Writing

Syllabus for II Semester

Programme Outcomes

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

Syllabus

Module I

Introduction to Travel Writing

Definition

History of Travel writing

Module 2

Travel Writing Today

Module 3

Qualities of a Travel Writer

Module 4

Illustrations and Photographs

Module 5

Special Modules for travel writing

Module 6

Write a travelogue with inputs

Travel Blogs

Reference:

Travel Writing and the Empire: ed. Sachidananda Mohanty

Cambridge Introduction to Travel Writing, New York: Cambridge University,
Gutkind, Lee.

The Art of Creative Nonfiction Indian Travel Writing, 1830-1947: Pramod K.
Nayar

Literature, Travel and Colonial Writing: Andrew Hadfield

Nine Lives: William Dalrymple

The Routledge Companion to Travel Writing: Indian Travel Writing: Shobhana Bhattacharji

Iyer, Pico, Why WE Travel. http://www.salon.com/writer/pico_iyer/ Refer popular Travel Blogs

**Proposed Structure for
OE For
I and II Semesters**

Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/Assessment
		Semester I		
OE 1	Corporate Communication	3	3	60+40
		Semester II		
OE 2	Travel Writing	3	3	60+40

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**DEPARTMENT OF ENGLISH
SYLLABUS
(V and VI SEMESTER)
UG ENGLISH (AS PER NEP-2020)**

FOR THE ACADEMIC YEAR 2023-24 ONWARDS

List of members of the textbook committee to prepare V & VI Semester B.A., Syllabus and textbooks for B.A, Honours English under the Faculty of Arts.

Optional English Textbook Committee Members

Chairperson

Dr. FahmeedaP.

Assistant Professor,
Department of English,
GFGC, Vijayanagar, Bengaluru.

Members

Dr. Rajashekharayya. G. Mathapathi,

Assistant Professor,
Department of English,
GFGC, Vijayanagar, Bengaluru.

Prof. SowmyaRajB.M.

Assistant Professor,
Department of English,
GFGC, Vijayanagar, Bengaluru.

Prof. Gnaneswara. T.N.,

Assistant Professor,
Department of English,
GFGC, Vijayanagar, Bengaluru.

Prof. Archanana

Assistant Professor,
Department of English,

St. Francis de Sales College,
Electronic City, Bengaluru.

Prof. Shruthi T.

Assistant Professor,
Department of English,
GFGC, Peenya, Bengaluru.

Nice Aravind

Assistant Professor,
Department of English,
Claret College, Bengaluru.

Chaitra N.S Murthy

Assistant Professor,
Department of English,
Surana Degree College, South end Campus,
Bengaluru.

Saranya Francis

Assistant Professor,
Department of Humanities,
St. Pauls College, Bengaluru.

**Karnataka State Higher Education Council (KSHEC)
NEP2020 Implementation Committee
Model Curriculum for B.A. English (Hons.) Programme**

**Name of the Degree Program: B.A. English
(Hons.) Discipline Core: English (Hons.)**

Total Credits for the Program:

172 Starting year of implementation:

2021-22 Program Outcomes

By the end of the program the students will be able to:

(Refer to literature on outcome -based education (OBE) for details on Program Outcomes)

1. Provide a comprehensive foundation in literary studies and linguistic competencies.
2. Introduce multiple areas of writings in English language and translations in English.
3. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
4. Develop the students' ability to read, process, think critically and independently.
5. Explore texts and contexts of writings and readings, from varied spaces.
6. Establish a multidisciplinary approach towards higher studies and research.
7. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
8. Provide training to students in multiple areas of employment—conventional and new.
9. Train students in professional skills relevant to career opportunities.
10. Prepare students for the technologically advanced world, its challenges and opportunities.
11. To enable practical and experiential learning.

General Proposed Learning Outcomes for the Bachelor of Arts English (Hons.) Program

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

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Will be enriched by familiarity with other literatures and more importantly with Indian writers their ethos and tradition of writing and discourse
3. Would have honed their skills of remembering, understanding, applying, analyzing evaluation and creating literature
4. Would be able to write with clarity, creativity and persuasiveness.
5. Most importantly, learners would develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values.
6. Be equipped with advanced literary, linguistic skills.
7. Competency in the use of English from/for a variety of domains.
8. Have a spirit of inquiry and critical thinking.
9. Be able to articulate thoughts and generate/understand multiple interpretations.
10. Locate and contextualise texts across theoretical orientations cultural spaces.
11. Possess Reading and writing skills catering to academic and other professional discipline viz. Print and electronic media, advertising, content writing etc.
12. Imbibe a multi-disciplinary approach in higher education and research.
13. Be skilled in multiple domains and careers.
14. Become adept at use of English in the current technological climate.
15. Have hands-on work experience.

Curriculum Structure for V and VI Semester B. A. English (Honours)

Articulation Matrix

A4-II-with Two Core Subjects (one without practicals “A” and the other with practicals, “B”) in the first 3 years, and choosing subject “A” and “B” as Major

A 4–II. Curriculum and Credit Framework for the Undergraduate Programme with Two Core Subjects (one without practicals “A” and the other with practicals, “B”) in the first 3 years, and choosing subject “A” and “B” as Major

Semester	Discipline Specific – Core(DSC), Elective Pedagogy(L+T)	Skills Enhancement Courses(S EC)(Credits) Pedagogy (L+T+P)(Common for all UG Programs)/Summer Internship	Total Credits
V	DSC A9(4)DSC A10(4)DSC A11(4)DSC	SEC– 4: Cyber Security(2) (1+0+2)	24
VI	DSC A12(4)DSC A13(4)DSC A14(4)DSC		22

A1–Curriculum and Content Chart for V and VI Semester B.A. English (Hons.)

Semester	Title/Name of the course	Vocational	Assessment
V DSC–A9	Literary Criticism (4)	---	60 F+40 S
V DSC–A10	Subaltern Studies (4)	---	60 F+40 S
V DSE – A 11	Comparative Literature (4)	---	60 F+40 S
VI SEMESTER			
VI DSC–A12	PostColonial Studies (4)	---	60 F+40 S
VI DSC–A13	World Classics In Translation (4)	---	60 F+40 S

VI DSE – A 14	Caribbean Literature (4)	---	60 F+40 S
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Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/course projects/problem or project-based learning/case studies/self-study like seminar, term paper or MOOC. Every course needs to include assessment for higher order thinking skills (Applying/Analysing/Evaluating/Creating). However, this column may contain alternate assessment methods that help formative assessment(i.e. assessment for learning).

Semester V

B. A. English (Honours) Semester V Course– A9**Title of the Course–Literary Criticism**

Course	A9
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours per Semester	60
Duration of Exam	2 ½hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of CourseA9:Literary Criticism	60Hrs
Unit - 1 Introduction to Criticism	15
What is criticism? Meaning, Definitions, Functions, Methods of Criticism Show your acquaintance with following critics: Philip Sydney, John Dryden, Alexander Pope, William Wordsworth, S. T. Coleridge, P. B. Shelley, Mathew Arnold, D.H. Lawrence, T. S. Eliot, I.A.Richards	
Unit - 2 Classical Criticism	15
<ul style="list-style-type: none"> Aristotle's Concept of Tragedy 	
Unit – 3 Romantic Criticism	15
<ul style="list-style-type: none"> Preface to the Lyrical Ballads 	
Unit – 4 Modern Criticism	15
<ul style="list-style-type: none"> <i>Four of Kinds of Meaning</i> –I A Richards Excerpts from <i>Aspects of the Novel</i>- E.M. Forster-- ‘aspects’: story, characters, plot, fantasy, prophecy, pattern, and rhythm. 	

Suggested Reading

Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.

Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.

Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford: Oxford University Press, 2007.

Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.

Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.

Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.

Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Assignment- analyze given passage/s using any/the critical approach most suitable	10
Class Activity	10
Project/Seminar	10
Total	40

B. A. English (Honours) Semester V Course: A10**Title of the Course: Subaltern Studies**

Course	A10
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 ½ hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A 10 : Subaltern Studies	60Hrs
Unit –1 Introduction	15
<ul style="list-style-type: none"> • Annihilation of Caste–Dr. B. R. Ambedkar • Caste and Subaltern Consciousness–Partha Chatterjee 	
Unit – 2 Fiction	15
Mirch Masala, Article 15, Bara,	
Unit – 3 Play	15
<i>Kamala-</i> Vijay Tendulkar	
Unit – 4 Prose	15
<i>Chemmeen-</i> Thakazhi Sivasankara Pillai	

Suggested Reading

Guha, Ranajit (ed.). *A Subaltern Studies Reader*. Oxford University Press, Delhi, 2000. Guha, Ranajit (ed.). *Subaltern Studies: Writings on South Asian History and Society*. OUP, New Delhi, 1982.

Cary Nelson and Lawrence Grossberg (eds.). *Marxism and the Interpretation of Culture*. University of Illinois Press, 1987.

Vinayak Chaturvedi (ed.). *Mapping Subaltern Studies and the Postcolonial*. Verso, London, 2000.

Chakrabarty, Dipesh. "Subaltern Studies in Retrospect and Reminiscence," *South Asia: Journal of South Asian Studies*, vol. 38, no. 1, 2015.

Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. Verso Books, 2014. Guha, Ranajit., and Gayatri Chakravorty. Spivak. *Selected Subaltern Studies*. Oxford University Press, 1988.

Ludden, David E. *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Permanent Black, 2001.

Spivak, Gayatri Chakravorty. *Can the Subaltern Speak? Reflections on the History of an Idea*, 1988.

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard UP, 1999.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

B. A. English (Honours) Semester V
 Discipline Specific Core (DSC)
 Title of the Course: Comparative Literature

DSC A 11: Comparative Literature	
Course	A 11
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 1/2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

Content of Course A11: Comparative Literature	45
Unit –1 Introduction	15
Comparative Literature : Definition, scope and method. Narrative traditions in India and Arab: Selection from Jataka Tales, Panchatantra and Arabian Nights	
Unit – 2 The Genre of the Short Story across Nations	15
India <i>The Domestic Maid</i> by Anita Desai France <i>The Model</i> – Guy de Maupassant America <i>The Last Leaf</i> –O. Henry Russia <i>The Snowstorm</i> - Alexander Pushkin	
Unit – 3 Plays	15
Plays from India and Africa: <ul style="list-style-type: none"> • <i>Nagamandala</i> –Girish Karnad • <i>Death and the King's Horseman</i> - Wole Soyinka 	
UNIT 4 HOW TO WRITE A RESEARCH PAPER- INTERNAL ASSESSMENT--10 MARKS	
RESEARCH PAPER – ONE Published research paper to be submitted at the end of the semester	

Suggested Reading

1. Bassnett Susan. *Comparative Literature: A Critical Introduction*. Blackwell, Oxford, England, 1993.
2. Hutchinson Ben. *Comparative Literature: A Very Short Introduction*. Oxford University Press, England, 2018.
3. Auerbach Eric, et al. *Mimesis: The Representation of Reality in Western Literature*. Princeton University Press, Princeton, 2013.
4. Bassnett, S. *Comparative Literature: A Critical Introduction*. Blackwell, Oxford, 1993.
5. Claudio Guillen. *The Challenge of Comparative Literature*. Harvard University Press, London, 1993.
6. Bernheimer, C. Ed. *Comparative Literature in the Age of Multiculturalism*. The Johns Hopkins University Press, Baltimore, 1995.
7. Praver, S. S. *Comparative Literary Studies: An Introduction*. Duckworth, London, 1973.
8. Totosy de Zepetnek, S. Ed. *Comparative Literature and Comparative Cultural Studies*. Purdue University Press, Indiana, 2003.
9. Weisstein, U. *Comparative Literature and Literary Theory*. Indiana University Press, London, 1969.
10. Behdad, A., & Dominic, T. Eds. *A Companion to Comparative Literature*. Wiley-Blackwell, UK, 2011.
11. Cao, S. *The Variation Theory of Comparative Literature*. Springer, Heidelberg, 2013.
12. Dev, A., & Das, S.K. Eds. *The Idea of Comparative Literature: Theory and Practice*. Allied Publishers, New Delhi, 1989.

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

FormativeAssessment	
Assessment Occasion/type	WeightageinMarks
FirstInternalTest	10
Assignment	10
ClassActivity	10
Paper Publication	10
Total	40

Semester VI

B. A. English (Honours) Semester VI Course– A12

Title of the Course: Postcolonial Studies

Course	A12
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	21/2Hours
Formative Assessment Marks	40
Summative AssessmentMarks	60
Total Marks	100

Content of Course A12: Postcolonial Studies		60Hrs
Unit - 1 Introduction to Postcolonial Studies		15
Key concepts: Colonialism, Decolonization, Neo- colonialism, Hegemony, Hybridity, Nationalism, Orientalism, Orient, Occident, Postcolonialism, Postcolonial reading, Race, Slavery, Subaltern,		
Unit - 2 Essays on Postcolonial Studies		15
1. “The Beginnings of English Literary Study” in <i>British India</i> - Gauri Vishwanathan 2. Introduction to the <i>Empire Writes Back</i> - Bill Ashcroft,		
Unit – 3 Postcolonial Texts and Talks		15
1. Shashi Tharoor - Britain Does Owe Reparations https://youtu.be/f7CW7S0zxv4 2. The Danger of a Single Story- Chimamanda Adichie (Ted Talk- Transcript) https://youtu.be/D9Ihs241zeg		
3. Toba Tek Singh (short story) - Saadat Hasan Manto 4. Caste Out (poem) - Meena Kandaswamy		

Unit – 4 Fiction	15
The Butler, Garm H.wa, Victoria and Abdulla	

Suggested Reading

Abrams M,H, and Harpham. *A Glossary of Literary Terms*.Cengage Learning, New Delhi,2014.

Barry,Peter.*Beginning theory :An introduction to literary and cultural theory*.MUP,Manchester,2017.

VincentB.,etal.,*The Norton Anthology of Theory and Criticism*,W W Norton and Company,London, 2018.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

FormativeAssessment	
AssessmentOccasion/type	WeightageinMarks
FirstInternalTest	10
Assignment	10
ClassActivity	10
Project/Seminar	10
Total	40

B. A. English (Honours) Semester VI Course-A13

Title of the Course: World Literature in English and in Translation

Course	A13
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instructionhoursperweek	3
TotalNo.ofLectures/HoursSemester	60 Hours
DurationofExam	2½Hours
FormativeAssessmentMarks	40
SummativeAssessmentMarks	60
Total	100

ContentofCourseA13:World Classics in Translation	60Hrs
Unit –1 Introduction to World Literature	15
Concepts: World Literature, Modern Play, Power, Heroism, Adventure, Ibsenism ,Magical Realism, Latino Culture, CulturalConflicts, Tradition vs Modernity.	
Unit – 2 Novel	15
1. <i>Siddharta An Indian Tale</i> -- Herman Hesse	
Unit – 3 Short Stories	15
1. <i>The Diamond Necklace</i> - Guy de Maupassant 2. <i>The War</i> - LuigiPirandello	
Unit – 4 Plays	15
1. <i>Death of a Salesman</i> – ArthurMiller	

Suggested Reading

Richardson William Lee and Jesse M Owen .*Literature of the World:An Introductory Study*. Sagwan Press,New York,2018.

D'haenTheo.*The Routledge Concise History of World Literature*.

Routledge,India,2011.D'haenTheo,etal.*World Literature:A Reader*.Routledge,India, 2012

Das,SisirKumarandSukantaChaudhuri(eds.).*Selected Writings on Literature and*

Language: Rabindranath Tagore. Das Gupta & Co. Pvt. Ltd., Kolkata, 2001.

D'haenTheo,etal.,editors.*World Literature: A Reader*. Princeton University Press, Routledge, India, 2012.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

B. A. English (Honours) Semester VI Course-A14**Title of the Course: DSC- 14 Caribbean Literature**

DSC – 14 :Caribbean Literature	
Course	DSC 14
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2½ Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

Content of Course: DSC-14 Caribbean Literature	15
Unit –1 Introduction to Caribbean Literature	15
<ul style="list-style-type: none"> • A brief history of Caribbean literature • Introduction to major Caribbean writers • Dominant themes in Caribbean literature (exile and return to the motherland, resistance and endurance, engagement and alienation and self-determination)) 	
Unit – 2 Poems	15
<ul style="list-style-type: none"> • <i>A Far Cry from Africa</i>-Derek Walcott • <i>Bread</i>-Kamau Brathwaite • <i>Marrysong</i>-Dennis Scott • <i>Framed</i>-Claire Harris • <i>Fat Black Woman Goes Shopping</i>–Grace Nichols 	
Unit – 3 Fiction	15
<ul style="list-style-type: none"> • <i>Lonely Londoners</i> -Samuel Selvon 	

Suggested Reading

Keith Booker and Dubravka Juraga. *The Caribbean Novel in English: An Introduction*. James Currey, India, 2001.

Donnell Alison and Sarah Lawson. *The Routledge Reader in Caribbean Literature*. Routledge, India, 2021.

Dunn, H. Globalization. *Communications and Caribbean Identity*. Ian Randle Publishers, Kingston, 1995.

Hall, K. (ed). *The Caribbean Community: Beyond Survival*. Ian Randle Publishers, Kingston, 2001.

Mohammed, J. *Caribbean Studies: An Interdisciplinary Approach*. Macmillan Publishers Ltd., Oxford, 2007.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

Question Paper Pattern
V Semester B.A. Examination
OPTIONAL ENGLISH
CourseA9: Literary Criticism

Time: 2 & 1/2 Hours

Max. Marks: 60

UNIT I
(Introduction to Criticism)

I. Answer any ONE of the following questions. **10X1=10**

II. Answer any TWO of the following questions. **5X2=10**

UNIT II
(Classical Criticism)

I. Answer any TWO of the following questions. **5X2=10**

UNIT III
(Romantic Criticism)

I. Answer any TWO of the following questions. **5X2=10**

UNIT IV
(Modern Criticism)

I. Answer any ONE of the following questions. **10X1=10**

II. Answer any TWO of the following questions. **5X2=10**

**Question Paper Pattern
B. A. English (Honours)
V Semester B.A. Examination
OPTIONAL ENGLISH
CourseA10: Subaltern Studies**

Time: 2 & 1/2 Hours

Max. Marks: 60

Section A: Introduction

I. Answer any ONE of the following:

10x1=10

Section B: Fiction/Movie

II. Answer any ONE of the following:

10x1=10

III. Write a short note on any two of the following:

2x5=10

Section C: Play

IV. Answer any one of the following:

10x1=10

V. Write a short note on any one of the following:

1x5=5

Section D: Prose

VI. Answer any one of the following:

10x1=10

VII. Write a short note on any one of the following:

1x5=5

Question Paper Pattern
B. A. English (Honours)
V Semester B.A. Examination
OPTIONAL ENGLISH
CourseA11: Comparative Literature

Time: 2 & 1/2 Hours

Max. Marks: 60

Section A
Introduction

I. Answer Any Two of the following

2x5=10

Section B
Short Fiction

II. Answer Any Three of the following

3x5=15

III. Answer Any One of the following

1x10=10

Section C
Drama

IV. Answer Any Three of the following

3x5=15

V. Answer Any One of the following

1x10=10

Question Paper Pattern
B. A. English (Honours)
V Semester B.A. Examination
OPTIONAL ENGLISH
CourseA12: Postcolonial Studies

Time: 2 & 1/2 Hours

Max. Marks: 60

I. Answer any ONE of the following questions. **10X1=10**

II. Answer any TWO of the following questions. **5X2=10**

UNIT II
(Essays)

I. Answer any TWO of the following questions. **5X2=10**

UNIT III
(Postcolonial Texts and Talks)

I. Answer any TWO of the following questions. **5X2=10**

UNIT IV
(Movies)

I. Answer any ONE of the following questions. **10X1=10**

II. Answer any TWO of the following questions. **5X2=10**

Question Paper Pattern
B. A. English (Honours)
V Semester B.A. Examination
OPTIONAL ENGLISH
CourseA13: World Classics in Translation

Time: 2 & 1/2 Hours

Max. Marks: 60

Section A: Introduction

I. Answer any ONE of the following: **10x1=10**

Section B: Novel

II. Answer any ONE of the following: **10x1=10**

III. Write a short note on any two of the following: **2x5=10**

Section C-Short Stories

I. Answer any TWO of the following questions. **5X2=10**

Section D- Plays

I. Answer any ONE of the following questions. **10X1=10**

II. Answer any TWO of the following questions. **5X2=10**

Question Paper Pattern
VI Semester B.A. Examination
OPTIONAL ENGLISH
Course A 14
Caribbean Literature

Time: 2 & 1/2 Hours

Max. Marks: 60

Section-A

(Introduction to Caribbean Literature)

I. Answer any THREE questions. **5X3=15**

Section-B

(Poems)

II. Answer ALL the questions. **5X5=25**

Section-C (Novel)

III. Answer any TWO questions. **10X2=20**

BA - JOURNALISM

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1 & 2

SEMESTER SYLLABUS

UG



BANGALORE UNIVERSITY
DEPARTMENT OF COMMUNICATION
JNANABHARATHI CAMPUS BANGALORE-560056

Submitted to Faculty of Arts

CHOICE BASED CREDIT SYSTEM

Approved Syllabus

**BOS Approved Syllabus for
Five-year Integrated Master's Programme
in Journalism and Mass Communication
(NEP 2021)**

**Syllabus for I & II Semester
(EFFECTIVE FROM ACADEMIC YEAR 2021-22)**

SEPTEMBER 2021

MASTER'S PROGRAMME IN JOURNALISM AND MASS COMMUNICATION

Programme: Five-year Integrated Master's Programme in Journalism and Mass Communication to be introduced under NEP

Programme Objectives:

- Five-year Integrated Course in Journalism and Mass Communication would aim to familiarize students with all aspects of the field of journalism. They become more proficient in both theory and practical skills of the media in general.
- The programme would make prepare the students 'ready-to-be recruited by media houses. The content of the programme is designed to be dynamic and incorporate changes to meet requirements of the industry.

Programme Outcome:

- The programme aims to churn out responsible media professionals.
- The programme aims to facilitate better career opportunities for all those students of this course.
- The programme aims to strike a balance between the professional and the professional ethics in the field of journalism and mass communication.

Need for Curriculum Development:

As per the NEP 2020 initiatives, it is intended to formulate a Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. The need for the curriculum development in Journalism and Mass Communication emerges due to the following reasons:

Changing Media Scenario: The evolution of the media has been fraught with concerns and problems. Accusations of mind control, bias, and poor quality have been thrown at the media on a regular basis. Yet the growth of communications technology has allowed media to attain Industry Status in India. The dependency of the masses on media has significantly increased and the recommended curriculum is prepared in this context to students to utilize the growing opportunities and equip themselves to be on par with industry requirements.

Credit transfer: Credit transfer is approved by the UGC and the Government that allows the students to transfer course from their existing university to a new UGC approved university. The same number of credits in all the Universities in Karnataka is the first step to towards the credit transfer from University to University.

Skill Enhancement: The new curriculum focuses more on hands on training, internship and thereby enhancing the skills of the students. The papers like Writing for Media, photo journalism etc., further helps in skill development of students.

Pedagogy:

The goal of Journalism and Mass Communication pedagogy is to stir student's critical consciousness and empower them with the knowledge, multimedia tools that help them in employability.

Importance to Theory and Practical's and its application: The Journalism and Mass Communication curriculum focuses on the practical components and gives importance to its application through hands-on and empirical training.

Utilisation of ICT: To enhance critical and creative thinking amongst students, ICT tools are incorporated into the teaching methods which include research-led teaching, via presentations through smart classrooms, and practical productions.

Research-based and Research-led teaching: The Research Projects and practicals are introduced in the curriculum. The student will be required to do research project on a topic of their choice under the supervision of a research guide.

Brain Storming Approach: Students will be involved in groups and individual discussions. This will help the students to develop and involve in the process of critical thinking.

Exit Options and Credit Requirements:

A Certificate / Diploma/ Bachelor Degree or Bachelor Degree with Honours in Journalism and Mass Communication is awarded at the completion of every progressive year.

Exit Option with	Certificate/Diploma/Degree/ Honors
Successful completion of First year (two semesters) of the four years multidisciplinary undergraduate Degree programme.	Certificate in Journalism and Mass Communication
Successful completion of Second year (four semesters) of the four years multidisciplinary undergraduate Degree programme	Diploma in Journalism and Mass Communication
Successful completion of Three year (six semesters) of the four years multidisciplinary undergraduate degree programme	Bachelor of Arts Degree in Journalism and Mass Communication
Successful completion of Four year (eight semesters) of the four years multidisciplinary undergraduate degree programme	Bachelor of Arts Degree with Honours in Journalism and Mass Communication
Successful completion of Five year (Ten semesters) of the Five years multidisciplinary degree programme	Master of Arts Degree With Honours in Journalism and Mass Communication

A student will be allowed to enter/re-enter only after the odd semester and they can only exit after even semester. Re-entry at various as lateral academic programmes based on the above mentioned earned proficiency test records. The validity of the earned credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

Acronyms Expanded	
AECC	Ability Enhancement Compulsory Course
DSCC	Discipline Specific Core Course
SEC/SB/VB	Skill Enhancement Course- Skill Based/Value Based
OEC	Open Elective Course
DSE	Discipline Specific Elective

Continuous Internal Evaluation and Semester End Examination:

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of Continuous and comprehensive Assessment and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges. The state level committee deliberated on the same and suggested the following pattern for the Continuous Internal Evaluation. The BOS has also approved to follow the same pattern.

COURSE PATTERN AND SCHEME OF EXAMINATION FOR FIVE-YEAR INTEGRATED MASTER'S PROGRAMME IN JOURNALISM AND MASS COMMUNICATION

AS PER NEP (2021-22 AND ONWARDS)

SUBJECT: JOURNALISM AND MASS COMMUNICATION																			
Semester	Course Code	Title of the Papers	Teaching Hours	Hours/ Week		Examination Pattern							Total Marks/Paper	Duration of Exams (Hours)		Credits			
				Theory	Practical's	Theory			Practical's					Theory	Practical	Theory	Practical's	Total	
						Max.		IA	Total	Max.		IA							Total
I	DSC – 1	Introduction to Journalism	60	04	04	60		40	100	25		25	50	150	3	2	04	02	06
	OE-1	Writing for Media	45	02	04	30		20	50	25		25	50	100	2	2	02	02	04
II	DSC- 2	Computer Applications for Media	60	04	04	60		40	100	25		25	50	150	3	2	04	02	06
	OE-2	Photo Journalism	45	02	04	30		20	50	25		25	50	100	2	2	02	02	04

DSC 1: INTRODUCTION TO JOURNALISM

Course Title and Code	DSC 1-Introduction to Journalism		
Programme Title	Bachelor of Arts in Journalism and Mass Communication		
Credits	06	Semester	I
Course Type	Core	Academic Year	2021-22

Pedagogy: Theory:4hrs/week

Practical: 4 hrs/week

Total: 6credits

Course objectives:

- To introduce the concept of media and mass communication.
- To familiarize the students with different facets of journalism
- To educate the students about the role of journalism and the development of society.

Learning Outcome

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

- To identify the distinct nature of journalism and its professional aspects, including career opportunities
- To recognize and use terms specific to media
- To recognize the significance of changes in the practice of journalism

Unit I:

Definition of journalism – nature and scope of journalism; Significance of journalism in 21st century – qualities, duties, responsibilities and ethics of journalists; Influence of journalism on society and development

Unit II:

History of Journalism – Development of journalism in the world; A brief history of journalism in India –A brief history of Kannada press; Role of journalism during freedom struggle and growth of the press after Independence; Challenges faced by the present day journalism world over, with special reference to India.

Unit III

Glossary of journalism--Basic terms used in the press and media in general; Traditional and modern branches of journalism like magazine journalism, community journalism, investigative journalism, development journalism, business journalism, radio and TV journalism and multimedia journalism, etc; Rise of advocacy, professionalism, broadcast and new media journalism.

Unit IV:

Theories of press and their relevance to the present day – journalism as a profession; Professional organizations--Press Council of India; Starting a newspaper; Career opportunities in journalism.

Practical:

- Developing journalistic skills in students by giving assignments to write on any topic of their choice (Minimum of 5 assignments should be written)
- Practicing different types of writings in newspapers like crime, press conference, public grievance, business reports and Sports.
- Writing articles, features ,editorials and middles(Minimum of 5 assignments)
- Writing for New media (Minimum of 5 assignments)

Books for reference:

1. A Very Short Introduction to Journalism by Oxford Press
2. Mass Communication in India-- Keval J Kumar
3. Global Journalism--An introduction by Vera Slavtecheva, Michel Bromley
4. Understanding Journalism by Barun Roy
5. Mass Communication and Journalism in India by D S Mehta

OE 1: WRITING FOR MEDIA

Course Title and Code	OE 1-Writing for Media		
Programme Title	Bachelor of Arts in Journalism and Mass Communication		
Credits	04	Semester	I
Course Type	Core	Academic Year	2021-22

Pedagogy: Theory: 2hrs/week

Practical: 4hrs/week

Total: 4credits

Course Objectives:

- To familiarize the students with writing skills for media
- To enhance the students interest in writing for media
- To equip the students with recent trends in media writing.

Unit-I:

Print Media: Introduction to writing for print media. Journalistic jargons, rules and ethics of writing for media. Forms of journalistic writing--news reporting, column, article, feature, editorial, letter to the editor, preparing press release etc.,). Content development: choosing a topic, identifying sources, gathering information and importance of rewriting,

Practical Exercises:

- ☐ Letters to editor-02
- ☐ Press releases-02
- ☐ Writing headlines-05
- ☐ Picture captions writing-05

Unit-II:

Radio: Introduction to writing for radio; Principles and elements of scripting: Aesthetics of language and grammar for radio scripting; Script design and different scripts formats.

Practical Exercises:

- ☐ Preparing script for a Radio Talk of 05 minutes-02.
- ☐ Readyng script for radio jingle of 02minutes-02
- ☐ Reading News for Radio of 05minutes-02
- ☐ Podcast-02

Unit-III:

Television: Basic principles and techniques of TV writing; elements of TV scripting, language and grammar; TV script formats; Writing a script for entertainment programme and news.

Practical Exercises:

- ☐ Anchoring script for TV programme-2
- ☐ News reading script– 04 Minutes-2
- ☐ **Entertainment programme script-02Minutes**

Unit-IV:

New Media: Introduction to writing for online media; Writing techniques for new media. Content writing for social media (Facebook, Twitter, LinkedIn, Instagram). Introduction to blogging and current trends in Web Journalism.

Practical Exercises:

- ☐ Create your own e-mail address, Face book, Twitter, LinkedIn, Instagram accounts.
- ☐ Analyze the contents of any five news portals.
- ☐ Create a Word Press page.

Books for reference

1. History of Indian Journalism: Nadig Krishnamurthy- University of Mysore press
2. Dilwali, Ashok. (2002). All about photography. New Delhi: National Book Trust.
3. Kobre, Kenneth. (2000). Photo journalism. The professional approach (4th Ed).
London: Focal Press
4. Horton, Brian. (2000). Guide to photojournalism. New York: McGraw-Hill
5. Chapnick, Howard. (1994). Truth needs no ally: Inside photojournalism. New York:
University of Missouri Press
6. British Press Photographers Association. (2007). 5000 Days: Press photography in a changing world. London: David & Charles.
7. Nair, Archana. (2004). All about photography. New Delhi: Goodwill Publishing House.

DSC 2: COMPUTER APPLICATIONS FOR MEDIA

Course Title and Code	DSE 2- Computer Applications for Media		
Programme Title	Bachelor of Arts in Journalism and Mass Communication		
Credits	06	Semester	II
Course Type	Core	Academic Year	2021-22

Pedagogy: Theory: 4hrs/week

Practical: 4hrs/week

Total: 6credits

Objectives

- To introduce students to the basics of computers
- To familiarize the students to the applications of computers in print and electronic journalism
- To facilitate the students to learn the practical applications of computers at different levels in media

Unit-I

Computer: Evolution of computers, generation of computers, introduction to input and output devices--hardware and software (MS office and MS Publisher), Files and folders management.

UNIT-II

Various applications of computers in media: Text, Graphics, Drawings; Animation; Audio and Video software--Adobe audition and Premier Pro; Designing software—Media Software and application, media websites, digital paper and blogs and podcasts.

Unit-III

Internet: Evolution, concept, significance, elements, functions of Internet. Basics of e-mail, web browsers, search engines, basics of computer network—LAN, WAN. IP, Social Media and their applications.

UNIT-IV

Fundamentals of Multimedia: Definition, concepts and elements of multimedia. Application of multimedia for print, electronic and cyber media. Fundamentals of visual communication, Video conferencing, graphics and animation

Practical

- Creating Power Point Presentation using Multimedia tools
- Designing an e-paper page
- Creating a blog with a content of your choice
- Record content of your choice using audio-recording software
- Designing a e-magazine
- Create a video public service Ad on 30seconds

Books for Reference

1. Sunder, R., 2000. Computers Today Ed.2, John Wiley,
2. Benedict, M., Cyberspace: First steps, ed. Cambridge, MA. MIT Press.
3. Chapman and Chapman, Digital Multimedia, Wiley Publication.
4. James C. Foust, Online Journalism: Principles and Practices of News for the Web.3 Scottsdale, AZ: Holcomb Hathaway.
5. Janet H. Murray, Hamlet on the Holodeck: The Future of Narrative in Cyberspace, New York: Free Press,1997
6. Macintosh, Advanced Adobe Photoshop, Adobe publishers.
7. Satyanarayana, R., Information Technology and its facets, Delhi, Manak2005.
8. Smith, Gene. Tagging: People-powered Metadata for the Social Web, Indianapolis, Indiana: New Riders Press, 2008.

OE 2: Photo Journalism

Course Title and Code	OE-2 Photo Journalism		
Programme Title	Bachelor of Arts in Journalism and Mass Communication		
Credits	04	Semester	II
Course Type	Core	Academic Year	2021-22

Pedagogy: Theory:4hrs/week

Practical: 2 hrs/week

Total: 4credits

Objectives:

- To attract students towards photojournalism
- To familiarize the students to techniques of photography and photojournalism
- To give a practical knowledge in the field of photography

Unit-I

Concept of Photography- Evolution of Photography; Different types of cameras--Manual, Digital and phone cameras; Types of Photography--light and light equipment; Latest trends in photography

Unit-II

Concept of photo journalism nature and scope of photo journalism; Qualifications, role and responsibilities of photo journalists; Sources of news for photo journalists.

Unit-III

Techniques of photo editing--Caption writing; Photo editing software; Leading press photographers and photo journalists in India.

Unit-IV

Mobile Journalism: Using smart phones for taking effective pictures and shooting videos; Editing photos and videos taken on smart phones; Uploading news photos / videos on digital platforms

Practical

- Students to shoot and submit nature photos (5), news photos (5) portraits (5) Human interest photos (5)
- Students to edit at least 10 photographs
- Students to edit video of 3 minutes and upload on Digital platforms
- Caption Writing- practical (10 captions)

Books for reference:

1. Milten Feinberg- Techniques of Photo Journalism
2. Michel Long ford- Basic Photography
3. Tom Ang- Digital Photography- Master classes
4. N Manjunath- Chayachitra Patrikodyama
5. Cyernshem G R- History of Photography

3 & 4

SEMESTER SYLLABUS

UG


BANGALORE UNIVERSITY

Department of Communication

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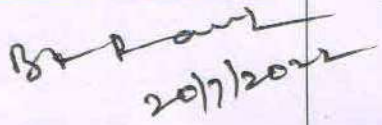


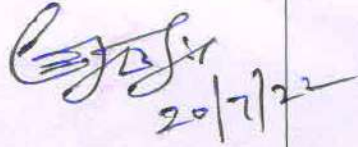
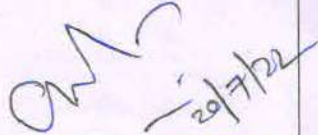
Dr. B K Ravi
PROFESSOR & CHAIRMAN








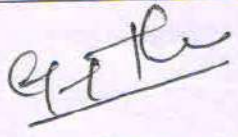
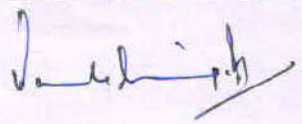
20/07/2022

PROCEEDINGS OF THE JOINT BOARD OF STUDIES

Proceedings of the Joint Board of Studies meeting held on **20/07/2022**, in the Department of Communication, Old Pareeksha Bhavana Jnanabharathi Campus Bangalore University, Bengaluru, 560056.

Members Present:

SL. NO.	MEMBERS PRESENT	DESIGNATION	SIGNATURE
1.	Dr. B. K. Ravi CHAIRMAN	Professor & Chairman Dept. of Communication, Bangalore University Bangalore	 20/7/2022
2.	Dr. N. Sanjeeva Raja MEMBER	Associate Professor Dept. of Communication, Bangalore University Bangalore	 20/7/2022
3.	Dr. B. Shailashree MEMBER	Associate Professor Dept. of Communication, Bangalore University Bangalore	 20/7/22
4.	Dr. Onkar Kakade EXTERNAL MEMBER	Professor & Chairman, Department of Mass Communication & Journalism, Akkamahadevi Women University, Vijayapura	 20/7/22
5.	Dr. C.K. Puttaswamy EXTERNAL MEMBER	Professor & Chairman, Department of MCJ, University of Mysore, Manasagangothri, Mysore.	Joined online
6.	Dr. B. R. Mamatha, IAS EXTERNAL MEMBER	IG of Registrations and Commissioner of Stamps Government of Karnataka	Absent
7.	Dr. Asha Krishnaswamy EXTERNAL MEMBER	Renowned Journalist, Jayanagar, Bengaluru 11	Joined online
8.	Sri Ravi Hegde EXTERNAL MEMBER	Editor-in-Chief Kannada Prabha Crescent Road Bangalore -560001	 20/7/22

9.	Dr. Harsha Kumar EXTERNAL MEMBER	Assistant Professor & HOD Government First Grade College Vijaynagar, Bangalore -560040	
10.	Mr Jenin Raj S EXTERNAL MEMBER	Assistant Professor & Head of Department St Pauls College Bangalore	
11.	Fr. Jijo Manjagal EXTERNAL MEMBER	Vice Principal St Francis de Sales College Hebbagodi, Bangalore -560100	
12.	Dr. Mahesh D. EXTERNAL MEMBER	HOD, Department of Journalism Government Arts College Bangalore -560001	
13.	Dr. Sharadha T EXTERNAL MEMBER	Assistant Professor NMKRV College Jaynagar, Bangalore	
14.	Ms Ashwini EXTERNAL MEMBER	Assistant Professor & HOD Government First Grade College Channapatna	Absent.
15.	Ms. Shruthi BC SPECIAL INVITEE	Assistant Professor & HOD Surana College Basavanagudi, Bangalore- 560004. 80905000654	
16.	Mr. Lazarus Lepcha SPECIAL INVITEE	Head Of Department Department of Journalism and Mass Communication, Loyola Degree College, Bangalore	
17.	Ms. Gayathri SPECIAL INVITEE	Assistant Professor & HOD Department of Journalism and Mass Communication, Oxford College, Bangalore	
18.	Dr. Vasundara Priyadarshini Mahadev SPECIAL INVITEE	Associate Professor Dept. of Communication, Bangalore University Bangalore	
19.	Ms Uma Gopal SPECIAL INVITEE	Assistant Professor CHRIST Academy Institute For Advanced Studies Bangalore	Absent

The meeting of BOS (Board of studies) in Communication was held on 20th July , 2022 in the Department of Communication at 11:00am. The Chairman extended a warm welcome to the members to the meeting. Then the

board took up the agenda for discussion.



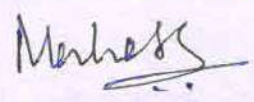

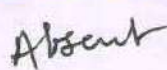
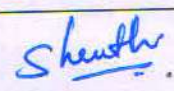

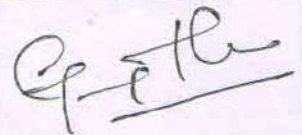
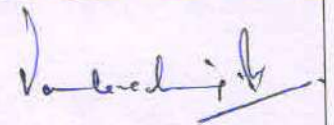
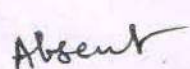
1. The Joint Board of studies unanimously approved the syllabus of 3rd and 4th Semester, Bachelor of Arts in Journalism and Mass Communication


2. The Joint Board of studies also unanimously approved the panel of examiners in UG & PG for the year 2022-2025

some of the members joined the meeting through ZOOM.

The Chairman of the Department then concluded the meeting and thanked all the members for attending the meeting.

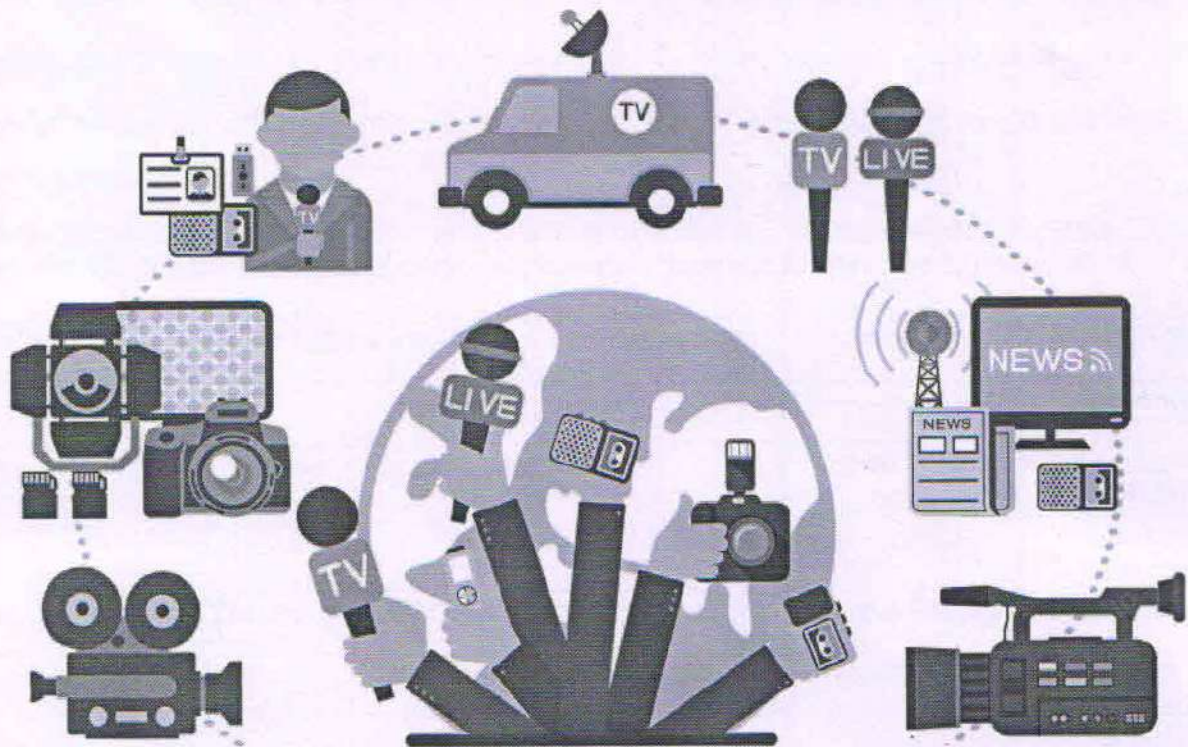
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2.	Dr. N. Sanjeeva Raja MEMBER	Associate Professor Dept. of Communication, Bangalore University Bangalore	<i>[Signature]</i> 20/7/2022
3.	Dr. B. Shailashree MEMBER	Associate Professor Dept. of Communication, Bangalore University Bangalore	<i>[Signature]</i> 20/7/22
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CHAIRMAN 20/7/2022
Chairman

BANGALORE UNIVERSITY

JNANABHARATHI CAMPUS, BANGALORE-560056



SYLLABUS for III & IV SEMESTER

Under NEP-2020

For

**Bachelor of Arts
in
Journalism And Mass Communication**

EFFECTIVE FROM ACADEMIC YEAR (2022-23)

DEPARTMENT OF COMMUNICATION

BANGALORE UNIVERSITY, OLD PARIKSHA BHAVAN, JNANABHARATHI CAMPUS
BANGALORE-560056

SEMESTER III

NEWS REPORTING AND ANALYSIS

Course Outcomes: On completion of the course, the student teacher will be able to:

- ❖ Organize and articulate new stories understanding the concepts, structure, and types of news.
- ❖ Evaluate and analyse the importance of sources and types of information that provide the basis for news stories.

Formulate skills for news selection, processing, prioritizing and finally, designing the end-product, identify the basic ethical issues confronting editors and can practice fair play.

Program Title	BA (Journalism and Mass Communication)			Semester	Third Semester
Course Code	DSC 3			Type of Course	Discipline core
Course Name	News Reporting and Analysis			Contact hours	4 hours/ week Theory
					4 hours/ week Practical
Course Credits	06 {Theory: 4 credits and Practical: 2 credits}			Academic Year	2021-22 Batch
CIE Marks	40	SE Exam Marks	60	Practical Marks	50

Course Content:

Unit-1

News: definitions, nature, concepts, elements, and values. Sources of news: Types of sources, techniques of news gathering, wire service and news flow, structure, and components of news story. news writing skills, finding story ideas, inverted pyramid, and other styles. Leads and types of leads in news story.

Unit-II

Reporter: Organisation of reporting section, principles of reporting, functions, qualities, and responsibilities. Professional norms and ethic, cultivation of news sources. Kinds of reporting: investigative, interpretative, in-depth, and narrative. Classification of reporters: Civic, political, sports, commerce, legal, foreign correspondent, mofussil, beat and general reporting.

Unit-III

Types of news events: Speeches, seminars & conferences, press conferences, demonstrations, rallies, and agitations. Reporting governmental and non-governmental communications. Covering communal riots and crimes. Interviewing: principles, importance, techniques and types of news interviews, difference between print and broadcast interviews.

Unit-IV

Specialized reporting: Legislative, court, science and technology, defence, human rights, women, health, tourism, education, financial reporting, agriculture, cultural events.

Practical Paper

DSC 3 – News Reporting and Analysis (Two Credits- 50 Marks)

1. **Event reporting** - Students have to identify 2 major events and provide a detailed news report on it.
2. **Press conference** - Have to attend the press conferences of a day, and prepare a report based on it.
3. **Press Notes**– Get the 10 Press Notes from your local news media and prepare the news item.
4. **Interview news story** – Conduct at least two in-person interviews to write a news story on a timely topic in consultation with your professor from primary sources (400- 500 words).
5. **Write the following news items already published in the different newspapers.**

Press notes- 2, Speech Reporting- 2, Protest-2, accidents-2, Obituary-2, disaster-2, Communal riots-2, Political reporting-2, election-2, legislature-2, judiciary-2, weather-2, seminars/ workshops-2, science & technology-2, environmental issues-2, Suicide-2, Women Issues-2, Health-2, Agriculture-2, investigative-2, defence-2, human rights-2, tourism-2, education-2, cultural events-2, Govt news-2.

References

- 1 **Bill Kovach and Tom Rosenstiel**, (2001) The Elements of Journalism, Three Rivers Press.
- 2 **Brooks, B. S., Pinson, J. L., & Wilson, J. G.** (2013). "Writing as a Journalist," chapter 11 in working with words: A handbook for media writers and editors. Boston; New York: Bedford/St. Martin's.
- 3 **Deborah Potter**, (2006) Handbook of Independent Journalism, Bureau of International-Information Programs, U.S. Department of State.
- 4 **Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D.** (2014). The inverted pyramid. In News reporting and writing (11th edition). Boston; New York: Bedford / St. Martin's.
- 5 **Lorenz, Alfred L, and John Vivian.** (1995) News: Reporting and Writing Pearson Education POD.
- 6 **Izard, Ralph S.** (1994) Fundamentals of News Reporting, 6th edition. Dubuque, Iowa: Kendall/Hunt.
- 7 **Melvin Mencher**, (2010), News Reporting and Writing, 12th Ed McGraw-Hill, New York.
- 8 **The Missouri Group.** (2014) News Reporting and Writing, 11th edition, Bedford-St. Martin.

Steward, Charles J., and William B. Cash, Jr. (2003) Interviewing: Principles and Practices; Boston: McGraw-Hill.

- 10 **Tompkins, A.** (2012). The art of the interview. In Aim for the heart: Write, shoot, report and produce for TV and multimedia (pp. 77-96). Washington, D.C.: CQ Press.

Note: Each student shall compulsorily maintain assignments and record book, submit the same at the end of the semester in the form of Project Report.

SEMESTER III
OPEN ELECTIVE

FEATURE WRITING AND FREELANCING

Course Outcomes: On completion of the course, the student teacher will be able to:

- ❖ Organize and articulate competent feature stories understanding the concepts, structure, and types of features.
- ❖ Write different types of feature stories and get published.
- ❖ The students should turn into serious freelancers understanding ups and downs in the freelancing.

Program Title	BA (Journalism and Mass Communication)	Semester	Third Semester
Course Code	OE-3	Type of Course	Core Elective
Course Name	Feature Writing and Freelancing	Contact hours	2 hours/ week Theory 2 hours/ week Practical
Course Credits	03	Academic Year	2021-22 Batch

Course Content:

Unit-1

Feature: Definition and characteristics, process and techniques of feature writing, language and structure of a feature, difference between news and features, finding feature stories, research in writing feature stories, articles, and writing personal columns, feature headlines, sources of feature, feature syndicates

Unit-II

Types of features: news features, profiles, human interest, science, cultural, environmental and travel sketches features, fashion. Modern trends in feature writing, commissioning features, reviews and its types –film, theatre and book.

Unit-III

Freelancing – Meaning, definition and scope of freelancing, qualities of a freelancer, trends in freelancing The art of travel writing, historical subjects, personal narratives, food, fashion, and health. Legal and ethical aspects of freelancing.

Unit-IV

Scope for freelancing in print and electronic media, freelancing for social media, tools and resources for freelance writers, freelancing as a profession in India and elsewhere. Career in feature writing

Practical Component

OE- 3 - Feature Writing and Freelancing (2 Hour a week)

1. Write different types of features at least two each.
2. Write different headlines for 5 features.
3. Publish at least two features in any newspaper or magazine.
4. Re write any 2 published features.
5. One travel feature writing of their own

Reference books

- Alexander, L. (1982) *Beyond the Facts: A Guide to the Art of Feature Writing* (2nd ed.). Houston, Texas: Gulf Publishing Company.
- Boynton, R.S. (2005) *The New New Journalism: Conversations on Craft With America's Best Nonfiction Writers*. New York: Vintage Books.
- Blundell, W.E. (1988) *The Art and Craft of Feature Writing*. New York: Plume.
- Garrison, B. (2004) *Professional Feature Writing* (4th ed.) Mahwah, NJ: Lawrence Erlbaum Assoc Inc
- Harrington, H.F. (1912) *Essentials in Journalism. A Manual in Newspaper Making for College Classes*. Boston: Ginn and Company. Retrieved from <http://openlibrary.org/details/essentialsinjour00harrich>
- Harrington, H.F. (1925) *Chats on Feature Writing*. New York and London: Harper & Brothers.
- Harrington, W. (1997) *Intimate Journalism: The Art and Craft of Reporting Everyday Life*. Thousand Oaks: Sage.
- Pape, S., & Featherstone, S. (2006) *Feature Writing a Practical Introduction*. London: Sage Publications.
- Stephen John Tanner, Molly Kasinger, Nick Richardson (2009) *Feature Writing: Telling the Story*. Oxford University Press
- Williamson, D.R. (1977) *Feature Writing for Newspapers* (2nd ed.). New York: Hastings House

SEMESTER IV

NEWS PROCESSING AND EDITING

Course Outcomes: On completion of the course, the student teacher will be able to:

- ❖ Understand the role of editors. Edit copy precisely and consistently, using correct grammar and eliminating libellous passages and items in poor taste.
- ❖ Be able to write clear and accurate headlines, decks, and captions.
- ❖ Be able to design basic news pages. Understand the basic ethical issues confronting editors.

Program Title	BA (Journalism and Mass Communication)			Semester	Fourth Semester
Course Code	DSC 4			Type of Course	Discipline core
Course Name	News Processing and Editing			Contact hours	4 hours/ week Theory 4 hours/ week Practical
Course Credits	06 {Theory: 4 credits and Practical: 2 credits}			Academic Year	2021-22 Batch
CIE Marks	40	SE Exam Marks	60	Practical Marks	50

Course Content:

Unit-1

Introduction: Editing- definitions, importance, principles, functions, and techniques of editing.

Types of

editing, editing in the age of convergence. Importance of design in print media, visualizing a page, types of designs. Designing special pages. Data and Information graphics. Editing and ethics. Style sheet.

Unit-II

Newsroom Setup: Structure and functions of a typical newsroom. Editor/executive editor, roles of editor, news editor, chief sub-editor, sub-editor, sections in editorial, supplements editing.

Unit-III

Editing terminologies: Mast head, deadline, firing of the page, going to bed, panels, folios, lead, writing headlines, different types of headlines, cross head, sub-head, kicker/deck, brief, bastardisation, tint, hamper, flyer, dummy, power jacket, kerning, template, by-line, blurb, date-line, credit-line, attribution, quotation, imprint line, agency/wire services.

Unit-IV

Skills required: News judgment, mastery over language, art of playing with words, reading between the lines, interpretation in the context, giving perspective, creative headlines and fitting the news stories, selection and cropping of photographs, preparing the layout of the page, working with news stories, rewriting news stories.

Practical Paper

DSC-4 - News Processing and Editing (Two Credits – 50 Marks)

1. Exercise on similar sounding words with different meanings.
2. Editing copies with spelling mistakes and redundancies.
3. Giving headlines for news stories.
4. Selecting stories for a campus newspaper.
5. Designing a dummy newspaper.
6. Designing special pages.
7. Photo selection and cropping.
8. Writing Captions for photos.
9. Writing editorials.
10. Rewriting poorly drafted copies.

Note: Each student shall compulsorily maintain assignments and record book, submit the same at the end of the semester in the form of Project Report.

Reference books

- 1 **Bodian, Nat G.** (1984). Copywriter's Handbook. ISI Press,
- 2 **Brooks, B. S., & Pinson, J. L.** (2015). The art of editing in the age of convergence. BocaRaton, FL: CRC Press.
- 3 **Brooks, B., George, K., Moen, D. & Ranly, D.** (2010). News reporting and writing. Publisher: Bedford/St. Martin's.
- 4 **Ellis, B.** (2001). The copyediting and headline handbook. Berkeley: University of California Press.
- 5 **Emenanjo, N.E.** (2010). Editing and writing. Aba: E-Front Publishers.
- 6 **Idemili, S.** (2002). News editing. In Wilson D. (ed.) Introduction to the print media, Ibadan: Sterling-Horden Publishers
- 7 **K.M. Srivastava** (2003) News Reporting and Editing; Sterling Publishers Pvt Ltd.
- 8 **Kovach, B., & Rosenstiel, T.** (2014). The elements of journalism: What news people should know and the public should expect. New York, NY: Three Rivers Press.
- 9 **Michael O. Ukonu.** (2013) News Editing and Design. Grand Heritage Global Communications, Nsukka.
- 10 **Strunk, William, Jr. and E. B. White.** (1978) Elements of Style, 3rd edition. Macmillan Publishing Company.

SEMESTER IV
OPEN ELECTIVE
TRANSLATION FOR MEDIA

Course Outcomes: On completion of the course, the student teacher will be able to:

- ❖ Translate the given stories keeping in mind the requirements of the client.
- ❖ Understand the difference between translations for different media and practice it.
- ❖ Gain a mastery over the techniques of translation.

Program Title	BA (Journalism and Mass Communication)	Semester	Fourth Semester
Course Code	OE-4	Type of Course	Core Elective
Course Name	Translation for Media	Contact hours	2 hours/ week Theory
			2 hours/ week Practical
Course Credits	03	Academic Year	2021-22 Batch

Course Content:

Unit-1

Translation: Meaning, definition, nature, scope, and significance of translation, difference between literary translation and translation for media.

Unit-II

Process and techniques of Translation: Source language, target language, co-ordination, guidelines for translation

Unit-III

Types of Translation: Word to word, literal, summarized, free, paraphrasing.

Unit-IV

Challenges of translation from English to regional languages and vice versa, modern trends in media translations, difference between print and electronic media translations.


Practical Component

OE-4 - Translation for Media (2hrs / week)

1. News translations at least 5 exercises
2. Article translations at least 2 exercises
3. Translation of advertisement copies- 3
4. Giving headlines to translated stories- 3
5. Translation of current news from English to Kannada vice-versa or re-write the current news

Reference books

- Bassnett, S. & Bielsa, E.** (2009) Translation in Global News. London: Routledge.
- Bassnett, S.** (2004) 'Trusting the Reporters: Translation and the News' The Linguist.
- Cronin, M** (2013). Translation in the Digital Age. Oxton and New York: Routledge.
- Delabastita, D.** (1989) 'Translation and Mass Communication: Film and Tv Translation as Evidence of Cultural Dynamics' Babel.
- Diaz Cinta, J.**(2007) Audiovisual Translation: Subtitling. Manchester: St.Jerome.
- Esser, A., Bernal-Merino, M. and Smith, I** (2015). Media across borders: localizing TV, film, and video games. New York: Routledge.
- Friedrich, H.** (1992). On the Art of Translation.
- Gadamer, H. G.** (1989). Introduction. In J. Biguenet and R. Schulte (Eds.), The Craft of Translation. Chicago: U of Chicago Press
- Jain R.** (1995). Machine vision. London: McGraw Hill Books Company Ltd.
- R. L. Trask and Bill Mayblin:** Introducing Linguistics: A Graphic Guide


Chairman 20/7/2022

BOS in Communication (UG and PG)

Department of Communication

Bangalore University, Old Pariksha Bhavan, Jnanabharathi Campus

Bangalore-560056

Bangalore University

Jnanabharathi Campus, Bangalore - 560 088

5 & 6

SEMESTER SYLLABUS

UG


BANGALORE UNIVERSITY
DEPARTMENT OF COMMUNICATION
JNANABHARATHI CAMPUS BANGALORE-560056

Submitted to Faculty of Arts

CHOICE BASED CREDIT SYSTEM

Approval Syllabus

BOS Approval Syllabus for
Five-year Integrated Master's Programme
in Journalism and Mass Communication
(NEP 2021)

Syllabus for V & VI Semester
(EFFECTIVE FROM ACADEMIC YEAR 2023-24)
AUGUST 2023

DSC 9 INTRODUCTION TO COMMUNICATION

Program Name	BA in Journalism and Mass Communication		5 th Semester
Course Title	DSC 9 Introduction to Communication		
Course Code:	JMC C 9	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 ½ hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- Demonstrate knowledge and understanding of the major communication theories and key concepts relevant to the field of communication.
- Demonstrate awareness of the diversity of approaches to understanding communication, media and culture in both historical and contemporary contexts, and of the uses and significance of those approaches.
- Demonstrate understanding of the dynamics of media discourses in the shaping of culture and social attitudes.
- Select and apply arguments and positions related to media theory to examine a contemporary issue or phenomenon in concerning the mass media
- Demonstrate knowledge of the regulatory frameworks that affect media and cultural production and consumption.

Contents	60 Hrs
UNIT-I Definition of Communication- Need for Communication- Process of Communication- Understanding Communication through models- Reviewing Aristotle's model, Shannon- Weaver model, Harold Maxwell model, Wilbur Schramm model and New Comb's model- the scope and limitations of Communication.	15
UNIT-II Types of Communication- verbal and non-verbal Communications – Difference between verbal and non-verbal communication –Types of non-verbal communication- Sign language- object language- Body language- Para language- Touch- Space- Time and Silence as non-verbal communication.	15
UNIT-III Levels of Communication- Intra-personal communication- Interpersonal communication- Group communication- Public communication and Mass communication-The process of Mass communication- Scope and limitations of Mass Communication- The role of Mass Communication in national development.	15
UNIT-IV Introduction to Mass media- Types of mass media-Print-Electronic (Radio and Television)- Folk-Social media- Merging of media- Status of Mass media in India and the World-	15

List of reference books both for theory and practise of Introduction to communication

Sl. No	Title of the book	Authors	Publisher	Edition	Year of Publication
1	Introduction to Mass Communication	Keval J Kumar	Jaico	4 th	1994
2	Introduction to Mass Communication	Stanley J. Baran	New York: McGraw Hill.	2 nd	2002
3	Communication	C.S. Rayadu	Himalaya Publishing House, Mumbai	9 th	2010
4	Mass Communication Theory	Denis McQuail	Sage Publication	6 th	2010
5	Communication Models for the Study of Mass Communication	Denis McQuail & Sven Windahl	Singapore: Longman Publications	2 nd	1981
6	Mass Communication Theory	Denis McQuail	Sage Publication	6 th	2010
7	An Introduction to Communication	Lynn H. & Turner West	Cambridge University Press	1st	2019
8	The Dynamics of Mass Communication	Joseph R. Dominick	McGraw Hill,	12th	2013

DSC 10 INTRODUCTION TO COMMUNICATION (PRACTICAL)

Course Title	DSC 10 Introduction to Communication (Practical)		Practical Credits	02
Course Code	JMC 10		Contact Hours	30Hours
Formative Assessment	25 Marks	Summative Assessment	25 Marks	
Practical Content				
<div>1. Characteristics of good writing. The art of writing letters – Minimum of 5 exercises in letter writing like letters to editor</div> <div>2. Characteristics of good public speech. Practicing public speaking- Minimum of 5 exercises of public speaking</div> <div>3. Writing editorials and middles Minimum of 5 exercises each in editorial and middle writing</div>				

DSC 11 FUNDAMENTALS OF RADIO AND TV

Program Name	BA in Journalism and Mass Communication	Semester	5
Course Title	DSC 11 Fundamentals of Radio and TV		
Course Code:	JMC 11	No. of Credits	04
Contact hours	60 hours	Duration of SEA/Exam	2 ½
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. To introduce the concepts, technology and skills behind audio and video production
- CO2. To introduce the students TV as a medium
- CO3. To highlight the techniques of programme production in Radio
- CO4. To highlight the techniques of programme production in TV
- CO5. To discuss the past and present status of these two media

Contents

**60
Hrs**

UNIT-I: Characteristics of Audio-Visual Media: Characteristics of Radio & Television as a medium of mass communication. Presentation techniques; Voice modulation, appearance, Facial expression, Body language, General knowledge

15

UNIT-II: Introduction to Radio: Evolution of radio in India, Types of radio stations (AM/FM), Organizational structure of AIR and Private radio, Community radio, Present status of radio in India, Impact and reach of radio. Formats of Radio Programme

15

UNIT-III: Introduction to Television: Growth of television in India, Organizational structure of Doordarshan, Satellite TV Channels. Regional channel, Major Tv networks in India & Karnataka. Recent trends of television field. Formats of TV programmes

15

15

UNIT – IV: Script writing of Radio & TV: writing skills for broadcast media. Importance of scripting. Various elements of script for radio and tv, principles of script writing,

References: For both Theory and Practical in Radio and TV

Sl. No	Title of the book	Authors	Publisher	Edition	Year of Publication
1	Mastering Digital Audio Production	Cliff Truesdell	Wiley Publishing, Inc.	1 st	2017
2	Audio Production Worktext: Concepts, Techniques, and Equipment	David Reese, Lynne Gross, Brian Gross	Focal Press	1st	2009
3	Television Production Handbook	Zettl	Wadsworth Pub Co	12th	2012

4	Writing for Television, Radio, and New Media	Robert Hilliard	Taxmann Publications Private Limited	11th	2013
5	Video Production	Vasuki Belavadi	Oxford University Prss	2 nd	2013

DSC 12FUNDAMENTALS OF RADIO AND TV (PRACTICAL)

Program Name	BA Journalism and Mass Communication		Semester	
Course Title	DSC 12Fundamentals of Radio and TV (Practical)			
Course Code:	JMC 12	No. of Credits	02	
Contact hours	30 Hours	Duration of SEA/Exam	2 hours	
Formative Assessment Marks	25	Summative Assessment Marks	25	

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Write the scripts for radio announcements
- CO2. Write the scripts for radio Jingles
- CO3. Practise news reading for radio
- CO4. Practise news reading for TV
- CO5. Plan programmes for radio
- CO6. Plan programmes for TV

Contents	30 Hrs
<ul style="list-style-type: none"> • Students are asked to write script for following each assignment and submitted in Record Format A. Scripting of Radio announcements-05 B. Scripting of Radio Jingles-05 C. News reading for Radio - 5 (2 min) D. Writing news item for TV - 3 (1min) E. News reading script for TV – 3(2 min) F. Scripting of programme for TV -3 (2 min) 	

6th Semester

DSC 13 INTRODUCTION TO DIGITAL MEDIA

Program Name	BA in Journalism and Mass Communication	6 th Semester	
Course Title	DSC 13 Introduction to Digital Media		
Course Code:	JMC C 13	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 ½ hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s): After completing this course, students will be able to:

- The student will discuss the influence of target audience on digital media production with identify deployment strategies for various types of digital media formats.
- The student will describe the design methodology from concept to production with simple animations and other influencing digital formats.
- The student will explore a variety of programs used to create digital media along with team teamwork in digital media production.
- The student will create a simple multimedia presentation.

Contents	60 Hrs
PAPER DSC 14: INTRODUCTION TO DIGITAL MEDIA	
UNIT-I: Introduction to the Digital Media: Concept and Definitions of Digital Media, Evolution and Development, Nature and Scope of Digital Media, Characteristics of Digital Media, Advantages and Disadvantages of Digital Media. Trends of Digital Media.	15
UNIT-II: Digital Journalism: Mobile Journalism, Content Development, Interactive Narrative, Web Architecture, Web Journalism, Networked Journalism. OTT	15
UNIT –III: The Changing Mass Media Audience and the Emergence of Social Media (Blogs, Facebook, Twitter, YouTube, etc.) and its Impact on Society. Definition and Scope of Social Media Monitoring, Social Media for Consumer insight, The Role of Social Media in Research, Social Media Data Management, Primary Social Media Research, Tracking Brand mentions and search parameters,	15
UNIT – IV: Introduction to CMS-(content management system) Components and Features of CMS, How Does CMS Work, Types of CMS - Open source, & Commercial CMS Characteristics and Advantages of Open Source CMS, How to Build a Website with a CMS software,	15

BOOKS FOR REFERENCE

DSC 14 and 15 -Fundamentals of Digital Media (Theory and Practice)

1. Digital Media: Concepts and Applications - Tena B. Crews, Karen Bean May
2. Introduction to Digital Media - Alessandro Delfanti, Adam Arvidsson
3. Routledge Handbook of Digital Media and Communication - Leah A. Lievrouw, Brian D. Loader
4. Digital Media and Society: An Introduction - Adrian Athique
5. An Introduction to Digital Media - Tony Feldman
6. A History of Digital Media: An Intermedia and Global Perspective - Gabriele Balbi, Paolo Magaouda
7. Affective Politics of Digital Media: Propaganda by Other Means - Megan Boler, Elizabeth Davis

DSC 14 INTRODUCTION TO DIGITAL MEDIA PRACTICAL

Program Name	BA in Journalism and Mass Communication		6 th Semester	
Course Title	DSC 14 Introduction to Digital Media Practical			
Course Code:	JMC C 14		No. of Credits	02
Contact hours	30 Hour		Duration of SEA/Exam	2 hours
Formative Assessment Marks	25	Summative Assessment Marks	25	

Practical assignments should include

- ✓ Content Writing for Twitter, Face book and Blog etc. – 5 assignments each
- ✓ Analyses of a Blog on the basis of its formatting and structure. – 5 assignments each
- ✓ Analyse a website on the basis of its formatting and structure
- ✓ Create Design and present a layout of website through power point presentation. – 5 assignments each

DSC 15 ADVERTISING AND CORPORATE COMMUNICATION

Program Name	BA in Journalism and Mass Communication	6 th Semester	
Course Title	DSC 15 Advertising and Corporate Communication		
Course Code:	JMC 15	No. of Credits	04
Contact hours	60 Hours- 4 hrs theory	Duration of SEA/Exam	2 ½ hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Objective of the Paper:

The objective is to gain an understanding of advertising and corporate communication concepts, as well as to identify and take advantage of the various opportunities available in the industry.

Learning Outcome:

1. To introduce students to basic concept of advertising
2. To familiarize the students with the concept of copywriting as selling through writing
3. To learn the process of creating original, strategic, compelling copy for various mediums
4. To train students to generate, develop and express ideas effectively.

Teaching Method: Lecturing & tutorials, using ICT wherever necessary.

Contents	60 Hrs
Unit 1: Understanding Advertising Definition, nature and scope of advertising, Role & functions of advertising, Evolution of advertisement in India & World. Advertising as a Tool of Communication	15
Unit 2: Types of Advertising Types of Advertisements, Ad Agency - Functions, Types, Structure, Advertising copy - headlines, signature, slogans & logos, Copywriting	15
Unit 3 : Introduction to Corporate Communication Definition, nature and scope of Corporate Communications, Definition, nature and scope of PR Roles and responsibilities of PR. Tools for public relations and corporate communications. Comparison with Public Relations, advertising, publicity and propaganda	15
Unit 4: Corporate Communication Tools Print Media – House Journals, Newsletters, Brochures & Handouts/Flyers. Electronic Media – Ads & Corporate Films. Digital Media – Social Media, Blogs, Vlogs	15

Readings: For DSC 16

1. Kleppner, Otto; Fundamentals of Advertising; Prentice Hall; New Jersey. 1980.
2. Gupta, Sen; Brand Positioning; Tata McGraw Hill; New Delhi; 1990.
3. Hart, Norman; The practice of advertising; Heinemann Pub.; London. 1990.
4. Mooij, Mariekae de; Advertising Worldwide (2nd edn.); Prentice Hall; UK.1994
5. Cornelissen, Joep; Corporate Communication: A Guide to Theory and Practice; Sage. 2011

DSC 16 ADVERTISING AND CORPORATE COMMUNICATION PRACTICAL

Program Name	BA in Journalism and Mass Communication	6 th Semester	
Course Title	DSC 16 Advertising and Corporate Communication Practical		
Course Code:	JMC 16	No. of Credits	02
Contact hours	30 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	25	Summative Assessment Marks	25

Contents	60 Hrs
Unit 1 Display Advertising Create a social media ad using free online software. Create a print Ad.	15
Unit 2: Preparing Brochures Posters/flyers Create a blog	15

DSC 17- Advertising and Corporate Communication Theory and Practical

1. Foundations of the Theory and Practice of Advertising - S.A. Chunawalla and F.C. Scythia
2. Advertising as Communication - Dyer Gillian
3. Advertising - Dunn S. Watson
4. Advertising: A critical Approach - Keval J. Kumar
5. Advertising Procedure - Kleppner Otto
6. Practical Public Relations - Anil Basu
7. Organizational Communication – Gary Kreps
8. Inside Organizational Communication – Gary L Kreps
9. Corporate Communications – Argenti
10. Corporate Communication – Paul A. Argenti

B.A. Semester – VI

Skill Enhancement Course: SEC-3

Course Title: Content writing

Course Outcomes (COs): At the end of the course students will be able to:

Program Name	BA in Journalism and Mass Communication	6 th Semester	
Course Title	Content writing		
Course Code:	<i>Skill Enhancement Course: SEC-3</i>	No. of Credits	02
Contact hours	30 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	25	Summative Assessment Marks	25

- CO-1 The basic concepts of Content Writing
- CO-2 The knowledge of various styles and techniques of writing and editing.
- CO-3 A nourishment of their creative skills
- CO-4 An enhancement of their employability
- CO-5 A creation of an industry-academia interface through institutional support

Objectives:

1. To introduce learners to the basic concepts of Content Writing
2. To sensitize them to the various styles and techniques of writing and editing
3. To nourish their creative faculty
4. To increase employability of the learners
5. To create industry-academia interface through institutional support

Unit I: Basics of Content writing: The Concept of Content Writing and its relevance, Role and Functions of Content Writers, Print and Web Content Writing, Scope and Types of Content Writing, Principles and processes of content writing

Unit II: Tools of the trade : Social Media : Understanding the basics of social media, Understanding social media content writing , Understanding PR

Plagiarism laws in Content Writing: What is plagiarism, rules on plagiarism and How to write plagiarism-free copies

Unit III: Visual Content-. Info graphics- Importance and relevance , Images, Screenshots, Videos, Memes, GIFs, 30 degree videos

Product Demonstrations _ Interactive Content, Quizzes, . Polls, . Interactive white paper

Instruction to the Examiners

Each Course shall have two evaluation components – Formative (Internal-25 Marks) Assessment (IA) and the Summative (Semester End 25 Marks) Exams.

The IA component and the semester –end Examination shall carry 25 Marks

Whereas IA Component in Practical Course shall carry 25 Marks

Internal Assessment (IA) shall be based on 01 written tests, seminars assignments/ any other practical activity and attendance

All prepare students should and maintain a practical journal and submit the same on the day of practical examination

Formative Assessment for Practical	
Assessment	Distribution of Marks
Test	10
Seminars, Assignments/ Any other Practical Activity	12
Attendance	03
	25 Marks
Summative Assessment for Practical	
Semester End practical Exam	12
Practical Journal and Lab Records Record	08
Viva Voce Exam	05
Total	25 Marks
Formative assessment as per guidelines	
The same shall be used for semester end examination	

CBCS Question Paper Pattern for UG Semester
DSC, DSEC & OEC

Paper Code:		Paper Title:		
Duration of Exam	2 1/2Hours		Max Marks	60
Instruction:	Answer all the sections			

Section-A

Answer any five (2x5 marks)	10Marks

Section-B

Answer any 4 (5x4=20 marks)	20Marks

Section-C

Answer any 2 (15x2=30)	30 Marks

Internship for graduate Programme (As Per UGC & AICTE)

Course title	Internship Discipline specific
No of contact hours	90
No credits	2
Method of evaluation	Presentations/Report submission/Activity etc.,

- ❖ Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
- ❖ Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
- ❖ Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
- ❖ The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.
- ❖ The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.



Semester I

BASIC CONCEPTS IN POLITICAL SCIENCE**DSC-1**

Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

Develop an understanding about the nature and philosophy of Political Science and its interface with society. Enable the students to develop qualities of responsible and active citizens in a democracy.

Learning Outcome:

At the end of the course the students shall understand -

- Political Science, theoretically and will gain knowledge to explain and analyze politics at large.
- The dynamics of politics.
- To inculcate the democratic spirit.

Unit	Contents of Course- 1	45 Hours
Unit-I	<p>Chapter -1 Meaning of Politics, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science, Emergence of the idea of Political Domain</p> <p>Chapter- 2 Meaning, Definitions and Elements of State, Difference between State and Government, State and Society, State and Association, Theories of State- Idealist Theory, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of State Nature Challenges State</p> <p>Chapter-3 Civil Society- Meaning, Nature, Scope, Importance and Challenges.</p>	15 Hours

Unit-II	Chapter-4 Emergence, Meaning and Characteristics of Sovereignty Chapter-5.Sovereignty: Kinds theories -Monistic, Pluralistic, Challenges to the State Sovereignty in the age of Globalization Chapter-6 .Law: Meaning, Source of Law and kinds.	15 Hours
Unit- III	Chapter-7 Liberty: Meaning and Kinds; Positive and Negative Chapter-8 Equality: Meaning and Kinds (Social, Economic and Political) Chapter-9 Power and Justice: Meaning and kinds, Political Obligation: Meaning and nature	15 Hours

Exercise:

1. List out the modern elements of State
2. List out the countries and identify the issues related to equality
3. Identify an issue and discuss the role of civil society

Suggested Readings:

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan, 2002.
2. Modern Political Theory, S. P. Verma, New Delhi, Vikas, 1983.
3. Principles of Modern, Political Science, JC Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, AC Kapur, New Delhi, Sultan Chand and Sons, 2004.
5. Principles of Political Science, N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
6. Political Science Theory, S.C Pant, Prakashan Kendra, Lucknow, 1998.
7. Political Science Theory, S. N Dubey, Lakshmi Narain Agarwal, Agra, 2002.
8. Principle of Modern Political Science, J C Johari, Sterling Publications, New York, 2009.
9. Principles of Political Science, Anup Chand Kapur, S Chand & Co Ltd, 2010.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion/Field visit	5
Assessment Test-2	10
Assignment	5
Total	30

POLITICAL THEORY**DSC-2**

Course Title: POLITICAL THEORY	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Learning Outcomes:

At the end of the course the students shall understand -

- The nature and relevance of Political Theory.
- The different concepts like Liberty, Equality, Justice and Rights.
- To reflect upon some of the important debates in Political Theory.

Unit	Contents of Course- 2	45 Hours
Unit-I	Chapter-1 Meaning, Nature and Importance of Theory and Political Theory, Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional & Legal Chapter-2 Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach Chapter-3. Political Theory; Decline and Resurgence Relevance	15 Hours
Unit-II	Chapter-4 Liberalism: J.S Mill Chapter-5 Neo- Liberalism: John Rawls Chapter-6 Libertarianism: Robert Nozick	15 Hours

Unit- III	<p>Chapter-7 Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism, Post Colonial Response and its Limitations</p> <p>Chapter-8 Proponents of Secularism: Gandhi , Jawaharlal Nehru and Rajiv Bhargav</p> <p>Chapter-9 Critique of Secularism: Ashish Nandy, T.N. Madan and Partha chatterjee.</p>	15 Hours
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Exercise:

- Write about the Myth and Reality on Communitarianism in India
- Compare the concept of Liberty, Equality and Justice to the Modern world
- Write the understanding of secularism in India

Suggested Readings:

1. Ahmed. V, Theory: Classes, Nations Literatures.: Verso, London, 1992.
2. Arendt. H., On Revolution, Viking, New York, 1963
3. Ashcroft. B, The Post-Colonial Studies Reader, Rout ledge London, 1995
4. Bryson. V, Feminist political Theory, Macmillan, London, 1992.
5. Christopher Butler. Postmodernism: A very Short Introduction, OUP Oxford, 2002.
6. Christopher Norris, The Truth about Postmodernism.: Wiley- Blackwell, New Jersey, 1993.
7. Connolly. W, Identity/Difference: Democratic Negotiations, Cornell University Press, NY, 1991.
8. Edward Said, Orientalism, Pantheon Books, New York, 1978.
9. Elshtain. J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
10. Fanon. F. Black skin, white Masks, translated by C. L. Markham, Grove Press, New York, 1967.
11. Jean Francis Lyotard. The Postmodern Condition- A report on Knowledge. Parris: Minuit, 1979.
12. Balagangadhara, S.N., and Jakob De Roover, "The Secular State and "Religious Conflict: Liberal neutrality and the Indian Case of Pluralism". The Journal of Political Philosophy 15, no. 1: 67-92, 2007.
13. Bhargava, Rajeev. ed. Secularism and Its Critics, Oxford University Press, New Delhi, 1998.

14. Veena Das, Dipankar Gupta and Patricia. eds.. Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002.
17. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತ ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪರಿಕಲ್ಪನೆ, ಬೆಂಗಳೂರು, 2016

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling

Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

HUMAN RIGHTS**Open Elective OE-1**

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

Learning Outcomes:

After completing this course students will be able to-

- Explain the basic concept of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.
- Develop ability to critically analyse Human Rights situations around them.

Unit	Contents of Course- OE-1	45 Hours
Unit-I	<p>Chapter-1 Meaning, nature, scope and Classification of Human Rights</p> <p>Chapter-2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)</p> <p>Chapter-3 Universal Declaration of Human Rights</p>	15 Hours
Unit-II	<p>Chapter-4 Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India</p> <p>Chapter- 5 National Human Rights Commission (NHRC) – Composition, functions, performance and challenges</p> <p>Chapter-6 Karnataka State HumanRights Commissions (KSHRCs) – Composition, functions, performance and challenges</p>	15 Hours

Unit- III	<p>Chapter -7 National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission, there composition of functions.</p> <p>Chapter-8 Major issues and concerns of Human Rights-Discrimination and violence against women, children, Dalits and Minorities, PwD and Transgender</p> <p>Chapter-9 Challenges to Human Rights</p>	15 Hours
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Exercise:

- Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- Students can be asked to do collage making and present the same.
- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
- In order to make it more participatory learning, the students are required to visit the website of NHRC (www.nhrc.nic.in), wherein at the left-hand side, a link is provided to the 'instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest.

Suggested Readings:

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James(ed.), The Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London, 1973
4. Rhonda L.Callaway& Julie Harrelson- Stephens, "International Human Rights", Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi, 2019.
6. Sunil Deshta and KiranDeshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
7. ಡಾ.ಕಮಲಾಕ್ಷಿ .ತಡಸದ, "ಮಾನವ ಹಕ್ಕುಗಳ ಚಾರಿತ್ರಿಕದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು", ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.

8. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press, 1987.
9. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr. Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Limited Publishers, New Delhi 2006
11. Satya.P. Kanan, "Human Rights Evolution and Development", Wisdom Press, New Delhi 2012.
12. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T. Patil, "Human Rights Developments in South Asia", Authors Press Publishers, Delhi 2003.
15. Dr. S.K. Gupta, "Statewise Comprehensive Information on Human Right Violation", Published by ALP Books, Delhi. 2009
16. Acharya, B.C. A Handbook of Women's Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2nd Edn.
19. ಅರ್ಜುನ್‌ದೇವ್, ಇಂದಿರಾ ಅರ್ಜುನ್‌ದೇವ್, ಸುಪ್ರಾದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದು ಆಕರಗ್ರಂಥ, ನ್ಯಾಷನಲ್ ಬುಕ್‌ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	5
Seminar/Presentation/Group Discussion/Field visit	10
Assessment Test-2	10
Assignment	5
Total	30



Semester II

WESTERN POLITICAL THOUGHT**DSC-3**

Course Title: WESTERN POLITICAL THOUGHT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: The Syllabus is designed to understand Political Philosophy, traditions that evolved in Europe from Ancient to the beginning of modern era. To examine the contributions of the Greek, Medieval and early Modern thinker's Philosophical thought.

Learning Outcomes:

At the end of the course the students shall understand -

- And get an introduction to the Schools of Political Thought and Theory making in the West.
- And introduce the richness and variations in the political perceptions of Western Thinkers.
- And familiarize themselves to the Thought and Theory of Western Philosophy.

Unit	Contents of Course-3	45 Hours
Unit-I	Chapter -1 Salient Features of the Greek Political Thought, Plato: State and Theory of Justice, Philosopher King, Aristotle: State and Its Classification, Theory of Revolution Chapter -2 Salient Features of Medieval - Political Thought, Christian Tradition Chapter -3 St. Thomas Aquinas: Church v/s State, St. Augustine: Theory of Two Swords, Machiavelli: On Politics and State Craft, Views on ends and means	15 Hours
Unit-II	Chapter -4 Thomas Hobbes: Social contract Theory of Sovereignty, John Locke: Social Contract and Theory of Government, Tolerance; J J Rousseau: Social Contract, General Will Chapter -5 Jeremy Bentham: Theory of Utilitarianism Chapter -6 J.S. Mill: Views on Liberty	15 Hours

Unit- III	Chapter -7 Hegel - Dialectical Materialism, Karl Marx - Classless and stateless society Chapter -8 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge Chapter -9 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship.	15 Hours
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Exercise:

- Compare Greek State with the Roman state and make points
- Imagine the present situation with that of Contractualist's Social Contract Theory and write the summary
- Can we have a classless society in the modern world? Comment

Suggested Readings:

1. A. Hacker, Political Theory: Philosophy, Ideology, Science New York, Macmillan, 1961.
2. G.H. Sabine. A History of Political Theory. New Delhi: Oxford and IBH, 1937.
3. C.L. Wayper. Political Thought. Bombay: B.I. Publications, 1977.
4. Ernest Barker, Greek Political Theory: Plato and his Predecessors. London: Methuen & Co., 1970.
5. M. Butterfield, The State Craft of Machiavelli, New York: The Macmillan Company, 1956.
6. O.P. Bakshi; Politics and Prejudice: Notes on Aristotle's Political Theory. Delhi: The Delhi University Press, 1975.
7. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", Political Science Quarterly XLV, pp.580-603.
8. L. Colleti. From Rousseau to Lenin. New Delhi: Oxford University Press, 1969.
9. G.H. Sabine. A History of Political Theory. New Delhi: J.L. Thorson, Oxford and IBH, 1937.
10. C.E. Vaghan. The Political Writings of Jean Jacques Rousseau, 2 Vols. New York, John Wiley, 1962.
11. C.L. Wayper, Political Thought. Bombay: B.I. Publication, 1977.
12. H. Warrender. The Political Philosophy of Hobbes: His Theory of Obligation, Oxford: Clarendon Press, 1957.
13. A. Hacker, Political Theory: Philosophy, Ideology Science. New York: Macmillan, 1961.

14. D. Boucher and P. Kelly, (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press. 2009
15. J. Coleman, 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers, 2000.
16. Mukherjee, Subrato and Susheela Ramaswamy, 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi, 2011.
17. A. Skoble and T. Machan, 'Political Philosophy: Essential Selections', New Delhi, Pearson Education, 2007.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT**DSC-4**

Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

- To familiarize the students with the ideas of Nationalism and contemplate on how colonial rule was overthrown by the Indian Nationalists.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs and the contributions of great men towards freedom.

Learning Outcome:

At the end of the course the students shall -

- Understand how the colonial rule was overthrown by the Indian nationalists.
- Appreciate the ideals and values of Gandhi that resulted in freedom.
- Examine the problem of Independent India and the role played by great leaders in solving them.

Unit	Contents of Course-4	45 Hours
Unit-I	Chapter-1 Indian National Movement: Features, The Liberal, The Extremist and Revolutionary Phase Chapter-2 The Gandhian Phase: Non-Cooperation movement Civil Disobedience Movement and the Quit India movement. Chapter-3 Constitutional Development: 1773 Regulation Act, 1833 charters Act, 1858- Queens proclamation	15 Hours

Unit-II	Chapter-4 Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy, The Nehru Report and Jinnah's 14-point Formula Chapter-5 Government of India Act of 1935: main provisions of Round Table, Conference provincial Autonomy and federal system Chapter-6 Indian Independence Act of 1947: main provisions, Cabinet Mission Plan	15 Hours
Unit- III	Constituent Assembly Debates on Chapter-7 State structure, citizenship Universal Adult Franchise Chapter-8 Minority Rights, Uniform Civil Code Chapter-9 Language and Union of States (The above three should be discussed in the context of Constituent Assembly Debates)	15 Hours

Exercise:

- Think over a situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy
- List out in a table giving some democratic roles of a citizen, explore yourself how democratic you are.
- Write some good qualities required in a citizen

Suggested Readings

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, 2004.
2. Thapar, R. 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage Publications, 2000.
3. Sarkar, S. Modern India (1885-1847). New Delhi: Macmillan, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, 1997.
5. Smith, A.D. Nationalism. Cambridge: Polity Press, 2001.
6. Islam, S. 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, 2004.
7. Chatterjee, P. 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black, 2010.
8. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers, 2005.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

INDIAN POLITY: ISSUES AND CONCERNS**Open Elective OE-2**

Course Title: INDIAN POLITY ISSUES	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: To make the students aware on different issues that exists in Indian polity. Through this paper students need to understand the emerging issues and their causes to the Indian Democracy.

Learning Outcome:

At the end of the course the students shall -

- Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.
- Familiarize with the debates that emerged.
- Be able to suggest the measures to control such issues.

Unit	Contents of Course-OE-2	45 Hours
Unit-I	<p>Chapter-1 National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration</p> <p>Chapter-2 Society and Politics in India: Caste and its Impact on Indian society and Polity</p> <p>Chapter-3 Language- Role and Constitutional Provisions, Issues</p>	15 Hours

Unit-II	Chapter-4 Religion and Local Traditions - Role and Constitutional Provisions Chapter-5 Development and Inclusiveness: Issues and Concerns Chapter-6 Regionalism – Reasons for the Growth, Forms and Measures	15 Hours
Unit- III	Chapter-7 Corruptions- Causes and Measures Chapter-8 Terrorism- Types, Causes and Measures Chapter-9 Celebrating Diversity – Consensus and Challenges	15 Hours

Exercise:

- Classify the major factors which are an impediment to National Integration and give your suggestions
- Identify the terrorist's group in the world
- Make a point on 2011 Anti- Corruption movement in India

Suggested Readings:

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002.
2. C. Jaffrelot, 'The Politics of the OBCs', in Seminar, Issue, 2005.
3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
4. Vanaik, A. & Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010.
5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30



Semester III

INDIAN GOVERNMENT AND POLITICS

DSC-5

Course Title: INDIAN GOVERNMENT AND POLITICS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40= 100

Course Objective:

The course will explain the functioning of the Indian government and the performance of both the union and the state governments. It discusses the philosophy of our constitution and the commitment of the Indian state to its citizenry. It will help the students to develop interest in politics and grasp the dynamics/nuances of the politics, dynamics of leadership and the role of socio-economic, religious and lingual issues.

Learning Outcome:

At the end of the course the students shall -

- Learn how the governments both at the union as well state level operates and what are its challenges.
- Understand the characteristics of power structures in India and the response of the political parties to the socio-political dynamics.
- Measure and understand the effects of judicial decisions on policy making and social development in India.

Unit	Contents of Course-5	45 Hours
Unit-I	<p>Chapter-1 : Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).</p> <p>Chapter-2: Constituent Assembly- Composition and Major Debates regarding the structure of Indian State</p> <p>Chapter-3: Preamble and Salient Features of Indian Constitution.</p>	15 Hours

Unit-II	<p>Chapter-4: The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers.</p> <p>Chapter-5: Parliament: Powers and Functions of Lok Sabha and Rajya Sabha, Amendment Process and Major Amendments 73rd, 74th, 86th, 101st).</p> <p>Chapter-6: Judiciary and Judicial Review, Appellate Authority Public Interest Litigation (PIL).</p>	15 Hours
Unit- III	<p>Chapter-7: Nature of Indian Political System, Union-State Relations (Sarkaria Commissions and ARC Committees), Governor and President's Rule: Processes and politics.</p> <p>Chapter-8: Ideology of - National Political Parties, Regional Political Parties, Coalition Politics</p> <p>Chapter-9: Issues in Indian Democracy: Caste, Gender Religion, Communalism, Regionalism, Criminalization and Terrorism.</p>	15 Hours

Exercise:

- Debate on the 'basic structure of Indian Constitution' and the need for changes in the constitution, functioning of the Constitution-Cases regard to Governor and President's Rule.
- List out the major amendments to the constitution, Commission and committee to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance.

Suggested Readings

1. Iqbal Narain, State Politics in India, Meenakshi Prakashan, New Delhi, 1967.
2. Rajani Kothari, Politics in India, Orient Longman, 1970.
3. D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1980.
4. Granville Austin, The Indian Constitution: Corner Stone of a Nation, Oxford University Press, India, 1966.
5. C. P. Bhambhari, The Indian State, Fifty Years, New Delhi, Shipra, 1997.
6. V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.
7. J. C. Johri, Indian Government and Politics, Vol. 1, Shoban Lal and Company, India, 2012.
8. Weiner, Party Politics in India, Princeton University Press, 1957.
9. A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
10. A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996.
11. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi, 2008
12. D.D. Basu, An Introduction to the Constitution of India, 25th Edition, LexisNexis, India, 2021.
13. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
14. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
15. Nirja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C. P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

PARLIAMENTARY PROCEDURES IN INDIA

DSC-6

Course Title: PARLIAMENTARY PROCEDURES IN INDIA	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. This aims at providing the basic understanding of the constitutional provisions relating to parliamentary procedures and the accessories of the same. This will help the students to understand the working of democracy through an institutional mechanism.

Learning Outcome:

At the end of the course the students shall -

- Aim at understanding the procedural aspects of parliamentary system of governments.
- Learn about the privileges of people's representatives and match it with their performance.
- Understand the working of committees, budgetary aspects and deliberative mechanism within the parliament.
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Unit	Contents of Course-6	45 Hours
Unit-I	Chapter-1: Election Commission: Powers and Functions Elections to the Legislatures: Parliament and State Legislatures. Chapter-2: Powers, Functions and Privileges of People's Representatives - Members of Parliament and State Legislature. Chapter-3: Legislative Procedures of the Parliament: Articles 107-122.	

Unit-II	<p>Chapter-4: Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills.</p> <p>Chapter-5: Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.</p> <p>Chapter-6: Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).</p>	15 Hours
Unit-III	<p>Chapter-7: Motions and Hours in the House: Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, 'No-confidence' motion, Cut motion.</p> <p>Chapter-8: Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.</p> <p>Chapter-9: Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.</p>	15 Hours

Exercise:

- The college can organise mock parliaments and teach students the etiquettes of parliamentary behaviour.
- Can organise debates on the codification of privileges and match it with the performance of people's representatives.
- Can organise special lectures by inviting officers/bureaucrats to deliberate on the procedural aspects of democracy.

Suggested Readings

1. M.N. Kaul and S.L. Shakhder, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
6. ಅನಂತರಾಮಯ್ಯ , ಅನುವಾದಕರು, ನಮಮ ಸಂಸತ್ತ ಸುಭಾಷ ಕಶ್ಯಪ ಪಠ, ಆರಂಭಿಕ, National Book Trust, India, 2015.
7. Dr. K. S. Chauhan, Parliament Powers Functions And Privileges, LexisNexis, India, 2013.
8. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
9. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
10. Jalan, India's Politics, Penguin, New Delhi, 2007.
11. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
12. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
13. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011.
Available at:
[http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening %20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf).

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, and Mock Parliaments as Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

GENDER AND POLITICS**Open Elective- OE- 3.1**

Course Title: GENDER AND POLITICS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course provides an overview of political participation of women in general and specifically in India. It enables students to understand the issues related to women leadership, participation and governance and how they have progressively become integrated into political science to inform and shape contemporary social sciences. It helps in sensitizing the patriarchal society to improve the relationship between men and women removing the obstacles of exploitation, violation of her rights, bringing into focus the need for the education and empowerment.

Learning Outcomes:

At the end of the course the students shall -

- Answer how ideologies have shaped the women in politics
- Bring awareness of the relevance of gender issues in politics.
- Through discussions on women and governance understand the ground realities about politics in relation to women.

Unit	Contents of Course-OE-3.1	45 Hours
Unit-I	<p>Chapter-1: Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India).</p> <p>Chapter-2: Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.</p> <p>Chapter-3: Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.</p>	15 Hours

Unit-II	<p>Chapter-4: Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.</p> <p>Chapter-5: Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.</p> <p>Chapter-6: Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.</p>	15 Hours
Unit- III	<p>Chapter-7: Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.</p> <p>Chapter-8: Women and Literature, Women and the Media, Women and the Environment.</p> <p>Chapter-9: Women and Societal Challenges: Dowry, Sexual Harassment, Girl Child - Programmes of the Governments for the uplift of Women, Educating male child and socio-religious taboos including patriarchy.</p>	15 Hours

Exercise:

- Conduct one day workshop and make an assessment of role of women in politics.
- Collage making, short films and video watching can be done by the students and measures can be discussed to minimise the gender gap.
- Students can make field visits to understand the persistent of patriarchal values and traditions.

Suggested Readings

1. P.K.Swaib and S.N.Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006.
2. Malashrilal, Chandra Mohan, Enakshi K.Sharma, Devika Khanna Narula and Amrit Kaur Basra, "Gender and Diversity", Rawat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillan Publication, New York, 2014.
4. Kranti Rana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Das and VimalKhawas, "Gender Issues in Development –Concerns for the 21st century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender and Development in India: Current Issues", Rawat Publication, 2011.
8. B.N.Singh, "Rural Women and Education," vista International Publishing House, Delhi, 2016.
9. Meerakosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpat, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

UNDERSTANDING GANDHI**Open Elective – OE- 3.2**

Course Title: UNDERSTANDING GANDHI	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course objective is to bring to the attention of the younger generation the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India. This paper covers a wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development which provides insight into the idea of what Gandhi propagated as a political thinker. His ideas of Hindu-Muslim relations or critique of modern society, Swadeshi etc., makes Gandhi relevant to the current political discourses.

Learning Outcome:

At the end of the course the students shall -

- Be able to explain the idea of truth and non-violence which is the foundation of Gandhian Philosophy.
- Know the position of Gandhi on issues like Hindu- Muslim relations, gender question, cow protection, caste and untouchability questions.
- Answer his reason for his choice of Swadeshi and his critique of modern Civilization.

Unit	Contents of Course- OE-3.2	45 Hours
Unit-I	<p>Chapter-1: Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.</p> <p>Chapter-2: Gandhian Experiments: Truth, Non-Violence, Satyagraha, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satyagraha.</p> <p>Chapter-3: Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.</p>	15 Hours
Unit-II	<p>Chapter-4: Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.</p> <p>Chapter-5: Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.</p> <p>Chapter-6: Gandhi's critique on British Parliament, Gandhi on Nation and Nationalism.</p>	15 Hours
Unit- III	<p>Chapter-7: Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.</p> <p>Chapter-8: Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.</p> <p>Chapter-9 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.</p>	15 Hours

Exercise:

- Students shall have a group reading of Gandhiji's texts like Hindswarj, My Experiment with truth, Sarvodaya, etc.,
- Shall conduct the group discussion on the significance of Satyagraha, Sustainable Development, Swadeshi, etc.
- By reviewing literature on Gandhian critiques students can discuss the strengths and weakness of Gandhian Philosophy and his relevance in 21st century.

Suggested Readings

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp. 55-64.
2. Power, P, Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), 1963, pp. 99-108.
3. Gandhi, M. K, Hind Swaraj, Navajivan Publishing House, Ahmedabad, 1939, pp 49-55.
4. Indian Council for Historical Research, The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi- Irwin Pact, 1930-31, Indian Historical Review, 1976.
5. Dey, A. Islam and Gandhi: A Historical Perspective. Social Scientist, 41(3/4), 2013, pp. 19- 34.
6. Chandra, B, Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
8. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company, Delhi, 1997. pp. 63-74.
9. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
10. Parel, A. J. (Ed.), Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
11. Kumar, R. Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
12. Parel, A.J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
15. Sarah Claerhout Gandhi, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), 2014, p.53-82.
16. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
17. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
18. <http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-works-volume-23.pdf>.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION**Open Elective OE- 3.3**

Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course aims at understanding the concept of citizenship. This course supports to develop an understanding of mindfulness, empathy and compassion and use these as tools to enhance one's emotional wellbeing and social relationships within a society. It further helps nation building by inculcating responsible citizenship among the students.

Learning Outcome:

At the end of the course the students shall -

- Take part in social reconstruction as responsible individuals and will learn to develop own identities.
- Demonstrate pro-social behaviour towards others, including those belonging to a different race, ethnicity, culture, colour, gender or nationality.
- Understand and appreciate rights and privacy of other fellow citizens.

Unit	Contents of Course- OE- 3.3	45 Hours
Unit-I	<p>Chapter-1: Concept of Citizen: Subject- Slave-Citizen: a Comparison, Aspirational Citizenship.</p> <p>Chapter-2: Citizenship in India: Milestones- Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003, 2005 and National Register of Citizens (NRC).</p> <p>Chapter-3: Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural</p>	15 Hours

	Rights.	
Unit-II	<p>Chapter-4: Citizenship Issues in India: Laws for Immigrants, Laws for Migrants, Refugees and Asylum seekers, Process of acquiring Citizenship.</p> <p>Chapter-5: Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.</p> <p>Chapter-6: IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.</p>	15 Hours
Unit- III	<p>Chapter-7: Citizen and Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.</p> <p>Chapter-8: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Color, Place of Origin.</p> <p>Chapter-9: Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation), Universal Declaration of Human Rights.</p>	15 Hours

Exercise:

- Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.
- Through activities they may form empowering groups and support immigrants/ migrants resolve their legal issues with authorities like police and government.
- They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), Oxford University Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India become a democratic citizenship and making of the Universal Franchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford University Press, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, springer link.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-
Chairperson, BOS



Semester IV

ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS DSC - 7

Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The paper aims at developing an understanding of the Social and political philosophy of ancient India to assess the modern notions about socio-political arrangements. Further it helps to analyze the process of decolonizing Indian minds related to India's glorious past. The objective thus being to throw light on the indigenous political theories and their relevance to changing times.

Learning Outcome:

At the end of the course the students shall -

- Reflect on the native concepts like Dharma, Rajadharma, Nyaya, Viveka etc., in the light of their modern connotations.
- Understand the role of texts and stories in the Indian context by reflecting upon our own experiences.
- Revisit our own socio-political structures through the textual and non-textual sources from the early Indian period in order to quell the European representation of Indian Society and heritage.

Unit	Contents of Course- DSC 7	45 Hours
Unit-I	<p>Chapter-1: Sources of Early Indian Thought: Sources and Limitations: Pre and Post Colonial.</p> <p>Chapter-2: Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.</p> <p>Chapter-3: Indian Culture: Colonial Narratives (William Jones, Macaulay) and Contemporary Discourses (Dharampal and Edward Said).</p>	15 Hours
Unit-II	<p>Chapter-4: Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Varnadharma, and Ashramadharma.</p> <p>Chapter-5: Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.</p> <p>Chapter-6: Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.</p>	15 Hours
Unit- III	<p>Chapter-7: Ganasaghas: Nature, Structure, Functions Role of Stories in Indian Tradition and its Relevance</p> <p>Chapter-8: Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective and its Relevance</p> <p>Chapter-9: Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace and its Relevance</p>	15 Hours

Exercise:

- Close reading sessions to be organised to understand the ancient text in its original context by way of discussions.
- Students shall visit the nearby historical places and collect artifacts, stories, and other relics with the help of the native people.
- Students shall respond to accommodate the important criticisms of Ramayana and Mahabharata by its critics and enact dramas and costumes.

Suggested Readings

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudaras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma,R. SIndia's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma,R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country Brill Academic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.
21. Maity S. K and Upendra Thakur, Indological Studies. Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, The Republican trends in Ancient India. Munshiram Manoharlal Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, Development of Hindu Polity and Political Theories, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. Lokayata, Peoples Publishing House, New Delhi, 1959.

25. Kosambi D.D, The Culture and Civilization of Ancient India and Historical Outline, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, History and Culture of Indian People, Vol.I, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), State in India, 1000 to 17000, Oxford University Press, Delhi, 1995.
28. Kane P.V, History of Dharmashastras, Vol-1-5, Bhandarkar Institute Press, Poona, 1930.

Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, self-guided learning materials, Open Educational Recourses (OER) as reference materials, Close-Reading Sessions of texts, assignments, seminars, group discussions, Field Visit and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

**MODERN POLITICAL ANALYSIS
DSC-8**

Course Title: MODERN POLITICAL ANALYSIS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The objective is to equip students to develop insights into political institutional functioning keeping in insight both the normative and empirical ways of understanding. This paper also throws light on value laden functioning and value neutral aspects of systems output that will help students to understand and evaluate Governments. It aims at scientifically assessing the functioning of the government as result oriented institutions.

Learning Outcome:

At the end of the course the students shall -

- Understand the key concepts of Political Institutional working and science within them.
- Be familiar with the Phenomenon of politics and various explanations relating to the influences that mould the decision making process.
- Help the students to visualize the working of political institutions and the process of decision making through diagrammatic presentations.

. Unit	Contents of Course: DSC-8	45 Hours
Unit-I	<p>Chapte-1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis -Meaning, Nature, Scope and Goals</p> <p>Chapter-2 Political System-Types, similarities and differences, classification- Aristotle and Webber.</p> <p>Chapter-3 Approaches – Traditional- Philosophical, Historical Institutional, Modern- Behavioral, Systems, Game.</p>	15 Hours

Unit-II	<p>Chapter-4 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.</p> <p>Chapter-5 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.</p> <p>Chapter-6 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence, Harold Lasswell's contribution.</p>	15 Hours
Unit- III	<p>Chapter-7 Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.</p> <p>Chapter-8 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.</p> <p>Chapter - 9 Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.</p>	15 Hours

Exercise:

- The department can lead the students to a nearby political institution and explain to them the process of administrative decision making.
- The department may invite functionaries of these institutions to deliberate upon issues of redundancy and simplifying administration.
- Assignments can be given to the students to innovate methods of simplification of administrative procedures in offices of Governments and offer consultancy.

Suggested Readings

1. Almond, G. and Coleman. J.S. "The politics of the Developing Areas", Princeton University Press, Princeton NJ, 1960.
2. Almond, G.A. and Verba, S, "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press, 1963.
3. Amin, S, "Accumulation on an old Scale: A Critique of the Theory of Underdevelopment", Monthly Review Press, New York, 1974.
4. Apter, D.E, "The Politics of Modernization", University of Chicago Press, Chicago, 1965.
5. Gabriel Almond, "Cooperative Politics: A Development approach" Little Brown, Boston, 1966.
6. Hannah Arendt, "The Origins of Totalitarianism", Harcourt Press, New York, 1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi, 1982.
8. Powell, G.B, Russell J.D, and Kaare Strom, "Comparative Political Today, A World View". London Press, New York, 1970.
9. Rod Hague. Martin Harrop, Shaun Breslin, "Comparative Government and Politics", Palgrave Macmillan press, UK, 1992.
10. Verba S and Almond, "The Civic Culture Revisited", little Brown, Boston, 1980.
11. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.
12. U.R.Ghai- Contemporary Political Analysis

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

GOOD GOVERNANCE IN INDIA

Open Elective OE - 4.1

Course Title: GOOD GOVERNANCE IN INDIA	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course directed to familiarize the student to understand the elements of Good Governance which has the effect on day today life. The purpose is to show to them that states are changing their approach to Administration giving importance to stakeholders. Some of the programs mentioned in the syllabi exemplifies the same. The aim is to help students to link the theory in the class room with realities in the outside world.

Learning Outcome:

At the end of the course the students shall -

- Understand the difference between traditional form of Administration and the concept of Governance
- Get a perspective of changing modes of Governance with the examples drawn from central and state Governments.
- Appreciate the participation of citizens in day to day Administration through a charter and other programmes like Sakala, Bhoomi etc.,.

Unit	Contents of Course: OE-4.1	45 Hours
Unit-I	Chapter- 1 Meaning, Characteristics, Elements, Growth and need for Good Governance. Chapter-2 Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and	15 Hours

	Globalization. Chapter-3 Corporate Governance- Networking and collaborative Governance.	
Unit-II	Chapter-4 Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance. Chapter-5 E-Governance - Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance. Chapter-6 Citizens Charter, Digital India, Gender and Governance.	15 Hours
Unit- III	Chapter-7 Sakala Project, Bhoomi Yojana, SWAYAM and E-Kissan, E-Court. Chapter-8 People's Participation and Role of Civil Society, Ethics and Accountability in Governance. Chapter-9 Challenges before good governance in India.	15 Hours

Exercise:

- Students and the department can undertake survey regarding causes and consequences of failed administration.
- Through activities they can visit their respective villages and prepare papers regarding the working of programmes like Sakala, Bhoomi etc.,
- The department may invite officers connected to Governance projects and have interaction with the students.

Suggested Readings

1. Kanak Kanti Bagchi, Good Governance and Development, Abhijeet Publications, New Delhi, 2009,
2. C.P Bharthwal Ed. Good Governance in India, Deep and Deep, New Delhi, 2003.
3. Dhameja Alka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, New Delhi, 2003.
4. World Bank, Governance and Development, Washington, DC, 1992.
5. Niraja Gopal Jayal, Ed, Democratic Governance in India, Sage, New Delhi, 2003.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions, Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-

Chairperson, BOS

UNDERSTANDING Dr. B.R. AMBEDKAR
Open Elective OE -4.2

Course Title: UNDERSTANDING Dr. B.R. AMBEDKAR	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

This course is designed to familiarize the students with arguments and position of Dr. B.R. Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine his perceptions. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, has been designed to make students to understand his ideas. On the partition of the country and the Indian historiography his views have been valuable and this paper intends to bring to the reach of the students.

Learning Outcome:

At the end of the course the students shall -

- Be able to understand his life, mission, vision and his key role in the making of the Indian Constitution.
- Be able to appreciate and sensitize his views on democracy, citizenship, freedom, equality equal treatment and justice.
- Understand his views on the some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

. Unit	Contents of Course OE 4.2	45 Hours
Unit-I	<p>Chapter:1- Dr. B. R. Ambedkar's Journey of Life and Experiences.</p> <p>Chapter:2- Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste). His views on Manusmriti</p>	15 Hours

	Chapter-3- Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.	
Unit-II	<p>Chapter: 4- Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.</p> <p>Chapter: 5- Dr. B.R. Ambedkar's contribution as the Chairman of the Drafting Committee.</p> <p>Chapter 6 - Dr. B. R. Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).</p>	15 Hours
Unit- III	<p>Chapter:7- Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.</p> <p>Chapter:8: Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.</p> <p>Chapter: 9- Dr. B. R. Ambedkar Views on Language Question, Education, Women Empowerment and Nationalism.</p>	15 Hours

Exercise:

- Students and teachers collectively debate on the issues of Reservation, Constitutional provisions of reservation, reservation within reservation, creamy layer theory, etc.,.
- Give assignments to students to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation. And further visit courts, police stations, etc, to understand conflict resolution mechanisms.

Suggested Readings

1. Ambdekar, B.R. "What Congress and Gandhi have Done Untouchables" <http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%20Preface.htm>.
2. Ambedkar Annihilation of Caste, Navayana, 11th Edition, 2015.
3. Dhanjaya Keer, Dr.Ambedkar-Life and Mission, Popular Prakashana, Bombay, 1964.
4. Valerian Rodrigues, Essential Writings on Ambedkar, OUP, New Delhi, 2003.
5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
6. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kolhi, The Success of Indian Democracy, Cambridge University Press, 2001.
8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
10. Koenig Lion, 'Cultural Citizenship in India; politics power and media', Oxford University Press, New Delhi, 2016.
11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, Springer link, 2013.
12. Sharma, A, Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India, Journal of the American Academy of Religion, 73(3), 2005, pp. 843-870.
13. Ambedkar, B. R. (1946). Pakistan or The Partition of India, In Narke, H. (2nd ed.), 2014.
14. Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice & Empowerment, Govt. of India.
Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
15. Misra, J., & Mishra, J. Dr. B.R. Ambedkar and The Constitution - Making In India, Proceedings of the Indian History Congress, 1991, 52, pp. 534-541.
16. Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
17. Ambedkar, B. R. Thoughts on Linguistic States. Bombay: Ramakrishna Press, 1955.
18. Dr. Babasaheb Ambedkar Writings & Speeches – Vol.1, to Vol. 17- Published by Social Justice and Empowerment, Govt. of India and Ambedkar Foundation, New Delhi, 2015.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

POLITICAL JOURNALISM

Open Elective OE- 4.3

Course Title: POLITICAL JOURNALISM	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The objective is to equip students to develop insights into political reporting with an understanding of writing skills supported by grammatical strength and economy of words. Further to provide a broad overview of the nuances of interpreting the political phenomena that takes place in political institutions starting from the grassroots to the parliament.

Learning Outcome:

At the end of the course the students shall -

- Understand the skills of reporting and research insights about the system and its structural contours focusing on Politics.
- Carry out political reporting covering Government and Governance, campaigns and candidates, tactics and strategies and policy issues in the public arena.
- Develop writing and interpretative skills.

. Unit	Contents of Course- OE-4.3	45 Hours
Unit-I	<p>Chapter-1: Defining Political Journalism, Traditional and Modern views about State and Politics.</p> <p>Chapter-2: Understanding of Political Development: Caste, Gender, Religion, Linguistic and Party Perspectives.</p> <p>Chapter-3: Defining the Role of Mass Media- Print, Electronic and Web (Social Media).</p>	15 Hours

Unit-II	<p>Chapter-4: Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.</p> <p>Chapter-5: Political Participation –Modes of participation, Political Apathy.</p> <p>Chapter- 6: Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.</p>	15 Hours
Unit- III	<p>Chapter-7: Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.</p> <p>Chapter-8: Skills of Writing - Vocabulary, Epitomizing, Punctuation.</p> <p>Chapter-9: Report Writing- Journalistic Writing Skills, Yellow Journalism, Ethics in Journalism, Use of Facts, Figures and Interpretations.</p>	15 Hours

Exercise:

- Conducting classroom Common seminars on Media and Politics
- Making students to read and write newspaper headlines focusing on politics,
- Visit to media houses and talks with senior political news room heads.

Suggested Readings

1. Iorio, Sharon Hartin. Qualitative Research In Journalism, Erlbaum Associates, London, 2004.
2. Merritt, Davis, Public Journalism And Public Life, Erlbaum Associates, London, 2004.
3. Kuhn, Raymond, Political Journalism New Challenges, New Practices, Rutledge, New York, 2003.
4. Sedorkin, Gail, & McGregor, Judy. Interviewing – A Guide For Journalist And Writers, Crows Nest, Allen and Unwin, N.S.W, 2002.
5. McNair, Brian, Journalism And Democracy, Rutledge, London, 2000.
6. Bovie, Waxen G, Discovering Journalism, Greenwood Press, West Port CT, 1999.
7. Winch, Samuel P, Mapping The Cultural Space Of Journalism, Praeger, West Port CT, 1997.
8. Jangam, R.T. (et al), Political Analysis, Oxford and IBH Publication, New Delhi, 1997.
9. Johari, J.C, Comparative Politics, Sterling Publishers, New Delhi, 1982.
10. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Group Discussion/ Field Visit	10
Assessment Test-2	10
Assignment	10
Total	40

Sd/-**Chairperson, BOS**

CONSTITUTION OF INDIA

Ability Enhancement Compulsory Courses (AECC) III Sem B.Com/BBA and IV Sem BA/B.SC/BCA/BHM/BSW and other Courses	
Course Title: CONSTITUTION OF INDIA	
Total Contact Hours: 24	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of ESA/Exam: 1 Hours
Formative Assessment Marks: 20	Summative Assessment Marks: 30+20=50

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution. The course has been designed to cover the journey of the India from its emergence as a Republic. This will enable the students to understand various political Institutions that are operationalised under the Indian Constitution.

Learning Outcomes:

After completing this course students will be able to-

- Understand the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Appreciate the role of Constitution in a Democracy

Unit	Contents of Course:	24 Hours
Unit-I	Chapter- 1 Making of Indian Constitution : Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution. Chapter-2 Fundamental Rights, Fundamental Duties, Directive Principles.	8 Hours
Unit-II	Chapter-3 Union Government- President, Prime Minister and Council of Ministers Chapter-4 State Government- Governor, Chief Minister and Council of Ministers	8 Hours

Unit- III	Chapter-5 Judiciary- Supreme Court and High Court: Composition, Powers and Functions and Judicial Review. Chapter-6 Electoral Process: Election Commission- Composition, Powers and Functions, Electoral Reforms.	8 Hours
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Exercise:

- Department can debate on the role of Constitution in the country's development.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting surveys.
- Can hold special lectures on various provisions of Constitution like working of Election Commission, Art 246, 356 etc.

Kindly Note:

- The Ability enhancement compulsory courses (AECC) paper – “Constitution of India” (a) should be taught only by the Political Science/Law teachers. (b) This paper should be offered in IIIrd semester for B.Com/BBA courses. In the IVth Semester, this paper should be offered to BA/BSc/BFA/BCA/BHM/BSW and other all UG courses.

Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., (16th edn.) 2017.
3. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
5. K B Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
6. ಪ್ರೊ. ಎಚ್. ಎಂ. ರಾಜಶೇಖರ ಭಾರತ ಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಕಿರಣಪ್ರಕಾಶನ, ಮೈಸೂರು 2020.
7. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
8. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
9. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
10. S. N. Jha, Indian Political System, Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
11. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions Field Visit and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	5
Seminar/Group Discussion/Field Visit	5
Assessment Test-2	5
Assignment	5
Total	20

Sd/-**Chairperson, BOS**

Semester V

Course Objectives:

Course Title: International Relations-Basic Concepts	
Semester: V	Course Code: POL C9
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week: 4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

This course aims at acquainting to the students the usefulness of studying International Relations as a discipline. It will help them to explain and express the consequences of good relations with the neighbouring nations and far of nations, the economic, cultural, industrial and technological benefits one can reap through meaningful relationships between nations. Functionally, it helps them to experience the meaning of national power and sovereignty.

Learning Outcome:

At the end of the course the students shall -

- Be in a position describe National interest, National power and the significance of sovereignty.
- The students will get the basic knowledge of the practical political world, including the operating institutions, processes, and policies.
- The students will be in a position to describe the nuances of balance of power, collective security and diplomacy.

Unit	Contents of Course- POL C9	60 Hours
Unit-I	<p>Chapter-1: International Relations and International Politics- Meaning, Nature, Scope and Importance</p> <p>Chapter-2: Evolution of International Relations (From city state to Modern Nation State System).</p> <p>Chapter-3 : Development of International Relations as an academic discipline.</p>	15 Hours
Unit-II	<p>Chapter-4: World War I and II: Causes and Consequences and its impact on world politics.</p> <p>Chapter-5: Cold War: Origin, Causes and Effects, End of Cold War</p> <p>Chapter-6: National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p>	15 Hours
Unit- III	<p>Chapter-7: National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power.</p> <p>Chapter-8: Balance of Power – Meaning, Nature and its Relevance, Techniques of Maintaining the Balance of Power</p> <p>Chapter-9: Collective security, National Security and Diplomacy (Old and New).</p>	15 Hours
Unit- IV	<p>Chapter-10: War and Peace: Causes for war, Peaceful Settlement of Disputes, Conflict Resolution theories.</p> <p>Chapter-11: Arms Race, Arms Control and Nuclear Disarmament and Deterrence</p> <p>Chapter-12: World order – Uni-polar, Bi-Polar, Multi-Polar. and Non-Polarity</p>	15 Hours

Exercise:

- Invited lectures by diplomats.
- Mock diplomatic meetings.
- Debates about conflict resolution, peace and disarmament.

Suggested Readings

1. Burchill Scott et al, Theories of International Relations 3rd edition, Basingstoke: PalgraveMacmillan, 2005.
2. Aron, Raymond, Peace and War: A Theory of International Relations, New York, AnchorBooks, 1973.
3. Baylis, J. and Smith, S. (eds.), The Globalization of World Politics, Oxford, OxfordUniversity Press, 2001.
4. Ganguly, Sumit, India's Foreign Policy: Retrospect and Prospect, New Delhi, OxfordUniversity Press, 2012.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.), India's Foreign Policy and Relations. New Delhi, SouthAsian Publishers, 1985.
7. Vanaik, A. India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman, 1995.
8. Mewmillians, W.C. and Piotrowski, H., The World since 1945: A History of International Relations, Lynne Rienner Publishers.
9. Morgenthau Hans J., Revised by Kenneth W. Thompson, "Politics Among Nations", KalyaniPublisher, New Delhi.
10. Kernt Waltz, "The Theory of International Politics", Waveland Press, 2010.
11. Perkins, Palmer, "International Relations", C.B.S. Publishers and Distributors, (Reprinted 2001), New Delhi.

Pedagogy:

The course shall be taught through the Close-Reading Sessions of texts, group discussions and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Field Visit / Seminar / Presentation/ Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Comparative Government and Politics (With special reference to UK, USA and China)	
Semester: V	Course Code: POL C10
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

In this paper the functioning of the governments (UK, USA and China) are to be compared and analyzed. It deals with the mixture of presidential, parliamentary and federal system of governments. The study aims to help students to understand and debate various matters pertaining to the working of these systems. This paper aims at equipping students with knowledge and critical understanding of different political systems and institutions in the world.

Learning Outcome:

At the end of the course the students shall –

- Grasp and understand the working of constitutional systems of these countries.
- Compare and evaluate the working of the governments concerned.
- Understand and explain different forms of executive and their functioning

Unit	Contents of Course- POL C10	60 Hours
Unit-I	<p>Chapter-1: Comparative Government and Politics: Meaning, Nature, Scope and Importance</p> <p>Chapter-2: Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical, Legal and Institutional) and Modern Approaches (System, Structural Functional, Communication and Decision Making).</p> <p>Chapter-3: Types of Government and Politics: Parliamentary and Presidential; and Unitary and Federal Government.</p>	15 Hours
Unit-II	<p>Chapter-4: Method of representation: Direct, Indirect, Proportional and Functional.</p> <p>Chapter-5: Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights, civilian control over military) Problems and Prospects of Constitutionalism.</p> <p>Chapter-6: Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems - Republican-Democratic (USA), Communist (China), Switzerland (Multi-party). Pressure Group- Definition, Role and Characteristics.</p>	15 Hours
Unit- III	<p>Chapter-7: Political Process: Political Socialization, Political Culture and Political Representation.</p> <p>Chapter-8: Legislature (USA, UK and China).</p> <p>Chapter-9: Executive (USA, UK and China).</p>	15 Hours
Unit- IV	<p>Chapter-10: Judicial System (USA, UK and China).</p> <p>Chapter-11: Party System ((USA, UK and China).</p> <p>Chapter-12: Election Process (USA, UK and China).</p>	15 Hours

Exercise:

- Students can have a debate on working of the organs of governments.
- Students can evaluate the merits and demerits of these systems.
- Debate on which of the countries functioning of the government is better with reasons.

Suggested Readings

1. A. Appadorai, *The Substance of Politics*, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). *Comparative Politics*. New Delhi: Sage, 2009.
3. Caramani, D. (ed.). *Comparative Politics*. Oxford: Oxford University Press, 2008.
4. Hague, R. and Harrop, M. *Comparative Government and Politics: An Introduction*. (Eighth Edition). London: Palgrave MacMillan, 2010.
5. Ishiyama, J.T. and Breuning, M. (eds.). *21st Century Political Science: A Reference Book*. Los Angeles: Sage, 2011.
6. Sudhir Krishnaswamy, *Democracy and Constitutionalism in India*, OUP, New Delhi, 2009.
7. Pierre, Jon and B. Peters (Eds.), *Governance, Politics and the State*, London, Macmillan, 2000.
8. Rajeev Bhargava & Ashok Acharya (eds), *Political Theory: An Introduction*, Longman Pearson, New Delhi, 2008.
9. Newton, K. and Deth, Jan W. V. *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, 2010.
10. O'Neil, P. *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc, 2009.

Pedagogy:

The course shall be taught through the lecture, interactive sessions, assignments, group discussions and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Field Visit / Seminar / Presentation/ Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Karnataka Government and Politics	
Semester: V	Course Code: POL C11
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course will help to understand the political transformation Karnataka State from princely State of Mysore. It aims at understanding of the social bases and the major issues that confronted the evolution of Karnataka politics within the domain of national politics.

Learning Outcome:

At the end of the course the students shall -

- Understand the social and political conditions of Mysore under colonial rule.
- Develop perspectives on the important persons and organisations that were involved in the process of unification.
- Analyse the issues related to regionalism, polarisation, identity politics, water, language, and border issues.

Unit	Contents of Course- POL C11	60 Hours
Unit-I	Chapter-1: State Politics in India: Nature and Importance. Chapter-2: Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly. Chapter-3: Administration and Governance in the Princely State and Re-organization of State.	15 Hours
Unit-II	Chapter-4: Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat. Chapter-5: Contributions: Alur Venkatarao: Karnatakavta, Deputy Channabasappa, Gudleppa Hallikere, Siddappa Kambli. Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.	15 Hours
Unit- III	Chapter-7: Caste and Politics: Dominant Caste (M N Srinivas), Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics. Chapter-8: Regionalism, Dr. Nanjundappa Committee Report, Regional Disparities. Chapter-9: Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.	15 Hours
Unit- IV	Chapter-10: Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics Chapter-11: Politics of Polarisation: Growth of Polarization in Karnataka politics and its impact. Chapter-12: Demands for separate state, Art 371 (J) and Special status, challenges of development in Kittur and Kalyana Karnataka, Kodagu- (Coorg Case study)	15 Hours

Exercise:

- Students can write a note on one of the issues concerning Administration of Deewan's.
- Initiate a group discussion on different stages of unification movement in Karnataka.
- Analyse the electoral results through statistics taking one of the constituencies of their convenience.

Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka-Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi:Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946).Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: KarnatakaUniversity.
5. Raghavendra Rao, K., (2005), Karnataka Aikeekaranadha Naalwaru Chinthakaru,(In Kannada). Dharvada :Manohara Grantha Mala.
6. Muthanna, M. (1977).Karnataka -History, Administration and Culture. Mysore: UshaPress.
7. James Manor. (1978). Political Change in an Indian State-Mysore. New Delhi: SouthAsia Books.
8. Prasad, G. K.,Jeevan Kumar and K. C Suri.(1995). The Angry voter. Madras: ShantiPublications.
9. Sandeep Shastri. (1995). Towards explaining the voters' Mandate: An analysis of theKarnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne.(1978). The Political Economy of indirect Rule, Mysore 1881-1947.UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad : AlliedPublishers.
13. Atul Kohli. 2006 (1987).The State and Poverty in India. Cambridge: CambridgeUniversity Press.
14. Marc Galanter. (1984). Competing inequalities: Law and Backward Classes in India.New Delhi: Oxford University Press.
15. Kuppuswamy.(1978). Backward Classes Movement in Karnataka, Bangalore:Bangalore University:
16. Georage Mathew (ed). (1984). Shift in Indian Politics, New Delhi: ConceptPublishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore-1918To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. & G.S.Halappa. (1962). History of Freedom Movement inKarnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: JayagowriPublications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka inTransition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore:Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare".Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore:Navakarnataka Publications.
24. Kumar,Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka

- 2025, Strategies and Action Plans for Sustainable Development".
Southern Economics.
25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in India". Oxford University Press.
 26. Gubbannavar, Shivananda. (1985). "Karnataka Rajyadalita Krama". (In Kannada). Bangalore: IBH Prakashan.
 27. Bali, Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
 28. Alur Venkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
 29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

Pedagogy:

The course shall be taught through the interactive sessions, Open Educational Recourses (OER) as reference materials, assignments and seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Field Visit / Seminar / Presentation/ Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40



Semester VI

Course Title: International Relations- Theoretical Aspects	
Semester: VI	Course Code: POL C12
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The objective is to give an outline of the conceptual approaches to the discipline of International Relations and illustrate the major theoretical orientations. It explains the prominent debates in International Relations and vividly shows how they can be operationalised.

Learning Outcome:

At the end of the course the students shall –

- Make presentations on theories identifying them with examples, which are both critical and reflective in a live engaging class.
- Explain theories by relating them to contemporary events across the globe.
- Interpret world affairs in the light of theories which will serve as a key intellectual tool for them explains the events with rational basis.

Unit	Contents of Course- POL C13	60 Hours
Unit-I	Chapter-1: Meaning, Nature, Functions and importance of Theories in International Relations. Chapter-2: Classical v/s Scientific – Debate. Chapter-3: Realism and Neo-Realism Theories.	15 Hours
Unit-II	Chapter-4: Liberal and Neo-Liberalism, Marxist theory and Neo-Marxist Theory. Chapter-5: Game Theory, Bargaining and Distributive Theory. Chapter-6: Systems Theory-Meaning, Nature and importance and World Systems Theory.	15 Hours
Unit-III	Chapter-7: Communication Theory and Decision Making Theory. Chapter-8: Dependency theory and Self-Reliance theory. Chapter-9: Theory of Clash of Civilizations (Samuel P Huntington)	15 Hours
Unit-IV	Chapter-10: Power Cycle theory, Feminist Theory and Green Politics. Chapter-11: Theory building in International Relations, stages of theory building. Chapter-12: Future of International Relations Theory and Challenges.	15 Hours

Exercise:

- Look at major global developments/issues from theoretical points of view and to comprehend the underlying forces /thinking.
- Take up a nation and apply any suitable theory for evaluate.
- List out the need for future theories of International relations.

Suggested Readings

1. Cochran Molly, Normative Theory in International Relations: A Pragmatic Approach, Cambridge University Press, Cambridge, 2004.
2. Devetak, Richard, Post Modernism, Scott Burchill, Andrew Linklater, et al, eds. Theories of International Relations, Palgrave, Hampshire, 2005.
3. Hurd, Ian, Constructivism, Cristian, Christian Reus - Smit and Duncan Snidal, eds. Oxford Handbook of International Relations, Oxford University Press, Oxford, 2008.
4. Kumar Mahendra, Theoretical Aspects of International Politics, Shivalal Agarwal and Company, New Delhi, 2017.
5. Morgenthau, Hans J. Politics Among Nations, Alfred A Knopf, New York, 1948.
6. Robert Keohane, Joseph Nye Jr. Power and Independence, Pearson 4th edition, 2011.
7. Shapcott Richard, Critical Theory, Oxford University Press, Oxford, 2008.
8. Sorensen, Robert Jackson and Georg, Introduction to International Relations: Theories and Approaches, Oxford University Press, 2015.
9. Tickner Ann, Gender in International Relations, Columbia University Press, New York, 1992.
10. Waltz, Kenneth N, Theory of International Politics, New York, 1979

Pedagogy:

The course shall be taught through the lecture, Open Educational Resources (OER) as reference materials, seminars and group discussions.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Field Visit/Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Political Economy of India	
Semester: VI	Course Code: POL C13
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This will guide the students to know about how economies operate within the domestic and international arena. It will help them to define how sharing resources, market economy and Ideologies like liberalism affect the nations. This paper also provides an opportunity to students explain what a fiscal policy is and how it contributes to the development of a nation.

Learning Outcome:

At the end of the course the students shall –

- Learn about the political dimension of economics and provides them the skills to manage the economy.
- Be exposed to inter disciplinary thinking and helps them to assess the relationship between policy and its impact on various areas like agriculture.
- It prepares the students to experience practically the nature and the factors that impact political economy.

Unit	Contents of Course- POL C14	60 Hours
Unit-I	Understanding Political Economy Chapter-1: Meaning, Nature, Scope and Importance of Political Economy. Chapter-2: Approaches to the study Political Economy, Traditional Approach, Pre-reform India: Liberalism Marxism and Gandhian approach. Chapter-3: Post reforms in India: New Liberal Economic Reforms, Liberalization, Privatization and Globalization (LPG Model).	15 Hours
Unit-II	State, Economy, and Market Chapter-4: Development Planning and Challenges, Grants and Aids: IMF and World Bank. Chapter-5: Market and the Changing Institutions of Governance. Chapter-6: NITI Aayog, Make in India, Labour Policy and Social security.	15 Hours
Unit- III	Growth and Redistribution Chapter-7: Surplus and Labour, Growth as Redistribution. Chapter-8: Fiscal Policy: Taxation and Revenue Generation, Distribution of Revenue between Centre and State (GST) Finance Commission. Chapter-9: Indian Agricultural Policy: Politics of Land Reforms, Food Policies in India, Green Revolution.	15 Hours
Unit- IV	Challenges of Indian Political Economy Chapter-10: Gender, Racial and Ethnic Problems. Chapter-11: Migration and Displacement. Chapter-12: Banking Crisis, Parallel Economy, Black Money.	15 Hours

Exercise:

- Arrange for lectures from industrialists.
- Make assessments and analysis of budgets.
- Get hands on experience through internships in banking as to how economy operates and feel the role of money.

Suggested Readings

1. Ahluwalia, I.J. 1992, Productivity and Growth in Indian manufacturing, Oxford University Press, New Delhi.
2. Bardhan, P. 1998, The Political Economy of Development in India: expanded edition with an Epilogue on the Political Economy of Reform in India, Oxford University Press, New Delhi.
3. Baru, S. 2000, Economic Policy and Development of Capitalism in India: The Role of Regional Capitalists and Political Parties, in (eds.) Frankel et al.
4. Bhaduri, A. 1983, The Economics of Backward Agriculture, Academic Press, New York.
5. Chandavarkar, R., 1996, Imperial Power and Personal Politics: Class Resistance and State in India, C. 1850-1951, Cambridge University Press, Cambridge.
6. Chandavarkar, R., 1994, The Origins of Industrial Capitalism in India: Business Strategies and the working classes in Bombay, 1900-1940. Cambridge University Press, Cambridge.
7. Corbridge, S. and Harriss, J., 2000, Reinventing India, Polity, London.
8. Dreze, J., and A. Sen, (eds.) 1995, India: Economic Development and Social Opportunity, Delhi, Oxford University Press.
9. Basu, Kaushik, (ed.) 2004, India's Emerging Economy: Performance and Prospects in the 1990s and beyond. Oxford University Press, New Delhi.
10. Roy, Tirthankar, 2001, The Economic History of India; 1857-1947, New Delhi, Oxford University Press.
11. Dandekar, V.M. and Rath, N., 1971, Poverty in India, Indian School of Political Economy, Poona. 14.
12. Jha, P. K. 1997, Agricultural Labour in India, Vikas, New Delhi.
13. Jhabvala, R. And Subramanyam, R.K.A., (eds) 2000, The Unorganised Sector: Work security and Social Protection, Sage, New Delhi.
14. Joshi, V. And Little, I.M., 1994, India: Macroeconomics and Political Economy: 1964-91, Oxford University Press, New Delhi.
15. Joshi, P.C., 1996, India's Economic Reforms: 1991-2001, Oxford University Press, New Delhi.
16. Harriss-White, B., 2004, India Working: Essays on Society and Economy. Cambridge University Press, Foundation Books, New Delhi.
17. Byres, T.J. (ed.) 1998, The Indian Economy: Major debates since independence, Oxford University Press, Delhi.
18. Byres, T.J. 1996, The State, Development Planning and Liberalisation in India. Oxford University Press, New Delhi.
19. Bose, S. And Jalal, A. (eds.) 1997, Nationalism, Democracy and Development: State and Politics of development, Oxford University Press, Delhi.
20. Mitra, Ashok, 1977, The Terms of Trade and Class relations, Cass, London.
21. Satyamurthy, T.V., 1995, Industry and Agriculture in India since Independence. Oxford University Press, New Delhi.

Pedagogy:

The course shall be taught through the interactive sessions, Close-Reading Sessions

of texts,assignments and seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Field Visit/Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Public Policy Analysis	
Semester: VI	Course Code: POL C14
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course is designed to help students to understand the need for policies and the methods of their formulation. It gives them an opportunity to analyse policies and their impact. It helps them to know the processes and research that goes in to policy making by which the students can prepare themselves to be tomorrow's policy makers.

Learning Outcome:

At the end of the course the students shall -

- Know the constitutional and legal positions of policy making.
- Understand the role of legislature and executive in policy making and implementation.
- Learn about the role of research institutions in policy making and the politics involved in it.

Unit	Contents of Course- POL C14	60 Hours
Unit-I	Chapter-1: Introduction to Public Policy: Concept, its evolution Chapter-2: Public Policy - Meaning, nature and need for Public Policy. Chapter-3: Public Policy - Constitutional, Socio-Cultural, Economically and Political basis for in formulating Public Policy.	15 Hours
Unit-II	Chapter-4: Approaches to Public Policy Making- unified, integrated and sectorial. Chapter-5: Formulation of Public Policy - Role of Legislature, Executive, Judiciary and NITI Ayog. Chapter-6: Role of Think Tanks and Civil Society organizations in Public Policy Making	15 Hours
Unit- III	Chapter-7: Linkage between Public Policy and Planning - Agenda setting, Selection of Goals, Cost Estimation, Implementation and Evaluation. Chapter-8: Federal Political System and Planning Process, Coordination and Cooperation between Centre and State. Chapter-9: Decentralised Planning, Role of Panchayati Raj and People's Participation, monitoring and evaluation.	15 Hours
Unit- IV	Chapter-10: Public Policy implementation- top down approach, Bottom up approach, incremental model, strategic planning. Chapter-11: Resolving problems in implementation- Defining problem, identification of issues, preparing problem statement, policy alternatives and resetting goals. Chapter-12: Measuring policy impact - cost benefit analysis,	15 Hours

Exercise:

- Arrange for lectures from Bureaucrats.
- Visit government secretariat and get first hand information on policy making.
- Have discussions in classroom on policies of government and its impact on society.

Suggested Readings

1. Rimli Basu, 'Public Administration: Concept and Theories', Sterling Publishers, 2004, N.Delhi.
2. Mohit Bhattacharya, 'New Horizons of Public Administration', Jawahar Publishers, 7 th Revised Edition, 2018, N.Delhi.
3. Nicholas Henry, 'Public Administration and Public Affairs', Pearson, 12th Edition, New Jersey.

4. Mohit Bhattacharya, 'Restructuring Public Administration: A New Look, Jawahar Publishers, 2012 N.Delhi.
5. D. Ravindra Prasad, Y. Pardhasaradhi, V. Prasad, P.Satyanarayan, 'Administrative Thinkers', Sterling Publishers, 3rd Edition, 2021, New Delhi.
6. Bidyut Chakrabarty, Prakash Chand, 'Public Policy: Concept, Theory and Practice', Sage Publication, 2016, New Delhi.
7. S.P Naidu, 'Public Administration: Concept and Theories', New Age International Publishers, 1998.
8. Moran Mitchel and Robert Goodin, The Oxford Handbook of Public Policy, Oxford University Press, New York, 2006.

Pedagogy:

The course shall be taught through the lecture, self-guided learning materials, assignments and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Field Visit/Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Internship for Under - Graduate (UG) Programme	
Semester: VI	Course Code:
Total Contact Hours/days:	Course Credits: 2
No. of Hours/Week: NA	Duration of ESA/Exam:
Formative Assessment Marks: 50	Summative Assessment Marks:

Department of Political Science Internship Guidelines

1. Core Learning Outcomes

As a result of the internship experience students will be able to:

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

2. Specific Learning Outcomes

Specific Learning Outcomes will be determined jointly with the student's Faculty Internship Advisor and Worksite Supervisor. Specific Learning Outcomes are linked individually to the Core Learning Outcomes and must describe the tasks that the student will perform and learn on the job. They must state specifically what the student will be able to do at the end of the work experience as a result of the internship placement.

Some outcomes will represent reinforcement activities. They will provide the opportunity to perform and to reinforce familiar skills in the student's new working environment. Others will represent activities which are unfamiliar and which will provide opportunities to acquire new sets of skills.

3. Course Description

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Worksite Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employer's value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship & Apprenticeship Coordinator prior to registering.

The purpose of the Internship Program is to provide each student practical experience in a standard work environment. The Internship Coordinator and Faculty Internship

Advisor will assist students in making the job a valuable and productive experience. Success in this job will help ensure development of skills necessary for a lasting and rewarding career in the future.

4. Eligibility requirements for Internship Education

As prescribed by the respective Universities /BoS

5. Course Requirements

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HoD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.
2. Students must secure their own internship employer.
3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.
4. The student, Worksite Supervisor, HoD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class.
5. The internship shall be paid or unpaid.

6. Additional Requirements

1. Complete all assignments in the Internship Education Student Workbook.
2. Achieve the Core Learning Outcomes.
3. Meet the Specific Program Outcomes.
4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

7. Attendance Policy

1. Students are required to report to work on time and according to the requirements of the student's individualized work schedule.
2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.
3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

8. All internships shall have the following requirements

1. Internships must be arranged one semester in advance. Given work requirement

variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.

2. The Internship Coordinator/Faculty will assist students in choosing the area of Internship.
3. The workplace Internship & Apprenticeship Coordinator, in consultation with the faculty member, will provide a memo detailing workplace expectations, including the work to be performed; dress code; and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.
4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplace Internship & Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.
5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.
6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail the work the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in Political Science.
7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

9. Evaluation:

As prescribed by the respective Universities /BoS

Websites to Check for Internships with the Govt. of India/ Govt of Karnataka

1. Ministry of External Affairs (MEA) - <https://www.internship.mea.gov.in/>
2. NITI Aayog - <https://www.niti.gov.in/internship>
3. Reserve Bank of India (RBI) Internship - <https://opportunitycell.com/rbi-internship-reserve-bank-of-india-research-internship/>
4. Law and Justice Ministry Internship - <https://www.lawctopus.com/ministry-of-law-and-justice-internship/>
5. Finance Ministry Internship-
6. List of Indian Government Internships Program <https://pmjandhanyojana.co.in/indian-government-internship-programs/>
7. Department of Public Enterprises - <https://dpe.gov.in/schemes/scheme-internship>
8. Internship with Directorate General of Foreign Trade - <http://dgft.gov.in/exim/2000/EmpCorner/internship.pdf>
9. Internship with Technology Information Forecasting and Assessment Council (TIFAC) - http://www.tifac.org.in/index.php?option=com_content&view=article&id=9403:internship-opportunity-spring-summer-2017&catid=49:latest-news&Itemid=17
10. Internship with Ministry of HRD - <http://mhrd.gov.in/internship-scheme>

Other Departments include

- Internship with Department of Telecom, BSNL, MTNL, TEC, CDOT, TRAI
- The Woman Internship Programme of CARE India
- Internships at PRS Legislative Research
- Internship with Ministry of Women and Child Development
- Internship with Serious Fraud Office
- Digital India Internship Scheme
- National Productivity Council Internship
- Internship with Competition Commission of India
- CCI Internship Program
- Internship with National Museum, Ministry of Culture
- Internship with National Human Rights Commission (NHRC)
- Internship with Central Information of Commission
- Internship with Centre for Public Policy and Research

Internship can also be done at leading Think Tanks and NGOs, based in Bengaluru/Karnataka

**FORMAT OF INTERNSHIP COMPLETION
CERTIFICATE**

(To be given on Letter Head)

Date:

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr/ Ms _____ a student of
(name of the institution studying) has successfully
completed his/her Internship with
_____. During the period of Internship
he/ she worked under in the following areas.

- i.
- ii.

2. He/She has shown special flair for _____ and

his/her performance in preparation of the report has been rated as _____ (1 to 10
Points/Grade)

3. During the period his/her internship program he/she was punctual and hardworking.

4. I wish him/her every success in his/her career and life.

Signature

Annexure "B"

FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION

(To be given on Letter Head)/To be signed by HOD/Principal

Date:

Sub:- No Objection Certificate for Internship Programme at_____.

It is certified that Mr/Ms is a bonafide student (Student ID no, Semester, name of the programme) of this (College/Institution).

The (College/Institution) has no objection for doing the Internship programme at _____for the period from --- to ----. It is also certified that he/she is notregistered for any course requiring, his/her attendance in the class during the said period.

The conduct of the student as recorded by the (College/Institution)has been found good/satisfactory/unsatisfactory.

(Signature and Seal)