



CHRIST
(DEEMED TO BE UNIVERSITY)
DELHI-NCR, INDIA

School of Humanities and Social Sciences

Delhi NCR Campus

Syllabus

Bachelor of Arts

(Psychology, Sociology, English)

2020-23

CHRIST(Deemed to be University)

Delhi NCR Campus

www.ncr.christuniversity.in

**Department of
ENGLISH-AND-CULTURAL-STUDIES**

**Syllabus for
Bachelor of Arts (Psychology, Sociology,
English)
Academic Year (2020)**

1 Semester - 2020 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
ENG121	ENGLISH - I	3	2	100
EST131	BRITISH LITERATURE: ANGLO SAXON TO EARLY VICTORIAN	5	4	100
FRN121	FRENCH	3	3	100
HIN121	HINDI	3	3	50
KAN121	KANNADA	3	03	100
PSY111	ACADEMIC ENRICHMENT	2	2	50
PSY131	BASIC PSYCHOLOGICAL PROCESSES - I	5	5	100
SAN121	SANSKRIT	3	3	100
SOC131	FOUNDATIONS OF SOCIOLOGY-I	5	5	100
TAM121	TAMIL	3	3	100
2 Semester - 2020 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
ENG221	ENGLISH - II	3	2	100

EST231	BRITISH LITERATURE: LATE VICTORIAN TO THE PRESENT	5	4	100
FRN221	FRENCH	3	3	100
HIN221	HINDI	3	3	50
KAN221	KANNADA	3	03	100
PSY211	LIFE SKILL EDUCATION	2	2	50
PSY231	BASIC PSYCHOLOGICAL PROCESSES - II	5	5	100
SAN221	SANSKRIT	3	3	100
SOC231	FOUNDATIONS OF SOCIOLOGY - II	5	5	100
TAM221	TAMIL	3	3	100
3 Semester - 2019 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
AEN321	ADDITIONAL ENGLISH	3	3	100
ENG321	ENGLISH-III	3	3	100
EST331	AMERICAN LITERATURES	5	4	100
FRN321	FRENCH	3	3	100
HIN321	HINDI	3	2	50
KAN321	KANNADA	3	03	100
PSY311	SOCIAL ENTREPRENEURSHIP AND COMMUNITY DEVELOPMENT	2	2	50
PSY331	LIFE SPAN DEVELOPMENT	5	5	100
PSY351	PSYCHOLOGICAL STATISTICS AND EXPERIMENTS - I	2	2	50
SOC331	CLASSICAL SOCIOLOGICAL THEORIES	5	4	100
4 Semester - 2019 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
AEN421	ADDITIONAL ENGLISH	3	3	100
ENG421	ENGLISH-IV	3	3	100
EST431	INTRODUCTION TO LITERARY THEORY	5	4	100
FRN421	FRENCH	3	3	100
HIN421	HINDI	3	2	50
KAN421	KANNADA	3	03	100
PSY412	SERVICE LEARNING	2	2	50
PSY431	BASIC SOCIAL PSYCHOLOGY	5	5	100
PSY451	PSYCHOLOGICAL STATISTICS AND EXPERIMENTS - II	2	2	50
SOC431	STUDY OF INDIAN SOCIETY	5	4	100
5 Semester - 2018 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
EST531	POSTCOLONIAL LITERATURES	4	04	100
EST532	INDIAN LITERATURES: THEMES AND CONCERNS	5	4	100
PSY531	ABNORMAL PSYCHOLOGY	4	4	100
PSY541A	INDUSTRIAL AND ORGANIZATIONAL	4	4	100

PSYCHOLOGY				
PSY541B	SCHOOL AND EDUCATIONAL PSYCHOLOGY	4	4	100
PSY541C	SPORTS PSYCHOLOGY	4	4	100
PSY541D	CULTURAL PSYCHOLOGY	4	4	100
PSY541E	INTRODUCTION OF NEUROPSYCHOLOGY	4	4	100
PSY551	PSYCHOLOGICAL RESEARCH METHODS AND ASSESSMENT-I	2	2	50
SOC531	METHODS OF SOCIAL RESEARCH	60	4	100
SOC541A	ANALYSIS OF CONTEMPORARY SOCIAL PROBLEMS	4	3	100
SOC541B	INDUSTRIAL SOCIOLOGY	4	4	100
SOC541C	SOCIAL ECOLOGY	4	4	100
SOC541D	SOCIOLOGY OF EDUCATION	4	4	100
6 Semester - 2018 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
EST631	INTRODUCTION TO WORLD LITERATURES	5	4	100
EST641A	CULTURAL STUDIES	4	04	100
EST641B	ENGLISH LANGUAGE TEACHING	4	04	100
EST641C	INTRODUCTION TO SHORT STORY	4	04	100
EST641D	INTRODUCTION TO FILM STUDIES	4	04	100
EST641E	ECOLOGICAL DISCOURSES AND PRACTICES	4	4	100
EST641F	REVISITING INDIAN EPICS	4	4	100
PSY632	HEALTH AND WELLNESS	4	4	100
PSY641A	POSITIVE PSYCHOLOGY	4	4	100
PSY641B	MEDIA PSYCHOLOGY	4	4	100
PSY641C	ARTIFICIAL INTELLIGENCE AND HUMAN-MACHINE INTERFACE	4	4	100
PSY641D	CONSUMER BEHAVIOUR	4	4	100
PSY641E	INTRODUCTION TO FORENSIC PSYCHOLOGY	4	4	100
PSY651	PSYCHOLOGICAL RESEARCH METHODS AND ASSESSMENT-II	2	2	50
PSY681	INTERNSHIP	0	2	50
SOC631	WOMEN AND SOCIETY	4	4	100
SOC641A	STUDY OF SOCIAL MOVEMENTS	4	4	100
SOC641B	SOCIOLOGY OF ORGANIZATION	4	4	100
SOC641C	SOCIOLOGY OF DEVELOPMENT	4	4	100
SOC641D	MEDIA AND SOCIETY	4	4	100

Assesment Pattern

As detailed in the University student handbook

Examination And Assesments

CIA I,II, III and ESE

As detailed in the University student handbook

Department Overview:

One of the first departments to be founded in Christ University, the Department of Psychology has grown in leaps and bounds with innovations in curriculum, pedagogy and ground-breaking initiatives. The Department runs a range of programmes that include Certificate courses, Undergraduate programmes, Post Graduate programmes with three specializations and Research degrees in psychology (M.Phil. and PhD). Through these programmes, we encourage students to consider careers and life missions that integrate psychological understanding to life. Our programmes integrate scholarship with professional practice and we offer courses that are cutting edge in the field of psychology. Students who complete programmes in Psychology from the University demonstrate high degrees of self-awareness are service-oriented and are encouraged to embrace humane values in their vocation.

Mission Statement:

The Vision of the Department of Psychology is to promote high academic standards and scholarship in psychology, by creating an optimal and enriching learning environment, fostering ongoing professional and personal development and contributing effectively to societal needs.

Introduction to Program:

BA Psychology, Sociology, English (PSEng) is a three-year triple major programme. The program combines three disciplines which are Psychology, Sociology and English to give students a flavour of both social sciences and humanities and develop their scientific and aesthetic capabilities. The discipline of Psychology is aimed at introducing students to the fundamental processes underlying human behaviour. Students are exposed to various fields of psychology such as Developmental Psychology, Social Psychology, Abnormal Psychology and specific electives. Practical applications of psychology are also demonstrated through experiments, service-learning and experienced through internships. Students are also made aware of the scientific nature of the discipline by engaging in research projects. The discipline of Sociology lays emphasis on the theoretical and methodological functions of Sociology. Equal importance is given to a systematic introduction to the sociological studies in India. Contributions of eminent Indian sociologists and substantial themes of Indian Society are explored. The students are exposed to divergent perspectives with Sociology and acquire the necessary skills to understand various social phenomena through the perspectives of Sociology. Literature is an important cultural product of a society or a nation. Hence, the study of literature offers insights into the worldviews of different societies. This course begins with traditional British literature to the prese

Program Objective:

Objectives of the programme- This programme intends to -Familiarize students to the discipline of Psychology, give them the necessary exposure to develop an interest in these disciplines and enable them to choose one of these for further studies -Enable students to appreciate the different branches and emerging fields in the three major subjects -Help them understand the fundamental processes, theoretical and methodological foundations in Psychology, Sociology and English, and cover contributions of eminent philosophers in the respective disciplines Programme outcomes: By the end of the programme, students will be able to? -Demonstrate knowledge and understanding of theory and research in the general domains of psychology, sociology and English? - Compare and contrast the major perspectives in the three disciplines? - Apply the principles of

psychology and sociology to real-life issues. - Identify problems in psychological and sociological domains and choose appropriate methods to study them - Critically analyse the psychological and sociological phenomenon. - Reason critically, write cogently, construct and deconstruct ideas and arguments, and verbalize opinions and judgments

ENG121 - ENGLISH - I (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:2

Course Objectives/Course Description

- To expose learners to a variety of texts to interact with
- To help learners classify ideologies and be able to express the same
- To expose learners to visual texts and its reading formulas
- To help learners develop a taste to appreciate works of literature through the organization of language
- To help develop critical thinking
- To help learners appreciate literature and the language nuances that enhances its literary values

- To help learners understand the relationship between the world around them and the text/literature
- To help learners negotiate with content and infer meaning contextually
- To help learners understand logical sequencing of content and process information

- To help improve their communication skills for larger academic purposes and vocational purposes
- To enable learners to learn the contextual use of words and the generic meaning
- To enable learners to listen to audio content and infer contextual meaning
- To enable learners to be able to speak for various purposes and occasions using context specific language and expressions
- To enable learners to develop the ability to write for various purposes using suitable and precise language.

Learning Outcome

- Understand how to engage with texts from various countries, historical, cultural specificities and politics
- Understand and develop the ability to reflect upon and comment on texts with various themes
- Develop an analytical and critical bent of mind to compare and analyze the various literature they read and discuss in class
- Develop the ability to communicate both orally and in writing for various purposes

<p>Unit-1 language Common errors- subject-verb agreement, punctuation, tense errors</p>	Teaching Hours:6
<p>Unit-1 Unit 1 1. The Happy Prince By Oscar Wilde 2. Shakespeare Sonnet 18</p>	Teaching Hours:6
<p>Unit-2 language sentence fragments, dangling modifiers, faulty parallelism,</p>	Teaching Hours:6
<p>Unit-2 unit 2 1. Why We Travel-Pico Iyer 2. What Solo Travel Has Taught Me About the World – and Myself - ShivyaNath- Blogpost</p>	Teaching Hours:6
<p>Unit-3 unit 3 1. Thinking Like a Mountain By Aldo Leopold 2. Short Text: On Cutting a Tree By Gieve Patel</p>	Teaching Hours:6
<p>Unit-3 language Note taking</p>	Teaching Hours:6
<p>Unit-4 unit 4 1. Violence in the name of God is Violence against God By Rev Dr Tveit 2. Poem: Holy Willie's Prayer By Robert Burns</p>	Teaching Hours:6
<p>Unit-4 language Paragraph writing</p>	Teaching Hours:6
<p>Unit-5 unit 5</p>	Teaching Hours:6

1. The Story of B24

By Sir Arthur Conan Doyle

2. Short Text: Aarushi Murder case

Unit-5

Teaching Hours:6

Language

Newspaper report

Unit-6

Teaching Hours:6

unit 6

1.Long text:My Story- Nicole DeFreece

2. short text: Why You Should Never Aim for Six Packs

Unit-6

Teaching Hours:6

Language

Essay writing

Unit-7

Teaching Hours:6

Language

Paraphrasing and interpretation skills

Unit-7

Teaching Hours:6

unit 7

1.Long Text: Sir Ranjth Singh- Essay by SouravGanguly

2. Short text: Casey at the Bat- Ernest Lawrence Thayer

Unit-8

Teaching Hours:3

visual text

Visual Text: Before the Flood

Text Books And Reference Books:

ENGlogue 1

Essential Reading / Recommended Reading

Additional material as per teacher manual will be provided by the teachers

Evaluation Pattern

CIA 1=20

CIA 2=50

CIA 3= 20

ESE= 50 marks online and 50 marks written exam

**EST131 - BRITISH LITERATURE: ANGLO SAXON TO
EARLY VICTORIAN (2020 Batch)**

Total Teaching Hours for Semester:75

**No of Lecture
Hours/Week:5**

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description:

This course will serve as an introductory course for British Literature. The course will locate the texts in their respective socio-political and historical contexts. The selection aims to introduce different genres of British literature.

Course Objectives

- To introduce students to the socio-political, religious, cultural, and linguistic aspects of the UK through English literary texts
- To help students understand texts as products of a historical, political and cultural processes
- To enable students to identify different forms, genres and subgenres in literature
- To sensitize students to human values through an exposure to socio-historical concerns of subjectivity, identity, community and nationhood.
- To sharpen critical appreciation and analytical writing skills through an introduction to models of literary criticism

Learning Outcome

Awareness of the production, dissemination and reception of literary material in England across different eras and the contemporary debates and trends they stimulate and cognizance of classical forms, genres and styles of literature

Unit-1

Teaching Hours:5

The Anglo-Saxon Period and The Medieval Period

Emergence of English language, History of England from 42 BC to Norman Conquest- salient features

Impact of Norman rule on English social structure, English language in the medieval period, mystery, morality plays and miracle plays, feudalism

Unit-2

Teaching Hours:20

The Renaissance Period and after

Protestantism, Bible translation, religious literature, humanism, English Renaissance, Baroque and Rococo Styles

Unit-3

Teaching Hours:25

Reformation, Restoration and after

Metaphysical Poetry, Epic conventions, Mock epic, Puritanism, Restoration, Rise of the novel, the English novel in the eighteenth century, Gunpowder plot, Oliver Cromwell,

Dissolving the parliament, Periodical essays, empiricism, Influence of French culture through restoration, the enlightenment

Unit-4

Teaching Hours:25

Romantic and early Victorian Age

Romanticism, notion of literary creation and poets, closet drama, the French Revolution, Victorian morality, industrial revolution, utilitarianism, rise of nation-states, impact of colonialism on England, emergence of universal education in England

Text Books And Reference Books:

Chaucer: The Prioress from Prologue to *The Canterbury Tales*

William Shakespeare:

Sonnet 116

‘O that this too solid flesh would melt’ Soliloquy by Hamlet in *Hamlet* Act 1 Scene 2

‘To Be or Not To Be’ Soliloquy by Hamlet in *Hamlet* Act 3 Scene 1

Francis Bacon: “Of Truth”

John Donne: “Canonization”

John Milton: Excerpt from Satan’s speech in Book 1, *Paradise Lost*

John Dryden: First three stanzas of “Mac Flecknoe”

Alexander Pope: Belinda’s Boudoir from *The Rape of the Lock*

Addison and Steele: “Character of Will Wimble”

Oliver Goldsmith: “Beau Tibbs”

Oliver Goldsmith: *She Stoops to Conquer* / **Christopher Marlowe:** *Dr. Faustus*

William Wordsworth: “Lines Written in Early Spring”

S.T. Coleridge: “Christabel”

Shelley: “Ode to the Westwind”

Keats: “La Belle Dame Sans Merci”

Charles Lamb: “Dream Children”

Mary Shelley: *Frankenstein*

Essential Reading / Recommended Reading

Abrams, M.H. *A Glossary of Literary Terms*. 8th Ed. New York: Wardworth, 2005. Print.

Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy. Eds. *The Norton Anthology of Poetry*. 4th Ed. New York: WW Norton, 1996. Print

Gordden, Malcom, and Michael Lapidge. *The Cambridge Companion to Old English Literature*. Rpt Cambridge: CUP, 2006. Print.

Gupta, Ambika Sen. *Selected College Poems*. Rpt. Hyderabad: Orient Longman, 1999.

Herman, Daniel. *The Cambridge Companion to Narrative*. Cambridge: CUP, 2007. Print.

John, Eileen, and Dominic McIver Lopes. *Philosophy of Literature: Contemporary and Classic Readings*. Oxford: Blackwell, 2004. Print

Maxwell, Richard, and Katie Trumpener. *The Cambridge Companion to Fiction in the Romantic Period*. Cambridge: CUP, 2008. Print

Sampson, George. *The Concise Cambridge History of English Literature*, 3rd Ed. Cambridge: CUP, 2005. Print

Ramarao, Vimala. Ed. *Explorations*. Vol I. Bangalore: Prasaranga, Bangalore University, 2004. Print

Shingle, Michael. *Daniel Defoe Robinson Crusoe*. New York: WW Norton, 1994. Print

Evaluation Pattern

CIA I

1. group presentations on topics relevant to British literature/Art and literary movements
2. an exhibition/display based on different eras, movements and literary and non-literary genres

CIA III will be a moddle test on the Novel

These are suggested examples of CIAs. However, during the course of teaching, there could be other suggestions, and CIAs could be slightly modified based on class dynamics and calibre of students.

Selected Texts chosen to be taught may be revised / used as extended reading which may be tested in CIA 1, 2 or 3. Example : only 1 soliloquy may be taught.

Mid Semester Examination CIA II: 2 Hours

Section A: Short Notes – 5x3 marks= 15 (5 questions out of 7)

Section B: Essay Questions – 2x10 marks = 20 (2 questions out of 3)

Section C: Long Essay Questions – 1x15 marks = 15 (1 question out of 2)

Total: 50 Marks

End Semester Examination: 3 Hours

Section A: Short Notes – 10x3 marks = 30 (10 questions out of 12)

Section B: Essay Questions – 4x10 marks = 40 (4 questions out of 6)

Section C: Long Essay Questions – 2x15 marks = 30 (2 questions out of 4)

Total: 100 Marks

FRN121 - FRENCH (2020 Batch)

Total Teaching Hours for Semester:45

**No of Lecture
Hours/Week:3**

Max Marks:100

Credits:3

Course Objectives/Course Description

French as second language for the UG program

Learning Outcome

Enhancement of linguistic competencies and sharpening of written and oral communicative skills.

Unit-1

Teaching Hours:5

Chapter 1- I Discover

Lesson 1: Good Morning, How are you?

Unit-2

Teaching Hours:5

Chapter 1 - I discover

Lesson 2: Hello, My name is Agnes.

Unit-3

Teaching Hours:5

Chapter 2- Culture : Physical and Political france

Lesson 1: Who is it?

Unit-4 **Teaching Hours:5**

Chapter 2- Culture: Physical and Political France

Lesson 2: In my bag , I have.....

Unit-5 **Teaching Hours:5**

Les Fables de la Fontaine

1. La cigale et la fourmis

Unit-6 **Teaching Hours:5**

Visual Text

A French Film

Unit-7 **Teaching Hours:5**

Chapter 3- Video Workshop: He is cute!

Lesson 1 : How is he?

Unit-8 **Teaching Hours:5**

Les Fables de la Fontaine

2. Le renard et le corbeau

Unit-9 **Teaching Hours:5**

Chapter 3- Video Workshop: He is cute

Lesson 2: Hello?

Text Books And Reference Books:

1. Cocton, Marie-Noelle. Génération A1. Paris : Didier, 2016
2. De Lafontaine, Jean. Les Fables de la Fontaine. Paris, 1668

Essential Reading / Recommended Reading

1. Thakker, Viral. Plaisir d'écrire. New Delhi : Langers International Pvt. Ltd., 2011
2. French websites like Bonjour de France, Fluent U French, Learn French Lab, Point du FLE etc.

Evaluation Pattern

Assessment Pattern	CIA (Weight)	ESE (Weight)
CIA 1 – Assignment & MOODLE Testing (Quiz)	10%	
CIA 2 –Mid Sem Exam	25%	
CIA 3 – Role Play / Theatre and DELF Pattern: Reading & Writing	10%	
Attendance	05%	
End Sem Exam		50%
Total	50%	50%

HIN121 - HINDI (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:50

Credits:3

Course Objectives/Course Description

The detailed text book “Samakaleen Hindi Kavitha” edited by Dr.N Mohanan is an anthology of contemporary Hindi Poems written by representative poets of

Hindi Literature. From the medieval poetry ' Kabir Ke Dohe and Sur ke pad 'is also included. The poets reflect on the social, cultural and political issues which are prevalent in our society since the medieval period. Hindusthani sangeeth-parampara eva kalakar is one of the module. Since translation is a significant area in language and literature, emphasis is being given on it in the syllabus. Bharath ki pramukh sanskruthik kalayein Yakshagana, Kathakali, Ram Leela, Krishna Leela etc. included in the syllabus to enrich cultural values among students.

Course Objectives:

- to impart the knowledge of poetics
- to acquire translation skills
- to expose students to variety of texts to interact with them
- to help students develop a taste to appreciate works of literature through the organisation of language
- to help students understand the relationship between the world around them and the text
- to improve their oral and written skills
- to expose them to the world of music

Learning Outcome

Students will be exposed to the world of poetry and Music. Through translation and cultural studies, students can understand different languages, literature and culture. Grammar portions will help the students to develop their language proficiency.

Unit-1

Teaching
Hours:20

Samakaleen Hindi Kavitha (Collection of contemporary Hindi Poems), Kabir Ke Dohe and Sur Ke Pad.

' Samakaleen Hindi Kavitha (Collection of contemporary Poems) Edited By: Mahendra Kulashreshtha Rajpal and Son's, New Delhi

Level of knowledge: Analytical

Unit-2

Teaching
Hours:10

Translation-Theory and Practice

Translation-Practice

English to Hindi and vice- versa.

Unit-3

Teaching
Hours:10

Bharath ki pramukh sanskruthic kalayen-
Ramleela,Krishnaleela,Yakshagaana,kathakali.

Unit-4

Teaching Hours:5

Hindusthani Sangeeth-parampara evam pramukh kalakar

Utbhav,Vikas aur paramparaein

Pramukh Sangeethkar-1.Bhimsen Joshi 2.Gulam Ali 3.Pandit Ravishankar 4. Bismillah Khan.

Text Books And Reference Books:

1. 'Samakaleen Hindi Kavitha' (Collection of Poems) Edited By: Dr.N Mohanan, Rajpal and Son's,New Delhi.

Essential Reading / Recommended Reading

1. A Hand Book of Translation Studies By: Das Bijay Kumar.
2. Saral Subodh Hindi Vyakaran, By: Motilal Chaturvedi. Vinod pustak mandir, Agra-2
3. Anuvad Evam Sanchar – Dr Pooranchand Tantan, Rajpal and Son's, Kashmiri
4. Anuvad Vignan By: Bholanath Tiwar
5. Anuvad Kala By: N.E Vishwanath Iyer.

Evaluation Pattern

CIA-1(Digital learning-Editing of Hindi article in Hindi Wikipedia)-20 marks

CIA-2(Mid semester examination)-50 marks

CIA-3(Digital learning-article creation in Hindi Wikipedia)-20 marks

End sem examination-50 marks

KAN121 - KANNADA (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:03

Course Objectives/Course Description

Selections from Old Kannada, Medieval Kannada and Modern Kannada Literature are introduced for I Semester BA/ BSc. courses in the syllabus. This will enrich the students Language and Communication skills, and also their critical and analytical skills. This will help them to enhance their social sensitivity.

Learning Outcome

- Develops analytical and critical bent of mind to compare and analyse the various literature they read and discuss in class.
- Develops a more humane and service oriented approach to all forms of life around them.
- Ability to communicate effectively in speech and in writing.

- Ability to use better language to communicate effectively.

Unit-1**Teaching Hours:20****Old , Medieval and Modern Kannada Literature**

1. Raghavanka- Harishchandra Kavya. Selected chapter(Purada Punyam Purusha Roopinde Pooguthide)
2. Vachanas- Devara Dasimayya, Basavanna, Akkamahadevi, Aydakki Lakkamma, Gajesha Masanaiah.

Keerthanegalu: Purandaradasa, Kanakadasa

3. Modern Kannada poetry: Mumbai Jataka, Kari Heggadeya Magalu

Unit-2**Teaching Hours:15****Prose- Selected Short Stories**

1. Dheera Kumara- A Folk tale
2. Mandannana Marriage- (An episode in Novel Karvalo) K. P. Poornachandra Tejaswi
3. Gili Kathe-(Translation) - Ravindranath Tagore

Unit-3**Teaching Hours:10****Grammar- Folk Art forms**

1. Differences in Pronunciation (L-l) (A-H)
2. Change of meanings
3. Report Writing
4. Folk Art forms of Karnataka (Dollu Kunitha, Pooja Kunitha, Goravara Kunitha, Patada Kunitha)

Text Books And Reference Books:

1. Adipurana- Pampa
2. Yashodhara Charite- Janna
3. Harishchandra Kavya- Raghavanka
4. Shree Sahitya- B M Shreekantaiah
5. Janapada Kathegalu- Jee sham paramashivaiah

Essential Reading / Recommended Reading

1. Pampa Ondu Adhyayana- G S Shivarudrappa
2. Vachana Chandrike- L Basavaraju
3. Purandara Sahitya Darshana- S K Ramachandra Rao
4. Kanakadasa- Basrur Subba Rao
5. Samagra Kannada Sahitya Charithre- Ed. G.S Shivarudrappa

Evaluation Pattern

CIA-1 Written Assignments- 20 Marks

CIA-2 Mid Semester Examination- 50 Marks

CIA-3 Translation Assignment- English to Kannada -20 Marks

Attendance -05 Marks

End Semester Examination- 50 Marks

PSY111 - ACADEMIC ENRICHMENT (2020 Batch)

Total Teaching Hours for Semester:30

**No of Lecture
Hours/Week:2**

Max Marks:50

Credits:2

Course Objectives/Course Description

Course description: This course has been conceptualized keeping in mind the professional and personal skill set that undergraduate students need to be equipped with for academic excellence. This section will orient the student towards effective studying strategies, academic writing skills, time management and planning methods. The skills will be developed via classroom individual and group activities and discussions. It will familiarize the students with the APA style of writing, referencing as well as reviewing academic texts. This course will help the learner to gain familiarity with efficient methods of managing academic challenges, improve their study method as well as gain better awareness and understanding regarding themselves. By working with both personal and academic skills, the objective of this coursework is to ensure better adaptability and functioning in the academic and social world. The objectives of the two sections are as follows:

- To develop students' skills, techniques and strategies in order to carry out university studies in an effective way, which includes being as autonomous as possible
- Use APA format and referencing style, quick and effective reading of academic texts and journal articles, critically reviewing journal articles
- Device systematic study plans by utilizing self-testing methods, along with a timeline
- To build students' self-confidence and positive thinking to achieve success at university and after graduation

Learning Outcome

By the end of the course the learner will be able to:

- Develop effective notes making methods
- Read and review academic texts
- Demonstrate better study strategies
- Demonstrate skills of APA writing and referencing style
- Create a better time management skills and deal with procrastination
- Enhance presentation skill

Unit-1

Teaching Hours:15

**Basic Study Skills for Undergraduate
Students**

Note Making- Note Making methods, Note making during lectures, Studying with notes; Understanding Academic Texts- Reading academic texts effectively; Critically reviewing academic texts (books, journal articles etc.). APA style of writing- Basic APA formatting for articles, proposal and presentations, APA referencing style, Academic writing skills. Study Strategies

Unit-2

Teaching Hours:15

Understanding and Planning your learning

Learning styles, Developing a study plan, Learning techniques. Presentation Skills- Body language and communication skills, Modes of presentation, Presenting the information effectively, Time management- Dealing with procrastination, Managing distractions, Breaking down tasks, Designing timelines and setting the incremental deadline.

Text Books And Reference Books:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th Ed.).<https://doi.org/10.1037/0000165-000>

Downing, S. & Ellis, D. (2011). On course: Strategies for creating success in college and in life. PSU Edition. Wadsworth: Cengage Learning.

Essential Reading / Recommended Reading

Hartley, J. (2008). Academic Writing and Publishing: A Practical Guide. Taylor and Francis.

American Psychological Association (2012), APA guide to electronic references (6th Ed.).American Psychological Association

Paul, R., & Elder, L. (2013). Critical thinking: Tools for taking charge of your professional and personal life. Pearson Education.

Crene, P., & Lea, M. (2008). Writing at university: A guide for students. McGraw-Hill Education.

Evaluation Pattern

Assessments (50 marks)

- CIA I - Individual Assignment & Reflective reports- 15 marks
- CIA II -In-class activities and assessments - 15 marks
- CIA III-Personal Academic Development Plan-15 marks
- Class Participation- 5 marks

PSY131 - BASIC PSYCHOLOGICAL PROCESSES - I (2020 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:5

Course Objectives/Course Description

This course is an introduction to the study of basic psychological processes offered to the first-semester undergraduate students of psychology. It is an introductory paper that gives an understanding of the field of psychology, scope, and multiple perspectives and disciplines that provide a holistic picture of human behaviour. Students will learn the key concepts, classic examples, and modern and practical applications of fundamental psychological theories, methods, and tools. Emphasis is on the basic psychological processes of personality, learning, consciousness, motivation and emotion. This course

allows them to learn the basics and demonstrate the skills that a student needs to move on to the more specific and in-depth psychology courses that follow. This course will help the learner to learn about

- The world of Psychology with a brief historical sketch of the science of psychology, multiple perspectives and recent trends in the field.
- The biological basis of behaviour
- The fundamental processes underlying human behaviour such as learning, motivation, emotion, personality
- Ethics in studying human behaviour and using them in academic assignments. Students will have an opportunity to develop skills such as writing, making presentations and using technology for academic purposes and teamwork.

Learning Outcome

By the end of the course the learner will be able to:

- Explain psychological concepts, including fundamental concepts, principles, theoretical perspectives, overarching themes, and arguments from across a range of psychology content domains like learning, personality, motivation, emotion and consciousness to various situations and contexts.
- Critically evaluate the different schools of thought in psychology
- Define the basic biological process that influence behaviour
- Analyse methods of scientific inquiry, evidence-based thinking, and critical thinking skills to psychological phenomena and examples of psychological science
- Write assignments and make presentations demonstrating basic knowledge of APA (American Psychological Association) style.

Unit-1

Teaching Hours:15

History and Schools of Thought

In this unit, we will examine the history of Western psychological theorizing from its beginnings in ancient Greece, through to the schools and perspectives of psychology including Structuralism, Functionalism, Psychodynamic, Biological, Behavioristic, Gestalt, Cognitive, Cross-cultural, Humanistic and Evolutionary. The aim is both to build a familiarity with psychology's intellectual origins and to foster an awareness of its many false steps, dead-ends, and alternative pathways to gain a better appreciation of the social, cultural, and, above all, psychological influences on the theorizing of psychologists. Students will be able to define psychology and understand what psychologists do and identify the major fields of study and theoretical perspectives within psychology and know their similarities and differences. In the end, students will gain a better appreciation of why contemporary psychology takes the shape it does.

2. Describe the evolution of psychology and the major pioneers in the field
3. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures
4. Describe the value of psychology and possible careers paths for those who study psychology

Unit-2

Teaching Hours:15

Biological basis of behaviour

Explain the biological perspective of psychology as it applies to the role of the nervous system and endocrine system in regard to behaviour and mental processes. Identify and describe the important structures of these systems. It is an introductory survey of the relationship between human behaviour and brain function.

1. The interaction between biological factors and experience
2. Methods and issues related to biological advances
3. To develop an understanding of the influence of behaviour, cognition, and the environment on the bodily systems.
4. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Laboratory Demonstration: Biofeedback/ EEG/ Eye-tracking

Unit-3

Teaching Hours:15

Learning

This unit introduces students to the principles of learning and how those principles can be used to modify human behaviour. Explain the behavioural perspective of psychology and relate classical and operant conditioning concepts to student-generated scenarios. The course emphasizes the application of learning theories and principles. Topics include reinforcement, extinction, punishment, schedules of reinforcement, stimulus discrimination, prompting and fading, stimulus-response chaining, generalization, modelling, rule-governed behaviour, problem-solving, latent learning, observational learning, insight learning, concept learning, general case instruction, and stimulus equivalence.

Laboratory Demonstration: Trial and Error learning, Habit Interference, Maze Learning

Unit-4

Teaching Hours:15

Personality

This unit is an introduction to the psychological study of human personality, broadly speaking and more specifically in terms of how we may understand individual differences in personality and the personalities of individual persons. Personality psychologists use empirical methods of behavioural and clinical science to understand people in biological, social, and cultural contexts. Students will learn the strengths and weaknesses of the major personality theories, as well as how to assess, research and apply these theories. As much as possible, application to real-life situations will be discussed.

1. Identify the various perspectives that are common in the area of personality psychology and critically evaluate each in terms of its explanatory and predictive power.
2. Theories and perspectives of personality development: psychoanalytic, humanistic, trait, and social-cognitive.
3. Understand classic and current empirical measurement tools and approaches to investigation for personality assessment in psychological and clinical science
4. To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Laboratory Demonstration: Sentence completion test, NEO-PI, Type A/B

Unit-5

Teaching Hours:15

Motivation and Emotion

The unit will explain how behaviour is energized and directed by the complex mixture of motives and emotions and describe the various theories that have been developed to explain motivation and emotion.

1. Explain motivation, how it is influenced, and major theories about motivation
2. Describe hunger and eating in relation to motivation, obesity, anorexia, and bulimia
3. Describe sexual behaviour and research about sexuality
4. Explain theories of emotion and how we express and recognise emotion

Laboratory Demonstration: Level of motivation, Achievement motivation,

Text Books And Reference Books:

Weiten, W. (2014). Psychology: Themes and Variations (Briefer Version, 9th edition). Belmont, CA: Wadsworth/Cengage Learning.

Essential Reading / Recommended Reading

King, L. A. (2010). Experience Psychology. McGraw-Hill.

Gazzaniga, Heatherton, Halpern (2015). Psychological Science, 5th Edition, Norton.

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) Tata Mc Graw Hill.

Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition).Pearson Education Ltd.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I –Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total marks 50
- CIA III –Activity-based Assignment - Total marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 marks
- Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 marks x 10 = 20
- Section B Short Answers: Conceptual/Application 5 marks x 4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 marks x 3 = 45
- Section D Compulsory: Case Study (Application) 15 X 1 = 15

SAN121 - SANSKRIT (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

The I semeste B.A/B.Sc students are prescribed wih the text " Ruthusamharam"

Stotra shithya

Learning Outcome

The students will have exposure for the style of poetry. Ruthusamhara is the work based on the nature which makes the students to understand about changes in nature

Unit-1

Teaching Hours:30

test

poery Buddhacharitham III canto, up to 52 stanzas.

Level of Knowledge: Conceptual/ descriptive/ Analytical.

Unit-1

Teaching Hours:35

Ruthusamharam

Ruthusamharam

Stotra sahithya

Unit-2

Teaching Hours:5

Grammar

Grammar

Grammer- Sandhis and lakaras

Level of Knowledge: Analytical /Conceptual

Unit-3

Teaching Hours:5

. Language component.

language component.

Translation from Sanskrit to english

Level of Knowledge: Analytical/. Conceptual

Composition to write in Sanskrit

Level of Knowledge: Analytical/. Conceptual

Comprehension in Sanskrit

Level of Knowledge: Analytical/. Conceptual

Text Books And Reference Books:

Ruthusamharam

Stotra sahitya : Madhurashtaka and Geeta govinda

Essential Reading / Recommended Reading

- 1) Ruthusamharam- Shivaprasad Dvivedi
- 2) Ruthusamharam- Dr. K . Narayanabhatta
- 3) sanskrit grammar Translation from English to Sanskrit by M.R.Kale
- 4) Sanskrit Grammar Kannada version by Hegde.

Evaluation Pattern

CIA 1 Wikipedia assignment Evaluated for 20 marks

CIA 2 Midsemester examination Evaluated for 50 marks

CIA 3 Wikipedia assignment Evaluated for 20 marks

End semester Evaluated for 50 marks

SOC131 - FOUNDATIONS OF SOCIOLOGY-I (2020 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:5

Course Objectives/Course Description

Course Description: *The two papers offered during the first and the second semesters of the BA program will introduce students to Sociology as a social science distinct in its approach. It will also encourage the students to inculcate the Sociological perspective even as they are introduced to the subject matter and the methods of study adopted by the discipline. During the first semester students will be introduced to the origins of Sociology, its founding fathers and the theoretical perspectives.*

Course Objectives:

- *To develop sociological imagination that will help students to rethink how social systems operate through individuals*
- *To gain a comprehensive understanding of some of the major topics studied by sociologists*

Learning Outcome

Course Learning Outcome:

By the end of this course, the student will be able to:

- *Define and use a range of key sociological concepts*
- *Demonstrate an understanding of the emergence of the academic discipline of sociology*
- *Apply sociological perspectives to the social world around them*
- *Identify and differentiate between major theoretical perspectives and micro perspectives*
- *Critique the nature of Social institutions that shape social structure*

UNIT-1**Teaching Hours:10****Sociology as a discipline**

1. Sociological perspective
2. Theoretical orientations
 - a. Structural Functionalist perspective
 - b. Conflict perspective
 - c. Micro perspectives

UNIT-2**Teaching Hours:15****Social structure and groups**

1. Community, Association and Institution
2. Status and role
3. Power and authority
4. Groups : Primary, Secondary

UNIT-3**Teaching Hours:20****Culture and Socialization**

1. Components of culture
 - a. Values
 - b. Norms
 - c. Beliefs
2. Culture shock, ethnocentrism and xenophobia
3. Culture and change
4. Agents of Socialization

UNIT-4**Teaching Hours:15****Social Institutions I**

1. Family
2. Education
3. Religion

UNIT-5**Teaching Hours:15****Social Institutions II**

1. Economy
2. Politics
3. Law

Text Books And Reference Books:

Fulcher, J. & J Scott. (2007). *Sociology*.(3rd ed.). OUP.

Haralambos, M. & R.M.Heald. (2006). *Sociology: Themes and Perspective*. London: Harper Collins.

- Henslin, J. (2009). *Sociology: A Down to Earth Approach*. (10th ed.). USA: Pearson.
- Jayaram, N. (1988). *Introductory Sociology*. Madras: MacMillan.
- Macionis, J. (1996). *Sociology*. New Jersey: Prentice Hall.
- Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 1956, 58(3), 503-507

Essential Reading / Recommended Reading

- Bauman, Z. (1990). *Thinking Sociologically*. London: Blackwell
- Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.
- Mills, C W. (1967). *The Sociological Imagination*. Harmondsworth: Penguin.
- Nisbet, R. (1967). *The Sociological Tradition*. London: Heinemann.
- Williams, R. (1976). *Key words*. London: Fontana Publications.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:
 - CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
 - CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 10 marks and is based on an assignment that is set for the course.
- Attendance - Attendance carries 5 marks

- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

TAM121 - TAMIL (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

Poems of Bharatiyar and Bharatidasan and poems by women poets with feminine sensibilities will initiate the students into the modern period with all its complexities. The short stories by Ambai offers a matured vision of life through a varied characters and situations. A new concept, Cultural Studies, will take the students beyond prescribed syllabus to include music, theatre, painting and films out of which the art form of music is taken up for the first semester.

Learning Outcome

To make the students experience the impact made by **Bharathiyar** and Bharathidasan during the 20th century and to bring them to the realities of 21st century. They will also learn, on their own, about the nuances of music and a unique aesthetic experience it offers

Unit-1

Teaching Hours:15

Modern Poetry

Poems of Bharathiyar, Bharathidasan and women poets

Unit-2

Teaching Hours:5

Practical Grammar

2 Grammar as reflected in the poems

Unit-3

Teaching Hours:15

Contemporary Cultural Issues

Prose including reference to contemporary literary issues

Unit-4

Teaching Hours:10

Language Skills

Language Skills: *Piramozhichorkal*

Text Books And Reference Books:

Malliga, R et al (ed). *Thamilppathirattu* I. Bangalore: Prasaranga, 2011

‘Oru Karuppuchilanthiyudan Or Iravu’ by Ambai,

published by Kalachuvadu Publications, Nagercoil, 2014

Essential Reading / Recommended Reading

Varadarajan, Mu. *Thamil Ilakkia Varalaru* . New Delhi: Sahitya Akademi, 2008

**Sivathambi, Ka.Thamil Sirukathaiyin Thorramum
Valarchiyum.Coimbatore: NCBH, 2009**

Ragunathan,C.Bharathi: Kalamum Karuthum, Chennai:NCBH, 1971

Ramakrishnan S 100 *Sirantha Sirukathaigal*, Chennai: Discovery Books, 2013

Evaluation Pattern

With a total of 100 marks, 50 marks will come from Continuous Internal Assessment (CIA) and the remaining 50 marks will come from end semester examination. While the end semester examination will be fully theory based the CIA will consist of Wikipedia entries, assignments, theatre production, book review and other activities

ENG221 - ENGLISH - II (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:2

Course Objectives/Course Description

- To expose learners to a variety of texts to interact with
- To help learners classify ideologies and be able to express the same
- To expose learners to visual texts and its reading formulas
- To help learners develop a taste to appreciate works of literature through the organization of language
- To help develop critical thinking
- To help learners appreciate literature and the language nuances that enhances its literary values

- To help learners understand the relationship between the world around them and the text/literature
- To help learners negotiate with content and infer meaning contextually
- To help learners understand logical sequencing of content and process information

- To help improve their communication skills for larger academic purposes and vocational purposes
- To enable learners to learn the contextual use of words and the generic meaning
- To enable learners to listen to audio content and infer contextual meaning
- To enable learners to be able to speak for various purposes and occasions using context specific language and expressions
- To enable learners to develop the ability to write for various purposes using suitable and precise language.

Learning Outcome

- Understand how to engage with texts from various countries, historical, cultural specificities and politics

- Understand and develop the ability to reflect upon and comment on texts with various themes
- Develop an analytical and critical bent of mind to compare and analyze the various literature they read and discuss in class
- Develop the ability to communicate both orally and in writing for various purposes

Unit-1 **Teaching Hours:6**

food

1. Long text: Witches' Loaves
O Henry
2. Short text: Portion size is the trick!!!
By Ranjani Raman

Unit-1 **Teaching Hours:6**

language

Presentation skills

Unit-2 **Teaching Hours:6**

Fashion

1. Long text: In the Height of Fashion-Henry Lawson

2. short text: Crazy for Fashion- BabatundeAremu

Unit-2 **Teaching Hours:6**

Language

Report writing

Unit-3 **Teaching Hours:6**

Language

Group Discussion

Unit-3 **Teaching Hours:6**

Architecture

1. long text: Bharat Bhavan
By Charles Correa
2. Short text: The Plain Sense of Things
By Wallace Stevens

Unit-4 **Teaching Hours:6**

Management

1. Long Text: The Amazing Dabbawalas of Mumbai- ShivaniPandita

2. Short Text:
If
By Rudyard Kupling

Unit-4 **Teaching Hours:6**

Language

Interview skills and CV writing

Unit-5 **Teaching Hours:6**

History

1. Long text: Whose Ambedkar is he anyway?
By Kanchallaiah

2. Short text: Dhauli

By JayantaMahapatra

Unit-5

Teaching Hours:6

language

Developing arguments- debating

Unit-6

Teaching Hours:6

language

Letter writing and email writing

Unit-6

Teaching Hours:6

War

1. Long text: An Occurrence at Owl Creek Bridge
By Ambrose Bierce

2. Short text: Strange meeting
By Wilfred Owen

Unit-7

Teaching Hours:6

language

Ethics of writing on social media platforms

Unit-7

Teaching Hours:6

Social Media

1. Long text: Facebook and the Epiphanator: An
End to Endings?
By Paul Ford

2. Short text: 'Truth in the time of Social Media' by Girish Balachandran

Unit-8

Teaching Hours:3

visual text

BBC Documentary- Dabbawalas

Text Books And Reference Books:

ENGlogue 1

Essential Reading / Recommended Reading

teacher manual and worksheets that teachers would provide. Listening skills worksheets.

Evaluation Pattern

CIA1- 20

MSE-50

CIA3- 20

ESE- 50 online and 50 written

**EST231 - BRITISH LITERATURE: LATE VICTORIAN
TO THE PRESENT (2020 Batch)**

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description:

This course will build on the previous course and continue the objectives of the previous course. The completion of this course should provide sufficient ground to introduce literary theory in their fourth semester and postcolonial studies in the later semesters.

Course Objectives

- To introduce students to the socio-political, religious, cultural, and linguistic aspects of the UK through English literary texts
- To help students understand texts as products of a historical, political and cultural processes
- To enable students to identify different forms, genres and subgenres in literature
- To sensitize students to human values through an exposure to socio-historical concerns of subjectivity, identity, community and nationhood.
- To sharpen critical appreciation and analytical writing skills through an introduction to models of literary criticism

Learning Outcome

Awareness of the production, dissemination and reception of literary material in England across different eras and the contemporary debates and trends they stimulate and cognizance of classical forms, genres and styles of literature

Unit-1

Teaching Hours:30

Middle, Late Victorian Age and After

Darwin and the publication of *Origin of Species*, Victorian morality, utilitarianism, working class struggles, realism, naturalism, neorealism, Marxism

Unit-2

Teaching Hours:25

Early Twentieth Century

Modernism, The World Wars, The Boer war, Russian revolution, Surrealism, Cubism, Expressionism

Unit-3

Teaching Hours:20

Late Twentieth Century to the Present Day

British Beat Generation, Performance Poetry, Postmodernism, Diaspora, Multiculturalism, Hybridity

Text Books And Reference Books:

Alfred Lord Tennyson: "Ulysses"

Robert Browning: “Porphyria’s Lover”

Gerald Manley Hopkins: “The Windhover”

Charles Dickens: *Great Expectations/David Copperfield/Tale of Two Cities*

Bernard Shaw: *Pygmalion*

W B Yeats: “Easter 1916”

T.S. Eliot: “The Love Song of J. Alfred Prufrock”

James Joyce: “The Dead”

Katherine Mansfield: “A Cup of Tea”

Harold Pinter: *The Birthday Party*

Adrien Mitchell: “The Question”

Ted Hughes: “Hawk Roosting”

Benjamin Zephaniah: “Dis Poetry”

Neil Gaiman: *Coraline*

Essential Reading / Recommended Reading

Abrams, M.H. *A Glossary of Literary Terms*. 8th Ed. New York: Wardworth, 2005. Print.

Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge: CUP, 2007. Print

Davis, Alex, and Lee M Jenkins. *The Cambridge Companion to Modernist Poetry*. Cambridge: CUP, 2007. Print

Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy. Eds. *The Norton Anthology of Poetry*. 4th Ed. New York: WW Norton, 1996. Print

Gupta, Ambika Sen. *Selected College Poems*. Rpt. Hyderabad: Orient Longman, 1999. Print

The Cambridge Companion to Narrative. Cambridge: CUP, 2007. Print.

John, Eileen, and Dominic McIver Lopes. *Philosophy of Literature: Contemporary and Classic Readings*. Oxford: Blackwell, 2004. Print

Kaplan, Fred, and Monod, Sylvere. *Hard Times*. New York: WW Norton, 2002. Print

Sampson, George. *The Concise Cambridge History of English Literature*, 3rd Ed. Cambridge: CUP, 2005. Print

Ramarao, Vimala,. Ed. *Explorations*. Vol II. Bangalore: Prasaranga, Bangalore. Print

Evaluation Pattern

CIA I

1. A class test / presentation / exhibition/ performance based on the texts prescribed

CIA III

1. A moodle test on the play / short stories/ age

These are a few suggested CIAs. However, during the course of teaching, there could be other suggestions, and CIAs could be slightly modified based on class dynamics and calibre of students.

Selected Texts chosen to be taught may be revised / used as extended reading which may be tested in CIA 1, 2 or 3.

Mid Semester Examination CIA II: 2 hrs

Section A: Short Notes – 5x3 marks= 15 (5 questions out of 7)

Section B: Essay Questions – 2x10 marks = 20 (2 questions out of 3)

Section C: Long Essay Questions – 1x15 marks = 15 (1 question out of 2)

Total: 50 Marks

End Semester Examination Pattern

Section A: Short Notes – 10x3 marks = 30 (10 questions out of 12)

Section B: Essay Questions – 4x10 marks = 40 (4 questions out of 6)

Section C: Long Essay Questions – 2x15 marks = 30 (2 questions out of 4)

Total: 100 Marks

Notes:

1. For all texts Norton Editions are to be treated as the official prescribed editions.
2. For critical material The Cambridge Companion Series of CUP, Case Book Series of Macmillan and Palgrave, and Norton series of WW Norton are officially prescribed.

FRN221 - FRENCH (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

French as second language for the UG program

Learning Outcome

Enhancement of linguistic competencies and sharpening of written and oral communicative skills.

Unit-1	Teaching Hours:5
Chapter 4- Culture: A country of Vacations	
Lesson 1: Hobbies	
Unit-2	Teaching Hours:5
Chapter 4- Culture: A country of Vacations	
Lesson 2: The routine	
Unit-3	Teaching Hours:5
Poem	
1. Demain dès l'aube - Victor Hugo	
Unit-4	Teaching Hours:5
Chapter 5 - I discover	
Lesson 1 : Where to shop?	
Unit-5	Teaching Hours:5
Chapter 5: I discover	
Lesson 2: Discover and Taste	
Unit-6	Teaching Hours:5
Visual Text	
A French Film	
Unit-7	Teaching Hours:5
Chapter 6- Culture: Gourmet Countries	
Lesson 1: Everyone is having fun	
Unit-8	Teaching Hours:5
Poem	
2. Le Lac - Alphonse de Lamartine	

Unit-9**Teaching Hours:5****Chapter 6- Culture: Gourmet countries**

Lesson 2: Daily routine of Teenagers

Text Books And Reference Books:

1. Cocton, Marie-Noelle. Génération A1. Paris : Didier, 2016
2. Poèmes : Demain dès l'aube par Victor Hugo & Le Lac par Alphonse de Lamartine (contenu rédigé sur ligne)

Essential Reading / Recommended Reading

1. Thakker, Viral. Plaisir d'écrire. New Delhi : Langers International Pvt. Ltd., 2011
2. French websites like Bonjour de France, Fluent U French, Learn French Lab, Point du FLE etc.

Evaluation Pattern

Assessment Pattern	CIA (Weight)	ESE (Weight)
CIA 1 – Assignment & MOODLE Testing (Quiz)	10%	
CIA 2 –Mid Sem Exam	25%	
CIA 3 –DELF Pattern: Listening and Speaking /Role Play / Theatre	10%	
Attendance	05%	
End Sem Exam		50%
Total	50%	50%

HIN221 - HINDI (2020 Batch)**Total Teaching Hours for Semester:45****No of Lecture Hours/Week:3****Max Marks:50****Credits:3****Course Objectives/Course Description**

The text book "Samakaleen Kahaniyam is a story collection edited by Dr.Vanaja Published by Rajpal and sons, New Delhi. In this semester Film appreciation is also included along with Conversation Writing.

Learning Outcome

Students are exposed to the world of Hindi fiction particularly short stories. Film appreciation helps them to improve their writing and analytical skills and know more about the thematic and technical aspects of Cinema. Conversation writing will enhance their Oral,written as well as the communication skills..

Unit-1**Teaching Hours:25****Samakaleen Kahaniyam**

The text book " Samakaleen Kahaniyam " is a story collection edited by Dr. Vanaja from contemporary writers of Hindi Literature.

Unit-2**Teaching Hours:10****Film Studies**

- Theesari Kasam, English-Vinglish,Dangal and Ankur.
- Bharathiya cenema ke vikhyath kalakar,
- Satyajit Roy,Girish Kasaravalli,Dadasaheb Phalke,Shyam Benegal and Adoor Gopalakrishnan.
- Movie review.

Level of knowledge: Conceptual

Unit-3**Teaching Hours:10****Conversation Writing**

At least 10 exchanges each on the given context.

Level of knowledge: Basic

Text Books And Reference Books:

Story Collection 'Samakaleen kahaniyam' (Full Text) Edited By: Dr. Vanaja Published By: Rajpal and Sons Kashmiri Gate, New Delhi-6.

Level of knowledge: Analytical

Essential Reading / Recommended Reading

'Samakaleen kahaniyam'

Evaluation Pattern

CIA-1(Digital learning-wikipedia)

CIA-2(Mid semester examination)

CIA-3(Digital learning-Wikipedia)

End semester examination

KAN221 - KANNADA (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:03

Course Objectives/Course Description

Course Description: Two texts are prescribed for this course. The one is a Play (AMRAPALI) written by a famous Kannada writer Dr. Prabhushankar, and the other one is a selection of short stories, essays and academic science writings.

The Legend of *Amrapali* originated in the Buddhist Jataka Tales some 1500 years ago. *Amrapali* is a great character in the Indian history. She was known as a dancer and also a philosophical thoughts oriented woman. A key goal of this course will be to familiarize students with the basic techniques of analysing written drama and its stages performances. The selected prose will extend the concerns of Environment, Current Marketing trend, Folk beliefs and social justice.

Course Objectives: Students will be able to read drama scripts in Kannada and understand main ideas and details in different kinds of dramatic scripts. The Play improves listening comprehension of different types of spoken texts-for main ideas, details and speakers' attitude and emotions. It helps in develop and use language learning strategies for all language skills.

Learning Outcome

To demonstrate knowledge of theatre and literature and draw connections between theatrical practices and social contexts in both modern and pre modern periods.

Unit-1

Teaching Hours:20

Text-1 AMRAPALI- DR. S. PRABHUSHANKARA

Act-1 (Scene-1) Pages 07-13

Act-1 (Scene-2) Pages 13-19

Act-1 (Scene-3) Pages 19-28

Act-1 (Scene-4) Pages 20-42

Act-2 (Scene-1) Pages 42-50

Act-2 (Scene-2) Pages 50-58

Act-2 (Scene-2) Pages 59-65

Act-2 (Scene-2) Pages 66-70

Unit-2

Teaching Hours:15

Text-2 selection of short stories, essays and academic science writings.

1.

1. *Pashchimaghattagala Patana*- Nagesh Hegde
2. *Aeroplane mattu Chitte*- K.P. Poornachandra Tejaswi
3. *Dheerakumara*- Ed. Gee Sham Paramashiviah
4. *Post Master*- Ravindranath Tagore (Translated by Ahobala Shankara)

Unit-3

Teaching Hours:10

Writing Skills

1. Essay Writing
2. Conversation Writing
3. Letter Writing

Text Books And Reference Books:

1. Adhunika Kannada Nataka- K. Marulasiddappa
2. Kannada Sahitya Charithre- Rum Shri Mugali
3. Ranga prapancha- K.V. Akshara
4. Kannadada Hadu Padu: K.C. Shivareddy

Essential Reading / Recommended Reading

1. Yajamanya Sankathana- T. Venkateshmuthy
2. Desheeya Chinthana- Chandrashekara Kambara
3. Yugadharma hagu Sahitya Darshana- Keerthinatha Kurthukoti

Evaluation Pattern

CIA-1 Book Review - 20 Marks

CIA-2 Mid Semsester Examination- 50 Marks

CIA-3 Written Assignments - 20 Marks

End Semester Examination- 50 Marks

Attendance: 05 Marks

PSY211 - LIFE SKILL EDUCATION (2020 Batch)

Total Teaching Hours for Semester:30

No of Lecture

Max Marks:50**Course Objectives/Course Description**

Course description: This paper offered to undergraduate students as an open elective course. Basically the course following WHO life skills model. Where life skills education is well developed and practised, it enhances the well-being of young minds and promotes a positive outlook and healthy behaviour. The life skills model facilitate the overall development of the individual and this course will help the learner to translate knowledge, attitude, skills, and values into action; Behave responsibly and this leads to healthy living; Develop Positive Attitude towards themselves and others; Develop full potential; Promote the state of mental well-being as this motivates them and others; Promote risk-free behaviour; Communicate effectively; Develop negotiation skills; Improve self-perception through building self-confidence, self-esteem and self-worth.

Course objectives: This course will help the learner to

- To understand the concept of life skills
- To familiarize with Lifeskills model of WHO
- To describe the need for life skills education
- To facilitate self-awareness through assessments and reflective activities

Learning Outcome

By the end of the proposed course, the students will ideally have achieved the following learning objectives:

- State the importance of life skills
- Understand and appreciate the importance of Life Skill Education
- State the assumptions of Life Skill Education
- Explain how life skills should be applied in day to day life situations.

Unit-1**Teaching Hours:15****Introduction to Life Skills**

Definition and Importance of life skills, life skills approach and Life skill education, Core life skills according to WHO - Personal/social Skills, Cognitive skills and Coping skills, quality education and life skills. SWOT analysis, Johari window, Thought awareness; Life skills for self and others

Unit-2**Teaching Hours:15****Self Development**

Interpersonal Skills and Conflict Resolution - Effective communication and listening skills, Emotional Intelligence, Conflict resolution strategies, Teamwork. Life Skills for self-development, Stress management and strategies, mindfulness and relaxation techniques

Text Books And Reference Books:

Goud, N. & Arko, A. (2006). Psychology and personal growth, Pearson, MA.

WHO (1997). Life Skills for Children and Adolescents.

UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.

WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

Essential Reading / Recommended Reading

Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.

UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.

Evaluation Pattern

Continuous Internal Evaluations (CIAs) – 50 Marks

- CIA 1: Self-reports and Individual Assignment- 15 marks
- CIA 2: In-class activity and assessments- 15 marks
- CIA 3: Individual reflection and personal development plan-15 marks
- Class participation and attendance- 5 marks

PSY231 - BASIC PSYCHOLOGICAL PROCESSES - II (2020 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:5

Course Objectives/Course Description

This course is conceptualised to help students understand basic cognitive processes as they affect the individual. The course introduces students about different cognitive concepts such as perception, memory, attention, intelligence, language and thought in the various manifestations of the study of mind and behaviour. It introduces the basic framework on how psychologists scientifically study and understand the cognitive processes through various quantitative and qualitative methods of inquiry. The course also takes through the various applications on how the human mind works in different situations and in our everyday life such as the applications of human memory in the use of Artificial Intelligence (AI) and modern machines. Students will have the opportunity to examine these concepts from multiple psychological perspectives and to reflect upon the applicability of these concepts. This course will help the learner learn about

1. How people perceive, learn, represent, remember and use information.
2. To develop an understanding of the influence of behaviour, cognition, and states of consciousness and behaviour.
3. To appreciate the use of various models, theories and methods in understanding cognitive processes.

Learning Outcome

By the end of the course the learner will be able to:

1. Define the basic cognitive process that influence behaviour
2. Explain how the influence of behaviour, cognition, and the environment affects behaviour.

3. Compare and contrast various models, theories and methods in understanding cognitive processes.
4. Apply these concepts to explain everyday life events and situation.

Unit-1

Teaching Hours:15

Sensation and Perception

An introduction to the study of the human senses and perceptual processes. We will trace what happens to the physical stimulus as our sensory systems analyze it to produce complicated perceptions of the world around us. We will explore the fact that many complex perceptual phenomena draw upon explanations at the physiological, psychological, and cognitive levels. Topics on sensory perception in non-human animals may also be covered. Data gathered from psychophysical research and studies of both humans, and other animals will be discussed. The unit will review the mechanisms and principles of operation of vision, hearing, touch, taste and smell.

1. Differentiate between sensation and perception
2. Explain the process of vision and how people see colour and depth
3. Explain the basics of hearing, taste, smell, touch, pain, and the vestibular sense
4. Define perception and give examples of gestalt principles and multimodal perception

Laboratory Demonstration: Illusion experiment, Depth Perception, Colour Blindness test, Dexterity test

Unit-2

Teaching Hours:15

Memory and Forgetting

The unit is designed to provide a comprehensive account of modern experimental and theoretical approaches to the study of human memory. The course integrates experimental findings with neuropsychological and neurophysiological data and illustrates how basic concepts can illuminate phenomena such as organic and functional amnesia, childhood memory, and everyday forgetting.

1. Describe and differentiate the various types of learning and memory and the brain regions that underlie these different processes.
2. Evaluate their understanding of course materials through tests and assignments
3. Discuss empirical research in the field of memory.
4. Evaluate their own learning and understand how to improve their learning and memory in different settings.

Laboratory Demonstration: Digit Span, Memory Drum

Unit-3

Teaching Hours:15

Intelligence

The unit will help the student explain how psychologists approach the study of intelligence, how intelligence is defined and measured, the problems associated with measurement and how heredity and environment affect intelligence.

1. The measurement and assessment of intelligence.
2. Biological and environmental influences on intelligence.
3. Concepts and nature of Individual differences

4. Describe intelligence theories and intelligence testing

Laboratory Demonstration: Ravens Test for Intelligence, Creativity

Unit-4

Teaching Hours:15

Cognitive Processes

The unit introduces the basic cognitive perspective of psychology and describes key aspects that represent cognition. Contemporary theory and research are surveyed in such areas as attention, pattern and object recognition, knowledge representation, language acquisition and use, reasoning, decision making, problem-solving, and creativity. Applications in artificial intelligence and human/technology interaction are also considered. Students will learn to apply and evaluate the different problem-solving strategies, and different types of psychological assessments study cognitive process. They will be able to outline the strengths and limitations of each concept.

1. Define cognition and explain the role of concept formation, problem-solving, reasoning
2. Describe the role language plays in communication and thought
3. Human Information Processing and Artificial Intelligence

Laboratory Demonstration: Concept formation, Creativity,

Unit-5

Teaching Hours:15

States of Consciousness

Describe different states of consciousness and how these can vary across different situations (i.e., higher-level consciousness, lower-level consciousness, altered state of consciousness, and no consciousness). Topics including sleep, meditation, dreams, jet-lag and drug abuse will be discussed to illustrate the states of consciousness. Outline the different parts of sleep. Apply and evaluate strategies for getting a better night's sleep.

1. Describe consciousness and biological rhythms
2. Describe what happens to the brain and body during sleep
3. Explain how drugs affect consciousness

Text Books And Reference Books:

Weiten, W. (2014). Psychology: Themes and Variations (Briefer Version, 9th edition). Belmont, CA: Wadsworth/Cengage Learning.

Essential Reading / Recommended Reading

King, L. A. (2010). Experience Psychology. McGraw-Hill.

Gazzaniga, Heatherton, Halpern (2015). Psychological Science, 5th Edition, Norton.

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) Tata Mc Graw Hill.

Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition).Pearson Education Ltd.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I –Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total marks 50
- CIA III –Activity-based Assignment - Total marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 marks
- Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 marks x 10 = 20
- Section B Short Answers: Conceptual/Application 5 marks x 4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 marks x 3 = 45
- Section D Compulsory: Case Study (Application) 15 X 1 = 15

SAN221 - SANSKRIT (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

Origin and development of Prose to understand the different theories and original nature of Sanskrit literature.Mithralabha from Hithopadesha of Narayana panditha

To develop moral and ethics in the mind of the students

Learning Outcome

Origin and development of sanskrit prose and important literary works

Appreciate the works in Sanskrit . The study will have impact on the students.

Unit-1

Teaching Hours:3

Origin and development of prose

Origin and development of prose and Introduction to different prose forms

Level of knowledge: Basic/conceptual.

Unit-2

Teaching Hours:30

Mithralabha from Hitopadesha

Mithralabha from Hitopadesha of Narayanapanditha

Level of knowledge: Basic/conceptual/ Analytical

Unit-3

Teaching Hours:10

Grammar

Samasa prakaranam grammatically recognize.

conceptual/ Analytical

Unit-4

Teaching Hours:2

language component

Composition in sanskrit on the general topics

conceptual/ Analytical

Translation of unseen Sanskrit to English

Conceptual/ Analytical

Comprehension in sanskrit.

conceptual/ Analytical

Text Books And Reference Books:

Essential Reading :Mithralabha from Hithopadesha of Naraya Panditha

Visual Text : Shankaracharya

Essential Reading / Recommended Reading

Recommended Reading : -

1. "Mithralabha from Hitopadesha" of Narayana Panditha -
Srivishwanathasharmana

2. Samskruta shityaparampare by Acharya Baladeva Upadyaya translated
by Ramachandra shastri.

3. Sanskrit grammar by M.R. Kale.

4.Samskrutha sahithya parampare by Acharya baladeva upadyaya
translatedby Ramachandra shastri.

5. Sanskrit grammar by M.R. Kale

Evaluation Pattern

CIA 1 Wikipedia assignment evaluated for 20 marks

CIA 2 Mid-semester examination Evaluated for 50 marks

CIA 3 Wikipedia assignment Evaluated for 20 marks

End semester evaluated for 50 Marks

SOC231 - FOUNDATIONS OF SOCIOLOGY - II (2020 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:5

Course Objectives/Course Description

Course Description: This course introduces the students to the premise of social inequality and forms of stratification and social change. The students will be encouraged to use the sociological imagination that they have developed during the previous semester to comprehend these different aspects of their social reality. The students are also introduced to Conformity and Deviance, Social Demography, Urbanization and Social Change.

Course Objectives:

- To have an enhanced vision of the significance of sociological perspective and the difference it makes in our understanding of society
- Identify and discuss specific areas of study within Sociology

Learning Outcome

By the end of this course, the students will be able to:

- Critically review different perspectives that help us understand social processes and social structures and the changes therein
- Apply the knowledge gained from social theories to analyze systems of social stratification
- Analyse the demographic processes that impact society

Unit-1

Teaching Hours:25

Social Stratification

1. Basis of social stratification
2. Social Mobility
3. Forms of social stratification:
 - a. Sex and gender
 - b. Race and ethnicity
 - c. Caste
 - d. Class

Unit-2

Teaching Hours:10

Conformity and Deviance

1. Introduction to Conformity and Deviance
2. Theories of Deviance
 - a. Structural Functionalist Perspective
 - b. Conflict Perspective
 - c. Symbolic Interactionist Perspective

Unit-3

Teaching Hours:25

Social Demography

1. Population: Size, structure and composition
2. Demographic Theories: Malthus, Demographic Transition

3. Demographic processes:
 - a. Fertility
 - b. Mortality
 - c. Migration
4. Urbanization

Unit-4

Teaching Hours:15

Social Change

1. Concepts of Social Change
2. Theories of social change
3. Types and causes

Text Books And Reference Books:

Essential Readings:

Bhende, A. & Kanitkar, T. (2000). *Principles of Population Studies*.(9th ed.) Mumbai: Himalaya Publishing House.

Fulcher, J. & J Scott. (2007). *Sociology*. (3rded). OUP.

Haralambos, M. & R.M.Heald. (2006). *Sociology: Themes and Perspective*. London: Harper Collins.

Henslin, J. (2009). *Sociology: A Down to Earth Approach*.(10thed.). USA:Pearson.

Macionis, J. (2012). *Sociology*. Pearson Education.

Premi. (1983). *Social Demography*. Delhi: South Asia Books.

Visual Texts:

India Untouched: Stories of a People Apart (2007)

A Man Called "Bee": Studying the Yanomamo (1975)

Essential Reading / Recommended Reading

Recommended Readings:

Bauman, Z. (1990). *Thinking Sociologically*. London: Blackwell

Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.

Mills, C W. (1967). *The Sociological Imagination*. Harmondsworth: Penguin.

Nisbet, R. (1967). *The Sociological Tradition*. London: Heinemann.

Williams, R. (1976). *Key words*. London: Fontana Publications.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:
 - CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
 - CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 10 marks and is based on an assignment that is set for the course.
 - Attendance - Attendance carries 5 marks
- **End Semester Examination** (ESE) is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

TAM221 - TAMIL (2020 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

This paper has a few collections from the 'Individual Poems' of Avvaiyar and Kalamegam to show the students the ingenuity with the poets of the period mixing intelligence with creativity. The unconventional and unorthodox views of life seen through theological eyes of Siddhas are included. It also introduces the power of oral tradition through a collection of interviews recorded and transcribed. These voices are from

the marginalized communities which had no opportunity to voice out their pains and sorrows.. Students will be exposed to the art form of theatre through self experiece using internet resources like You Tube

Learning Outcome

The way in which the Tamil society has engaged modernity through aesthetic experience and social consciousness is the concern of this package.

Unit-1 **Teaching Hours:15**

Medieval Literature

Poems of Avvaiyar, Kalamegam and Siddhas

Unit-2 **Teaching Hours:10**

Advanced Grammar

Grammar as reflected in the poems

Unit-3 **Teaching Hours:10**

Instilling Social Consciousness

Prose for Social consciousness/remembering the past

Unit-4 **Teaching Hours:10**

Refining Language Skills

Language Skills: *Thodarpizhai Neekkam*

Text Books And Reference Books:

Malliga, R et al (ed).*Thamilppathirattu*.Vol.I Bangalore: Prasaranga,2011

'Vai mozhi varalaru' Ed: Vi.Arasu and Ki. ParthibhaRaja,Thannanaane Publications, Chennai, 2001

Essential Reading / Recommended Reading

Meenakshisundaram T P, A History of Tamil Literature, Annamalainagar, Annamalai University, 1965

Varadarajan, Mu. Tamil Illakkia Varalaru . New Delhi:Sahitya Akademi, 2008

Gopalakrishnan.S., Pathinen Siddhar Varalaru, Chennai: Mullai Pathippagam, 2012

Stephen,G (ed). Ayothidasar Sindhanaigal, Thirunelveli: St.Xavier's College, 1999

Theodore, Baskaran, Tamil Cinema Or Arimugam. Chennai: Kilakku Pathippagam, 2012

Pavendan, Dhiravida Cinema, Chennai: Kayal Kavin Books, 2013

Evaluation Pattern

With a total of 100 marks,

50 Marks will come from Continuous Internal Assessment (CIA) and the remaining 50 marks will come from end semester examination.

While the end semester examination will be fully theory based the CIA will consist of Assignments, theatre production, Book review and other activities.

AEN321 - ADDITIONAL ENGLISH (2019 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

Course Description

This course is taught in the second year for students from different streams, namely BA, BSc

and BCom. If the first year syllabus is an attempt by the Department of English, Christ

University to recognize and bring together the polyphonic Indian voices in English and Indian

regional literatures in translation for the Additional English students of the first year, the

second year syllabus intends to take that project a little further and open up the engagement

of the students to texts from across the world. The syllabus - selection of texts will

concentrate on readings from South Asian, Latin American, Australian, Canadian, and Afro-

American. It will voice subaltern concerns of identity, gender, race, ethnicity and problems of

belongingness experienced by humanity all over the globe.

The syllabus will extend the concerns of nation and nationality and marginalization,

discussed within the Indian context to a more inclusive and wider global platform. We have

consciously kept out 'mainstream' writers and concentrated on the voices of the subalterns

from across the world. There is an implicit recognition in this project that though the aspects

of marginalization and the problems facing subalterns are present across cultures and

nations, the experiences, expressions and reflections are specific to each race and culture.

The course will address these nuances and specificities and enable our students to become

more aware and sensitive to life and reality around them. This will equip the students, who

are global citizens, to understand not just the Indian scenario, but also situate themselves

within the wider global contexts and understand the spaces they will move into and negotiate

in their future.

There is a prescribed text book Blends: Voices from Margins for the second year students,

compiled by the Department of English, Christ University and intended for private circulation.

Course Objectives

The course objectives are

- to enable students to look at different cultures through Literature
- to help students develop an understanding of subaltern realities and identity politics
- to inculcate literary sensibility/taste among students across disciplines
- to improve language skills –speaking, reading, writing and listening
- to equip the students with tools for developing lateral thinking
- to equip students with critical reading and thinking habits
- to reiterate the study skills and communication skills they developed in the previous

year and extend it.

Learning Outcome

The students will become

more culturally, ethically, socially and politically aware citizens of the world..

it will enable students to become aware of the nuances of cultures, ethnicities and

other diversity around them and become sensitive towards them.

Unit-1

Teaching Hours:12

Children's Novel

Tetsuko Kuroyanagi: Tottochan: The Little Girl at the Window 12

Unit-2

Teaching Hours:12

Short Story

Liliana Heker : "The Stolen Party

Higuchi Ichiyo: "Separate Ways"

Haruki Murakami "Birthday Girl"

Luisa Valenzuela: "I'm your Horse in the Night"

Unit-3

Teaching Hours:12

Poetry

Poetry 12 Hrs

Silvio Curbelo: "Summer Storm"

Nancy Morejon: "Black Woman"

Ruben Dario: "To Roosevelt"

Mina Asadi: "A Ring to me is a Bondage"

Unit-4

Teaching Hours:9

Essay

Essay 9Hrs

Amy Tan: "Mother Tongue"

Linda Hogan: "Waking Up the Rake"

Isabelle Allende: "Open Veins of Latin America"

Text Books And Reference Books:

Blends Book II

Essential Reading / Recommended Reading

Oxford Encyclopaedia on Latin American History

Diary of Anne Frank

Elie Wiesel "Night"

Evaluation Pattern

Evaluation Pattern

CIA 1: A written test for 20 marks. It can be an Open Book test, a classroom assignment, an

objective or descriptive test pertaining to the texts and ideas discussed in class.

CIA2: Mid-semester written exam for 50 works

CIA 3: This is to be a creative test/ project in small groups by students. They may do

Collages, tableaux, skits, talk shows, documentaries, Quizzes, presentations, debates,

charts or any other creative test for 20 marks. This test should allow the students to explore

their creativity and engage with the real world around them and marks can be allotted to

students depending on how much they are able to link the ideas and discussions in the texts

to the world around them.

Question Paper Pattern

Mid Semester Exam: 2 hrs

Section A: $4 \times 5 = 20$

Section B: $2 \times 15 = 30$

Total 50

End Semester Exam: 3 hrs

Section A: $4 \times 5 = 20$

Section B: $2 \times 15 = 30$

Total 50

ENG321 - ENGLISH-III (2019 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

- T English is offered as a course for all the students in BA, BSc and BCom, classes in the third and fourth semesters. The aim is to strengthen the communication skills, and particularly study skills of the learners further, through adequate practice and exposure to good examples of writing, thought, ideas and human values. In addition, they will be trained in study skills through tasks in academic genres such as message, letter, essay, data interpretation etc. It aims to not only equip learners with skills but also sensitize them towards issues that concern human life in today's globalised context. The course content is selected to meet the requirements of the departmental goal of "empowering the individual to read oneself, the social context and the imagined"; institutional goal of ensuring "holistic development"; and the national goal of creating competent and valuable citizens. The primary objective of this course is to help learners develop appropriate employability skills and demonstrate suitable conduct with regards to communication skills. The units are organised in order to help the learners understand the academic and workplace demands and learn by practice.

- To enable learners to develop reading comprehension for various purposes

- T To enable learners to develop writing skills for academic and professional needs

- T To enable learners to develop the ability to think critically and express logically

- To enable learner to communicate in a socially and ethically acceptable manner

- T To enable learners, to read, write and speak with clarity, precision and accuracy

Learning Outcome

- Identify deviant use of English both in written and spoken forms

- Recognise the errors of usage and correct them

- Recognise their own ability to improve their own competence in using the language

- Understand and appreciate English spoken by people from different regions

- Use language for speaking with confidence in an intelligible and acceptable manner

- Understand the importance of reading for life

- Develop an interest in reading

- Read independently unfamiliar texts with comprehension

- Read longer texts, compare and evaluate them

- Summarise texts and present orally or in writing
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling and grammar
- Plan a piece of writing using drafting techniques
- Ability to communicate effectively in speech and in writing
- Ability to use better vocabulary to communicate effectively
- Lead and participate in seminars and group discussions more effectively and with increased confidence
- Communicate more fluently and accurately in academic discussion
- Manage (determine the meaning of and record for personal use) unknown general academic and subject specific vocabulary

Unit-1

Teaching Hours:10

Introduction to university grammar

Subject verb agreement
Tenses
Preposition
Voices

Clauses

Unit-2

Teaching Hours:10

Strategies for Reading

Skimming and scanning
Strategies of reading
Reading and understanding reports
Reading content/ texts of various kinds
Inferencing skills
Academic vocab
Academic phrases
Professional expression

Study skills- library and referencing skills (organising reading, making notes, managing time, prioritising)

Unit-3

Teaching Hours:10

Strategic writing for academic purpose

Mind mapping
Organising ideas
Accurate usage of vocabulary
Paragraph strategy
Cohesion and sequencing (jumbled sentences to paragraph)
Extended writing
Formal and informal writing
Reports (all types including illustration to report and report to illustration and/or graphs, charts, tables and other statistical data)
Proposal writing (for projects, for research)
Academic essays/ articles
Persuasive writing, extrapolative writings
Case study writing
Executive summaries
Editing, proofreading skills

Resume vs CV

Unit-4

Teaching Hours:10

Listening and Oral communication

Self-introduction
Body language
Talks, speeches and presentations
Conversation
Telephone conversation
Meetings
Group discussion

Seminar / conference presentation

Unit-5

Teaching Hours:5

Business communication

Principles of communication
Process of communication
Types of communication

Barriers in communication

Text Books And Reference Books:

ENGlogue -2

Essential Reading / Recommended Reading

NIL

Evaluation Pattern

Proposed and pending for approval

Evaluation Pattern

CIA 1: Classroom assignment/test/ written or oral tasks for 20 marks keeping in tune with the course objectives and learning outcomes.

CIA 2: Mid-semester portfolio submission for 50 marks.

CIA 3: Collage, tableaux, skits, talk shows, documentaries, Quizzes or any creative assignments.

Question Paper Pattern

Mid Semester: Portfolio submission – 50 marks

Mid semester evaluation- portfolio submission (portfolios of classes will be exchanged and evaluated)

End- semester 50 marks exam / portfolio

End Semester Exam: 2 hrs

5x10=50

Total 50

EST331 - AMERICAN LITERATURES (2019 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:4

Course Objectives/Course Description

- To introduce the students to the socio-political, religious and cultural aspects of America through literary texts
- To enable students to read texts as products of historical, political and cultural context
- To provide insights into different styles of writing over different centuries
- To encourage clear understanding of different genres and prosody/forms/literary devices.
- To enable learners to give their perspective on the texts prescribed
- To brainstorm learners to use their knowledge of History, Psychology, Sociology, etc to read literary works

Learning Outcome

Awareness of the production, dissemination and reception of literary material in America across different eras and the contemporary debates, tensions and trends they stimulate

Unit-1

Teaching Hours:10

Beginnings to 1700

Description: This unit will introduce American History and literature. An outline of important events would be briefed.

- The Navajo Creation Story
- John Smith- The New Land
- Anne Bradstreet – In Honour of that Highness

Unit-2**Teaching Hours:10****1700-1820**

Description: This unit will move further into specific texts relevant to the century and sensitize learners in that direction.

- Doctor Richard Shuckburgh- Yankee Doodle (popular version)
- Benjamin Franklin- Rules by which a Great Empire...
- Sarah Wentworth Morton- Stanzas to a Husband Recently United

Unit-3**Teaching Hours:25****1820- 1900**

Description: This unit will provide a variety in terms of different kinds of literature that the particular century has produced and provide contexts as and when required

- James Lowell- Stanzas on Freedom
- Washington Irving- Rip Van Winkle
- Emerson- I Become a Transparent Eyeball/Brahma
- Hawthorne- Young Goodman Brown
- Martin Luther King- I have a Dream (speech)
- Longfellow- My Lost youth
- Douglas- What the Black Man Wants
- Whitman- A noiseless Patient Spider
- Dickinson- I years had been from Home
- Harriet Beecher Stowe- Excerpts- Uncle Tom's Cabin
- Kate Chopin- Lilacs

Unit-4**Teaching Hours:15****1900-1945**

Description: This unit will provide a variety in terms of different kinds of literature that the particular century has produced and provide contexts as and when required.

- Hemingway- The Snows of Kilimanjaro
- Frost- Meeting and Passing
- Ezra Pound- An Immorality
- Langston Hughes- Daybreak in Alabama
- Fitzgerald- The Curious Case of Benjamin Button
- Cummings- Even a Pencil has Fear to
- Ginsberg- Howl or A Supermarket in California
- Eugene O Neill- The Emperor Jones or Hairy Ape

Unit-5**Teaching Hours:15****1945- Contemporary**

Description: This unit will introduce war and the effect of it on the minds of American writers and the society. It will also take the learners through different styles of writing.

- Alice Walker- The Color Purple
- Sylvia Plath- Gold Mouths Cry
- William Burroughs- Naked Lunch
- James Thurber- A Couple of Hamburgers

Text Books And Reference Books:

Text compiled for internal circulation

Essential Reading

1. Roger Williams: from A Key into the Language of America
2. Anne Bradstreet: from Contemplations
3. Context: Cultures in Contact: Voices from Anglo-American's "New" World (17C)]
4. Sarah Kemble Knight (1666-1727)
5. The journal of Madame Knight
6. Context: Tradition and Change in Anglo-America
7. Philip Freneau (1752-1832)
8. The Indian Student or Force of Nature
9. Washington Irving (1783-1859)
10. From A History of New York
11. James Fenimore Cooper (1789-1851)
12. From The Last of the Mohicans
13. William Apess (1798-?)
14. An Indian's Looking-Glass for the White Man
15. Context: Indian Voices
16. Herman Melville (1819-1891)
17. TheParadise of Bachelors and The Tartarus of Maids
18. Sarah Margaret Fuller (1810-1850)
19. From Woman in the Nineteenth Century
20. From American Literature; Its position in the present time, and prospects for the future
21. Sojourner Truth (1797)
22. Address to the first Annual Meeting of the American Equal Rights Association
23. Frances Ellen Watkins Harper (1825-1911)
24. The colored people in America
25. Context: Literature and the "Woman Question"
26. Mariano Guadalupe Vallejo (1808-1890)
27. An account of the Gold Rush
28. Context: Voices from the Southwest
29. Lydia Howard Huntley Sigourney (1791-1865)
30. The suttee
31. Sherwood Anderson
32. From Winesburg, Ohio
33. John Dos Passos
34. From U.S.A
35. Elizabeth Bishop
36. In the waiting room
37. Tennessee Williams
38. Portrait of a Madonna
39. Sylvia Plath
40. Lady Lazarus
41. Robert Lowell
42. Skunk hour
43. Alice Walker
44. The child who favoured daughter
45. Adrienne Rich

46. Upper Broadway
47. Gary Snyder
48. Sixth-month song in the foothills
49. Vladimir Nabokov
50. From Lolita
51. Ralph Ellison
52. From Invisible Man
53. Thomas Pynchon
54. Entropy

Essential Reading / Recommended Reading

1. Abel, Darrel. American Literature, Volume 1: Colonial and Early National Writing, (ed)
2. Abel, Darrel. American Literature, Volume 2: Literature of the Atlantic Culture, (ed) Abel, Darrel.
3. Recent American Literature to 1930, (ed) Heiney and Downs Lenthiel H, Volume 3; Barron's Educational Series
4. Recent American Literature After 1930, (ed) Heiney and Downs, Lenthiel H. Volume 4; Barron's Educational Series
5. Literary History of The United States: (ed) Spiller, Thorp, Johnson, Canby, Ludwig, Third Edition: Revised; Amerind Publishing Co. Pvt. Ltd.
6. The Heath Anthology of American Literature, Volume 1, Second Edition; (ed) Lauter, Yarborough et al, Heath
7. The Harper American Literature, Compact Edition; (ed) McQuade, Atwan et al, Harper and Row

Evaluation Pattern

Assessment Pattern

	CIA (Weight)	ESE (Weight)
Individual or group work	20+20	50

Question Paper Pattern

Mid Semester Exam

Module	Section A 10 marks	Section B 20 marks
Module I	1	1
Module II	1	
Module III	1	
Module IV		

End Semester Exam

Module	Section A	Section B	
	15 marks	20 marks	
Module I	1		
Module II	1	1	
Module III	1	1	
Module IV	1		

Section A - 15x4 = 60

Section B - 20x2 = 40

The prescribed texts could form the subject matter of CIA 1 as well as CIA 3.

In particular, the texts could be extended to meet CIA 3 requirements.

FRN321 - FRENCH (2019 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

French as second language for the Arts, Science and Commerce UG program

Learning Outcome

Enhancement of linguistic competencies and sharpening of written and oral communicative skills

Unit-1	Teaching Hours:9
Dossier 1	
To perform a tribute: artist, work, you are going to.....	
Unit-2	Teaching Hours:9
Dossier 2	
Towards a working life	
Unit-3	Teaching Hours:9
Dossier 3	
France Seen by...	
Unit-4	Teaching Hours:9
Dossier 4	
Mediamania	

Unit-5**Teaching Hours:9****Le Bourgeois Gentilhomme**

Act 1, 2 & 3

Text Books And Reference Books:

1. Berthet, Annie, Catherine Hugot et al. Alter Ego + A2. Paris : Hachette, 2012
2. Gonnet, Georges. Molière- Le Bourgeois Gentilhomme .Paris : Hachette, 1971

Essential Reading / Recommended Reading

1. Lichet, Raymond., Puig Rosado. Ecrire à tout le monde. Paris : Hachette, 1980
2. French websites like Bonjour de France, FluentU French, Learn French Lab, Point du FLE etc.

Evaluation Pattern

Assessment Pattern	CIA (Weight)	ESE (Weight)
CIA 1 – Assignments / Letter writing / Film review	10%	
CIA 2 –Mid Sem Exam	25%	
CIA 3 – Quiz / Role Play / Theatre / Creative projects	10%	
Attendance	05%	
End Sem Exam		50%
Total	50%	50%

HIN321 - HINDI (2019 Batch)**Total Teaching Hours for Semester:45****No of Lecture Hours/Week:3****Max Marks:50****Credits:2****Course Objectives/Course Description**

The detailed text book “Shambook” is a Khanda Kavya written by Jagdeesh Gupta. To improve the creative writing skills, Nibandh, Kahani and Kavitha lekhan are included. Bharathiya chitrakala is also a part of the syllabus to improve the knowledge about Indian paintings.

Learning Outcome

Students will be exposed to different forms of poetry especially, Khanda Kaviya and make them understand the contemporary socio-political issues. By learning about the India painting and legendary artists of Indian painting, students come across the richness of the Indian painting. Creative writing module will help the students to improve their analytical and writing skills.

Unit-1**Teaching Hours:25****Shambook**

Khanda Kavya “Shambook” [Poetry] By:Jagdeesh Gupta. Pub: Raj Pal & Sons

Level of knowledge:Analytical**Unit-2****Teaching Hours:10****Creative writing**

Nibandh lekhan, Katha lekhan, Kavitha lekhan.

Level of knowledge:Conceptual

Unit-3**Teaching Hours:10**

Bharathiya chithrakala -parampara evam pramukh kalakar

Utbhav, vikas aur pramukh shailiyam

pramukh kalakar-1.M F Hussain 2.Ravindranath Tagore 3.Raja Ravi Varma
4.Jamini Roy.

Level of knowledge: Conceptual

Text Books And Reference Books:

1. Khanda Kavya”Shambook[Poetry] ByJagdeesh Gupta.Pub: Raj Pal & Sons

Essential Reading / Recommended Reading

1. Sugam Hindi Vyakaran – Prof Vamsidhar and Dharampal Shastry, Siksha Bharathi, New Delhi
2. Essentials of Screen writing: The art, craft and business of film and television writing By: Walter Richard.
3. Writing and Script: A very short introduction By: Robinson, Andrew.

Evaluation Pattern

CIA-1(Digital learning-wikipedia)

CIA-2(Mid sem examination)

CIA-3(wikipedia article creation)

End semester examination

KAN321 - KANNADA (2019 Batch)

Total Teaching Hours for Semester:45

**No of Lecture
Hours/Week:3**

Max Marks:100

Credits:03

Course Objectives/Course Description

Course Description: Language Kannada is offered to students of third Semester BA/B.Sc as Second language for fifty marks. The students who choose Kannada as second language are generally studied language Kannada at Pre University level. Samples of all genres of Kannada literature, are equally distributed to all four semesters. Students of this semester will study an anthology of Modern Kannada Poetry and an Autobiography of Laxman Gaikwad. This course prepares the students to understand the new era. At the dawn of the twentieth century, B.M. Srikantiah, regarded as the “Father of modern Kannada Literature”, called for a new era of writing original works in modern Kannada while moving away from archaic Kannada forms. Students will study modern Kannada poetry from B.M.Sri to Dalit poet Dr. Siddalingiah. An anthology of modern poetry is selected to understand the beauty of modern Kannada poets through their writings. Uchalya is an autobiographical novel that carries the memories of Laxman Gaikwad right from his childhood till he became an adult. Laxman Gaikwad took birth in a criminal tribe of India belonging to Orissa/ Maharastra. The original text is translated to Kannada by Chandrakantha Pokale.

Course Objectives:

The objective is to understand and appreciate poetry as a literary art form. Students will also analyse the various elements of Poetry, such as diction, tone, form, genre, imagery, symbolism, theme, etc. In the text Uchalya students will learn the elements of autobiography.

Learning Outcome

Course Outcome:

- Strengthen the aesthetic sense in poetry
- Boost up critical thinking and writing
- Ignite critical thinking and judge a text
- Recognise the rhythms, metrics and other musical aspects of poetry

Unit-1

Teaching Hours:25

Modern Kannada Poetry

1. *Kariheggadeya Magalu- B.M.Sri*
2. *Hunnime Ratri- Kuvempu*
3. *Anna Yagna-Bendre*
4. *Mankuthimmana Kagga-D.V.G*
5. *Ikkala- K.S. Narasimha Swamy*
6. *Kannad padgol- G.P.Rajarithnam*
7. *Hanathe hachchuttene- G.S.S*
8. *Adugemane Hudugi-Vaidehi*
9. *Nehru Nivruttaraguvudilla- Adgaru*
10. *Nanna Janagalu.-Siddalingaiah*

Unit-2

Teaching Hours:20

Autobiography- Uchalya- Lakshman Gayekwad (Marathi)

Text: Uchalya

Author:Lakshman Gayekwad

Translation: Chandrakantha Pokle

Text Books And Reference Books:

1. English Geethegalu- Sri, Publishers: B.M.Sri Smarka Prathistana, Bangalore-19 (2013)
2. Kannada Sahitya Charithre- Volumes 1-4, Editor: G. S. Shivarudrappa, Prasaraanga, Bangalore Univeristy.
3. Hosagannada Kavitheya Mele English Kavyada Prabhava- S. Ananthanarayana
4. Hosagannadada Arunodaya- Srinivasa Havanuru

Essential Reading / Recommended Reading

1. Hosagannda Sahitya- L.S. Sheshagiri Rao

2. Kannada Sahitya Sameekshe- G. S. Shivarudrappa

3. Bhavageethe- Dr. S. Prabhushankara

4. My Experiments with Truth- M.K. Gandhi

5. Ouru Keri- Siddalingaiah

Evaluation Pattern

Evaluation Pattern

CIA-1 Written Assignments- 20 Marks

CIA-2 Mid Semester Examination- 50 Marks

CIA-3 Translation Assignment- English to Kannada -20 Marks

Attendance -05 Marks

End Semester Examination- 50 Marks

PSY311 - SOCIAL ENTREPRENEURSHIP AND COMMUNITY DEVELOPMENT (2019 Batch)

Total Teaching Hours for Semester:30

**No of Lecture
Hours/Week:2**

Max Marks:50

Credits:2

Course Objectives/Course Description

Course description: Social entrepreneurship is the use of entrepreneurial principles to solve endearing social problems or create sustainable social value. It is the creation of viable educational pedagogies, socioeconomic structures, relations and collaborations between institutions and organizations, and practices that produce social benefits. For this course, students would be taught principles and concepts in social entrepreneurship and innovation, situated within the context of real social and community issues in India. The course content is hoped to empower students on competencies of entrepreneurship, community project planning and management. Students are expected to come up with innovative social interventions and engagements targeting specific social problems and in collaboration with service organizations. This course would lay the foundation for students to do service-learning projects in the coming semester.

Course objectives: This course will help the learner to

- To develop students as social citizens and entrepreneurs with a focus on social responsibility towards endearing social problems.
- To develop a social value proposition among students and encourage inspiration, creativity and direct action towards specific social issues.
- To develop a forum for dialogue, discussion and deliberation of resources for social entrepreneurship, and initiate collaborations with organizations, professionals and communities.

Learning Outcome

By the end of the proposed course, the students will ideally have achieved the following learning objectives:

1. To create a foundation for student skills and competencies to effectively carry out service-learning assignments in the following semesters.
2. To help students to understand the ground realities particularly and scope of social innovations and entrepreneurship ‘
3. To provide the student with an opportunity to apply theoretical knowledge into practical situations
4. To identify, plan and develop social enterprise project

Unit-1

Teaching Hours:8

Introduction to Social entrepreneurship

Important terminologies and definitions; Prominent social issues/problems in India; Current trends and scope of SE in India; Stages of Social Entrepreneurship; SE and community development and empowerment of minority/risk groups

Unit-2

Teaching Hours:8

Community Program Management

Nature & structure of service organizations, Types of business models, Running a viable organization (legal, fund development, social marketing); Project and Program Management (CSR, HR, Finances)

Unit-3

Teaching Hours:14

Community Project Planning

Fitting inquiry into an Action Logic model; Methodologies in interventions and action research, Collaborations within educational course; Field Visits and Community interaction

Text Books And Reference Books:

Martin R. L. & Osberg S. (2007; Spring). Social Entrepreneurship: The case for definition, Stanford Social Innovation Review

Fowler, A. (2000). NGOs as a Moment in History: Beyond Aid to Social Entrepreneurship or Civic Innovation? Third World Quarterly, 21(4), pp. 637-654.

Essential Reading / Recommended Reading

British Council. (2016). The state of social enterprise in Bangladesh, Ghana, India, and Pakistan. British Council, UK.

Martin R. L.. & Osberg S, (Spring, 2007): Social Entrepreneurship: The case for definition, Stanford Social Innovation Review

Tanabe, Y. (2010). The Five Stages of Social Entrepreneurship

Elkington, J., & Hartigan, P. (2013). The power of unreasonable people: How social entrepreneurs create markets that change the world. Harvard Business Press.

Weerawardena, J., & Mort, G. S. (2006). Investigating social entrepreneurship: A multidimensional model. *Journal of world business*, 41(1), 21-35.

Abdi, S.; Mensah, G. (2016). *Logic Model: A planning and Evaluation Tool*

Hall, M. S. (1988). *Getting funded: A complete guide to proposal writing*. Continuing Education Publications, Portland State University, Portland.

Evaluation Pattern

Continuous Internal Evaluations (CIAs) – 50 Marks

- CIA 1: Individual Assignment - 15 marks
- CIA 2: In-class activity and reflective reports- 15 marks
- CIA 3: Final proposal submission and Presentation-15 marks
- Class participation and Supervisor Feedback- 5 marks

PSY331 - LIFE SPAN DEVELOPMENT (2019 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:5

Course Objectives/Course Description

This course has been conceptualized in order to provide a general introduction to various developmental concepts across the different stages of the lifespan, with the nature versus nurture debate as a concurrent theme. The course is described through three perspectives: physical, cognitive, and psychosocial. Emphasis will be on the major transitions from fetal development through death in the physical, cognitive, social, and emotional domains. Research methods in developmental psychology are addressed explicitly and are also addressed alongside each major research study and theory discussed. This course includes discussion on the influences of cultural issues and technological advancements. This course addresses classic developmental theories and research as well as provides an overview of current developmental topics across the lifespan.

This course will help the learner to gain familiarity with:

- The nature of human development, the issues and debates and theoretical perspectives in the various domains of development.
- How physical development proceeds from the prenatal period till late adulthood and the various physical changes, conditions and risks associated with each period of development.
- How cognitive development proceeds across the lifespan, from the Piagetian and Vygotskian theoretical perspectives, with an emphasis on language, reasoning, categorization, numbers and abstraction.
- How psychosocial development proceeds across the lifespan with regard to temperament, attachment, development of emotions, self-concept, identity, self-esteem, play, prosocial behaviour and aggression.
- How cultural and contextual factors play a role in relationships and parenting as well as crucial issues related to mid-life and ageing.

Learning Outcome

By the end of the course the learner will be able to:

- Define basic concepts, issues and debates in the field of developmental psychology.
- Explain principal theories of lifespan development.
- Explain human development as progressing through different stages.
- Compare and contrast development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
- Identify the role of family, peers and community in influencing development at different stages.
- Explain scientific research methods used in evaluating human development

Unit-1

Teaching Hours:15

Introduction

Importance of Life-span Development; Historical Perspective; Characteristics of Life-span Development; Nature of Development; Overview of Theories of Development: Freud, Erikson, Piaget, Vygotsky, Information processing, Behavioural, Socio-Cognitive, Ethological and Ecological theories; Major Issues and Debates in Developmental Psychology; Studying Development - Sequential, Cross-sectional and Longitudinal approaches.

Unit-2

Teaching Hours:15

Physical Development

Stages of prenatal development; Teratogens and prenatal environment; Birth, newborn appearance, reflexes, assessment and states; Physical and motor development - in childhood: cephalocaudal and proximodistal pattern, gross and fine motor skills and handedness; Puberty and adolescent changes: Meaning of puberty, biological changes, sexual maturation, growth spurt, primary and secondary sexual characteristics; Adult development and Ageing - Biological; Assessments in studying development.

Unit-3

Teaching Hours:15

Cognitive Development

Stages of Cognitive Development - Piaget's Theory: Milestones and Mechanisms; Vygotsky's Theory; Language development; Observations & Experiment Methods in studying development.

Unit-4

Teaching Hours:15

Psycho-social development (Development of self)

Emotions; Temperament; Development of self-concept; Play; Aggression and altruism; Moral Development: Kohlberg's theory; Development of identity: Erikson and Marcia's views; Gender differences and gender role standards; Use of field experiments to study development.

Unit-5

Teaching Hours:15

Psycho-social Development (Socio- cultural Influences)

Development of Attachment: Bowlby's theory; Adolescent relationships: Family, peers, adult society, adult life; Vocational adjustment; Foundations of intimate relationships: friendship, love, and sexuality; Marriage: Marital adjustment and conditions influencing it; Parenthood and parenting styles: adjustment to parenthood; Coping with Mid-life crisis, changes in relationship; Ageing and theories of ageing; Coping with death, stages and patterns of grieving; Cultural differences: Indian philosophy- four stages of a life and expectations; Use of questionnaires and interviews to study development; Ethical considerations in developmental research.

Text Books And Reference Books:

Santrock, J. W. (2018). *A Topical Approach to Life-span Development* (9th Ed.). McGraw-Hill Education.

Berk, L. C. (2008). *Child Development*. Prentice Hall of India (Pvt) Ltd.

Essential Reading / Recommended Reading

Papalia, D. E. (2004). *Human Development* (9th Ed.). Tata McGraw Hill.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I – Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total Marks 50

- CIA III – Activity-based Assignment - Total Marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 Marks
- Total Marks = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- | | | |
|-------------|--|------------|
| • Section A | Brief, concepts, definitions, applications | 2 Marks x |
| 10 = 20 | | |
| • Section B | Short Answers: Conceptual/Application | 5 Marks x |
| 4 = 20 | | |
| • Section C | Essay Type: Descriptive/Conceptual | 15 Marks x |
| 3 = 45 | | |
| • Section D | Compulsory: Case Study (Application) | 15 Marks |
| X 1 = 15 | | |

PSY351 - PSYCHOLOGICAL STATISTICS AND EXPERIMENTS - I (2019 Batch)

Total Teaching Hours for Semester:30

**No of Lecture
Hours/Week:2**

Max Marks:50

Credits:2

Course Objectives/Course Description

The coursework aims to provide undergraduate psychology students the knowledge and hands-on practice of experimental psychology and statistics. The course imparts training in classic as well as contemporary experiments in the field of Psychology. Students will conduct experiments in the field of Psychology from the domains of learning and cognition. In the process, they will be provided an understanding of central concepts in the field such as designing an experiment, variables, hypothesis etc. This course is planned to provide a framework for the development of assessment practices. Attention will be given to issues of identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-referenced and criterion-referenced test scores and writing APA style reports. The course introduces students to computer-assisted experiments. The course would help students to evaluate, modify and develop psychological

experiments. Statistical techniques covered will include descriptive statistics including the concept of normality, measures of central tendency and dispersion, and pie charts and graphs, as well as the use of a common statistical program (SPSS) to analyze data. Laboratory periods stress the techniques of data analysis using computers.

Course objectives: This course will help the learner to learn about

1. The difference between true and quasi-experiments, and lab and field experiments
2. The ethical concerns while using this method in research
3. Conducting actual experiments, and writing reports with conceptual clarity.
4. Basic statistical principles and techniques to analyze and interpret quantitative data

Learning Outcome

By the end of the course the learner will be able to:

1. Effectively use manipulation and control of certain variables that will ascertain a functional relationship between selected variables
2. Conduct experiments in an ethical manner
3. Make interpretations and draw conclusions based on the norms given in the manual
4. Write a report which reflects the detailed analysis and interpretation of the experiment results
5. Apply knowledge of using this method in practical laboratory and field situations
6. Use simple statistical techniques to analyze and interpret quantitative data
7. Use software packages like SPSS, MS-Excel and MS-Word for analyzing data and present data using tables and graphical methods.

Unit-1

Teaching Hours:4

Ethical Standards in Psychological Testing

Ethical issues in research (APA)- consent, confidentiality, Standards of reporting, Plagiarism, Ethical issues in report writing for tests and experiments, style of writing (scientific, unbiased, objective)

Unit-2

Teaching Hours:14

Psychological Experiments

This module will draw a sketch of the movement of Experimental Psychology in the disciplinary history, highlight and discuss some distinctive features of conducting experiments in human subjects including use of theories, establishing a hypothesis and designing experiments. The module also critically looks at the ethicality and contemporary understanding of this method. The student would conduct a minimum six experiments including at least two computer-assisted experiments. Computer-assisted include but not limited to PEBL, E-Prime, Z-tree.

Topics: Perception, Illusion, Dexterity, Attention, Reaction time

Suggested Experiments and tools for Demonstration/ to conduct: Size weight Illusion, Finger and tweezer Dexterity, Depth Perception, tachistoscope,

Reaction time apparatus, colour blindness, Muller-lyer, Minnesota Rate of Manipulation Test (MRMT), Stroop test, division of attention,

Unit-3

Teaching Hours:12

Introduction to Statistics

Relevance of Statistics in Psychological Research; Descriptive Statistics; Variables and Constants; Scales of Measurement, Normality, Presentation of data: Graphs (Bar diagram, Pie chart, Histogram) Group and Ungrouped data: Mean, Median, Mode. Introduction to Statistical packages; Data analysis (SPSS/ Excel/ Word)

Text Books And Reference Books:

American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct. www.apa.org/ethics/code2002.html (Standard 9:Assessment)

Cohen, R. J. & Swerdlik, M. E. (2013). Psychological Testing and Assessment: An Introduction to Tests and Measurement (Eighth Edition). McGraw-Hill.

Essential Reading / Recommended Reading

Coolican, H. (2006). Introduction to Research Methodology in Psychology. Hodder Arnold.

Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9th Ed.). Cengage Learning.

Martin, D. W. (2008). Doing psychology experiments. Thomson-Wadsworth.

Evaluation Pattern

Continuous Internal Evaluations (CIAs) – 50 Marks

- CIA 1: Lab Report (3 x 5 marks each) = 15 marks
- CIA 2: Lab Reports (3 x 5 marks each) = 15 marks
- CIA 3: Review of Ethics, Statistics and Demo = 15 marks
- Class participation and Supervisor Feedback=05 marks

Department Level End Semester Examination (ESE)- 50 Marks

- Two hours written exam on ethics, statistics and experiments.

CIAs (50 marks) + ESE (50 Marks) = 100 Marks /2 = 50 Marks

SOC331 - CLASSICAL SOCIOLOGICAL THEORIES (2019 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:4

Course Objectives/Course Description

This paper introduces students to (a) the meaning, nature, scope, types and relevance of sociological theories in understanding the society (b) the social and intellectual context in which Sociology emerged as a discipline, and (c) the works of forefathers viz., Comte, Spencer, Marx, Weber, and Durkheim, and highlighting the centrality of their theoretical and methodological contributions in the consequent development of Sociology as a discipline. It is intended to provide solid foundation on these classical thinkers, as this is the foundation on which the entire Sociological theory is constructed.

Course Objectives

- *This course is designed to familiarise with sociological thought of the pioneers.*
- *It offer a historical background within which sociological theories have emerged*
- *It helps to develop critical thoughts and assessment of sociological theory for a creation of better individual and society*
- *It facilitates understanding and knowledge through the process of research and inquiry for academic and professional expertise.*

Learning Outcome

Course Learning Outcome:

By the end of this course, students will be able to:

- *Discuss the philosophical, economic, and political contexts that led to the development of the discipline and classical sociological theories*
- *Analyze the role and function of theory in sociology*
- *Relate the thinkers and thoughts concerning the discipline*
- *Identify the paradigms and interpretation of pioneers who analysed the social world around them*
- *Apply classical theories to contemporary sociological phenomena.*

Unit-1

Teaching Hours:10

Introduction to Sociological Theories

1. **Sociological Theory:** Meaning – Characteristics
2. **Types:** Grand Theory – Micro & Macro Theories

Unit-2

Teaching Hours:20

Auguste Comte & Herbert Spencer

1. **Auguste Comte:** Subject matter of Sociology; The Law of Three Stages; Positivism; Classification of Sciences; Social Statics and Dynamics
2. **Herbert Spencer:** Organismic concept of Society; Theory of Evolution & Social Darwinism

Unit-3

Teaching Hours:15

Emile Durkheim

1. Social Order; Social Facts; Rules of Sociological Method; Social Solidarity; Theory of Suicide; Division of Labour; Sociology of Religion

Unit-4

Teaching Hours:15

Karl Marx

1. Interpretation of History: Concept of History - Stages of Human History; Dialectical Method; Economic Determinism – Theory of Surplus Value; Alienation; Theory of Class and Class Struggle

Unit-5

Teaching Hours:15

Max Weber

1. Definition of Sociology; Verstehun Approach; Social Action; Ideal Types; Authority; Protestant Ethics and the Spirit of Capitalism; Bureaucracy

Text Books And Reference Books:

Abraham, F.A. (1982). *Modern Sociological Theory*. New Delhi: Oxford University Press.

Allan, Kenneth. (3rd ed.). (2012). *Explorations in Classical Sociological Theory: Seeing the Social World*. California: Sage Publications.

Bottomore, Tom, & Robert Nisbet. *A History of Sociological Analysis*. London: Heinemann.

Collins, Randall. (1997). *Theoretical Sociology*. Jaipur: Rawat.

Giddens, A. (1971). *Capitalism and Modern Sociological Theory: An Analysis of Marx, Durkheim, and Max Weber*. Cambridge: Oxford University Press.

Mills, C. Wright. (2000). *The Sociological Imagination*. New York: Oxford University Press.

Nisbet, R.A. (1976). *The Sociological Tradition*. London: Heinemann.

Ritzer, G. (2011). *Sociological Theory*. New Delhi: McGraw Hill.

Essential Reading / Recommended Reading

Skidmore, W. (1975). *Theoretical Thinking in Sociology*. Cambridge: Cambridge University Press.

Stones, Rob.(1998). *Key Sociological Thinkers*. London: Macmillan.

Turner, Jonathan H. (1987). *The Structure of Sociological Theory*.Jaipur: Rawat.

Zeitlin, I.M. (1996). *Rethinking Sociology: A Critique of Contemporary Theory*. Delhi: Sage.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:

- CIA I is a 10 marks (20 marks reduced to 10) assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
- CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 question out of 2 options given. It carries 15 marks

- CIA III carries 10 marks (20 marks reduced to 10 marks) and is based on an assignment that is set for the course.
- Attendance - Attendance carries 5 marks
- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

AEN421 - ADDITIONAL ENGLISH (2019 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

This course is taught in the second year for students from different streams, namely BA, BSc and B Com. If the first year syllabus is an attempt by the Department of English, Christ University to recognize and bring together the polyphonic Indian voices in English and Indian regional literatures in translation for the Additional English students of the first year, the second year syllabus intends to take that project a little further and open up the engagement of the students to texts from across the world. The syllabus - selection of texts will concentrate on readings from South Asian, Latin American, Australian, Canadian, and Afro-American. It will voice subaltern concerns of identity, gender, race,

ethnicity and problems of belongingness experienced by humanity all over the globe.

The syllabus will extend the concerns of nation and nationality and marginalization, discussed within the Indian context to a more inclusive and wider global platform. We have consciously kept out 'mainstream' writers and concentrated on the voices of the subalterns from across the world. There is an implicit recognition in this project that though the aspects of marginalization and the problems facing subalterns are present across cultures and nations, the experiences, expressions and reflections are specific to each race and culture. The course will address these nuances and specificities and enable our students to become more aware and sensitive to life and reality around them. This will equip the students, who are global citizens, to understand not just the Indian scenario, but also situate themselves within the wider global contexts and understand the spaces they will move into and negotiate in their future.

There is a prescribed text book *Blends: Voices from Margins* for the second year students, compiled by the Department of English, Christ University and intended for private circulation.

The course objectives are

- to introduce the students to look at different cultures through Literature
- to help students develop an understanding of subaltern realities and identity politics
- to inculcate literary sensibility/taste among students across disciplines
- to improve language skills –speaking, reading, writing and listening
- to equip the students with tools for developing lateral thinking
- to equip students with critical reading and thinking habits
- to enable them to grasp and appreciate the variety and abundance of subaltern writing, of which this compilation is just a glimpse
- to actively engage with the world as a cultural and social space (to be facilitated through proactive CIAs which help students to interact and engage with the realities they face everyday and have come across in these texts)
- to learn and appreciate India and its place in the world through association of ideas in the texts and the external contexts
- to reiterate the study skills and communication skills they developed in the previous year and extend it.

Learning Outcome

Learning Outcome

- The course will equip students to be more proactive ‘global citizens’ keeping with the orientation they receive in all the four semesters.

Unit-1

Teaching Hours:12

Novella

Unit 1: Novella

- Viktor Frankl: “Man’s Search for Meaning”(Excerpts)

Unit-2

Teaching Hours:12

Short Stories

Short Story

- Anton Chekov: “The Avenger”
- Chinua Achebe: “Marriage is a Private Affair”
- Nadine Gordimer: “Train from Rhodesia”

- Wakako Yamuchai: “And the Soul Shall Dance”

Unit-3

Teaching Hours:12

Poetry

Poetry

hrs

12

- Octavio Paz: “As One Listens to the Rain”
- Jamaica Kincaid: “Girl”
- Derek Walcott: “A Far Cry from Africa”

- Joseph Brodsky: “Freedom”

Unit-4

Teaching Hours:9

Essays

- Alice Walker: Excerpts from “In Search of My Mother’s Gardens”
- Hannah Arendt: “Men in Dark Times”

Dalai Lama Nobel Acceptance Speech

Text Books And Reference Books:

Blends Book II

Viktor Frankl's "Man's Search for Meaning"

Essential Reading / Recommended Reading

Elie Wiesel "Night"

Diary of Anne Frank

Famous Nobel Lectures

Evaluation Pattern

CIA 1: A written test for 20 marks. It can be an Open Book test, a classroom assignment, an objective or descriptive test pertaining to the texts and ideas discussed in class.

CIA2: Mid-semester written exam for 50 works

CIA 3: This is to be a creative test/ project in small groups by students. They may do Collages, tableaux, skits, talk shows, documentaries, Quizzes, presentations, debates, charts or any other creative test for 20 marks. This test should allow the students to explore their creativity and engage with the real world around them and marks can be allotted to students depending on how much they are able to link the ideas and discussions in the texts to the world around them.

ENG421 - ENGLISH-IV (2019 Batch)

Total Teaching Hours for Semester:45

No of Lecture Hours/Week:3

Max Marks:100

Credits:3

Course Objectives/Course Description

To enable learners to develop reading comprehension for various purposes

- To enable learners to develop writing skills for academic and professional needs
- To enable learners to develop the ability to think critically and express logically
- To enable learner to communicate in a socially and ethically acceptable manner
- To enable learners, to read, write and speak with clarity, precision and accuracy

Learning Outcome

Learning Outcome:

- Identify deviant use of English both in written and spoken forms
- Recognise the errors of usage and correct them
- Recognise their own ability to improve their own competence in using the language

- Understand and appreciate English spoken by people from different regions
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Read longer texts, compare and evaluate them
- Summarise texts and present orally or in writing
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling and grammar
- Plan a piece of writing using drafting techniques
- Ability to communicate effectively in speech and in writing
- Ability to use better vocabulary to communicate effectively
- Lead and participate in seminars and group discussions more effectively and with increased confidence
- Communicate more fluently and accurately in academic discussion
- Manage (determine the meaning of and record for personal use) unknown general academic and subject specific vocabulary

Unit-1

Teaching Hours:10

Emotional Intelligence

Self-awareness

Stress management

Assertive skills

Critical thinking

Creative problem solving and decision making

Appreciative inquiry

Conflict resolution

Unit-2

Teaching Hours:10

Professional skills

Professional ethics and etiquette (cell phone etiquette)

Organisation skills

Research and information management

Teamwork

Leadership skills

Workplace ethics- culture, values and gender (netiquette)job search skill, mindfulness, goal

setting, self-awareness

Unit-3

Teaching Hours:10

Workplace skills

Interview skills

Professional etiquette

Elevator pitch

Teleconference

Video conference

Conference calls

Negotiation

Networking

Unit-4

Teaching Hours:15

Professional writing

Feature writing

Writing for advertisement

Developing web content

Infographics

Emails

Making notes in meetings

Minutes

Newspaper writing

Press release

Blog writing

Tender

Memo

Brochure

User manual

Text Books And Reference Books:

ENGlogue-2

Essential Reading / Recommended Reading

NIL

Evaluation Pattern

Pending COE approval

Evaluation Pattern

CIA 1: Classroom assignment/test/ written or oral tasks for 20 marks keeping in tune with the

course objectives and learning outcomes.

CIA 2: Mid-semester portfolio submission for 50 marks.

CIA 3: Collage, tableaus, skits, talk shows, documentaries, Quizzes or any creative

assignments.

Question Paper Pattern

Mid Semester: Portfolio submission – 50 marks

Mid semester evaluation- portfolio submission

End- semester 50 marks exam / portfolio (portfolios of classes will be exchanged and

evaluated)

EST431 - INTRODUCTION TO LITERARY THEORY (2019 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:4

Course Objectives/Course Description

This course aims to introduce the students to concepts, concerns, critical debates in theorising literary texts and expose them to the applicability of these theoretical frameworks. It will enable students to critically perceive and engage with the production of meanings, significations and negotiations. This paper

will act as a bridge to Cultural Studies; Popular Culture; Indian Literatures; Postcolonial Studies; Ecological Studies and other studies that will be introduced in the final year and English Honours.

Learning Outcome

An awareness of the constructed-ness of the literary material, and a refined sense of theory; an ability to look beyond the obvious and rewrite and reconstruct texts

Unit-1

Teaching Hours:10

Introducing Theory: Literature and the Need for Criticism and Theory

I.1 What is Literature?

I.2 What is Literary Criticism; Literary/Critical Theory?

I.3 Literary Criticism/Theory: Key Ideas: Plato to Leavis

(An Overview of the development of theory)

Unit-1

Teaching Hours:10

Introducing Theory: Literature and the Need for Criticism and Theory

I.1 What is Literature?

I.2 What is Literary Criticism; Literary/Critical Theory?

I.3 Literary Criticism/Theory: Key Ideas: Plato to Leavis

(An Overview of the development of theory)

Unit-2

Teaching Hours:20

The Linguistic and Inter-disciplinary Turn

II. 1. Structuralism

- a. What is Structuralism?
- b. The Project of the Structuralists.
- c. Key Ideas/Theorists: Ferdinand de Saussure and Claude Levi-Strauss

II. 2 Poststructuralism

- a. What is Poststructuralism?
- b. The Project of the Poststructuralists
- c. Key Ideas/Theorist: Deconstruction and Jacques Derrida

Unit-2

Teaching Hours:20

The Linguistic and Inter-disciplinary Turn

II. 1. Structuralism

- a. What is Structuralism?
- b. The Project of the Structuralists.
- c. Key Ideas/Theorists: Ferdinand de Saussure and Claude Levi-Strauss

II. 2 Poststructuralism

- a. What is Poststructuralism?
- b. The Project of the Poststructuralists

c. Key Ideas/Theorist: Deconstruction and Jacques Derrida

Unit-3

Teaching Hours:25

The Pattern of the Mind, Language and Literature

III. 1 Psychoanalysis:

- a. What is Psychoanalysis?
- b. The Project of Psychoanalysis and its working in Literature.
- c. Key Ideas/Theorists: Sigmund Freud and Jacques Lacan

III. 2 Feminism:

- a. What is Feminism?
- b. Pre-poststructuralist' Feminist Literary Theory
- c. Poststructuralist Feminist Theory
- d. Key Ideas/Theorists: Virginia Woolf, Elaine Showalter, Helene Cixous and Julia Kristeva

Unit-3

Teaching Hours:25

The Pattern of the Mind, Language and Literature

III. 1 Psychoanalysis:

- a. What is Psychoanalysis?
- b. The Project of Psychoanalysis and its working in Literature.
- c. Key Ideas/Theorists: Sigmund Freud and Jacques Lacan

III. 2 Feminism:

- a. What is Feminism?
- b. Pre-poststructuralist' Feminist Literary Theory
- c. Poststructuralist Feminist Theory
- d. Key Ideas/Theorists: Virginia Woolf, Elaine Showalter, Helene Cixous and Julia Kristeva

Unit-4

Teaching Hours:10

Ideology and the Subject: Freedom of Mind and Expression

IV. 1 Ideology and Discourse:

- a. What is Ideology?
- b. Key Ideas/Theorists: Karl Marx; Louis Althusser; and Antonio Gramsci
- c. What is Discourse and its implications?
- d. Key Ideas/Theorists: Michel Foucault; New Historicism; Mikhail Bakhtin; Raymond Williams and Cultural Materialism

IV. 2 Race and Postcolonialism: Nations, Nationalisms and Identity

- a. What is Postcolonialism?
- b. The Project of Postcolonialism
- c. Key Ideas/Theorists: Franz Fanon; Homi K Bhabha; Partha Chatterjee

Unit-4

Teaching Hours:10

Ideology and the Subject: Freedom of Mind and

Expression

IV. 1 Ideology and Discourse:

- a. What is Ideology?
- b. Key Ideas/Theorists: Karl Marx; Louis Althusser; and Antonio Gramsci
- c. What is Discourse and its implications?
- d. Key Ideas/Theorists: Michel Foucault; New Historicism; Mikhail Bakhtin; Raymond Williams and Cultural Materialism

IV. 2 Race and Postcolonialism: Nations, Nationalisms and Identity

- a. What is Postcolonialism?
- b. The Project of Postcolonialism
- c. Key Ideas/Theorists: Franz Fanon; Homi K Bhabha; Partha Chatterjee

Unit-5

Teaching Hours:10

Theory and Beyond

V. 1 Postmodernism: Knowledge and Glocalization

- a. What is Modernism and Postmodernism?
- b. Key Ideas/Theorists: Jean Baudrillard; Jean-François Lyotard; Giles Deleuze and Felix Guattari

V.2 Ecocriticism: Green Studies and Sustainability

- a. What is Ecocriticism?
- b. Key Ideas/Theorists: Cheryl Glotfelty and Harold Fromm

V. 3 Narratology: Telling and Retelling Stories

- a. What is Narratology ?
- b. Key Ideas/Theorists: Gerard Genette and Vladimir Propp

Unit-5

Teaching Hours:10

Theory and Beyond

V. 1 Postmodernism: Knowledge and Glocalization

- a. What is Modernism and Postmodernism?
- b. Key Ideas/Theorists: Jean Baudrillard; Jean-François Lyotard; Giles Deleuze and Felix Guattari

V.2 Ecocriticism: Green Studies and Sustainability

- a. What is Ecocriticism?
- b. Key Ideas/Theorists: Cheryl Glotfelty and Harold Fromm

V. 3 Narratology: Telling and Retelling Stories

- a. What is Narratology ?
- b. Key Ideas/Theorists: Gerard Genette and Vladimir Propp

Text Books And Reference Books:

1. Peter Barry: *Beginning Theory: An Introduction to Literary and Cultural Theory*.

Essential Reading / Recommended Reading

1. Abrams, M.H. *A Glossary of Literary Terms*. 8th ed. New York: Wardworth, 2005.
2. Ahmand, Aijaz. *In Theory: Classes, Nations, Literatures*. Rpt. New Delhi: OUP, 2006.
3. Culler, Jonathan. *The Pursuit of Signs: Semiotics, literature, deconstruction*. London/New York: Routledge, 2001. Print.
4. Devy, G.N., ed. *Indian Literary Criticism: Theory and Interpretation*. Rpt. Hyderabad: Orient Longman, 2007. Print.
5. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Oxford: Blackwell, 2008
6. ---. *The Function of Criticism*. London: Verso, 2005. Print.
7. Gurrin, Wilfred L, et al. *A Handbook of Critical Approaches to Literature*. 5th ed. New York: OUP, 2005. Print.
8. Habib, M.A.R., ed. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Blackwell, 2008. Print.
9. John, Eileen and Dominic McIver Lopes, eds. *Philosophy of Literature: Contemporary and Classic Readings*. Oxford: Blackwell, 2004. Print.
10. John, Eileen and Dominic McIver Lopes. *Philosophy of Literature: Contemporary and Classic Readings*. Oxford: Blackwell, 2004.
11. Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998. Print.
12. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2006
13. Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001. Print.
14. Rice, Philip and Patricia Waugh. *Modern Literary Theory*. 4th ed. London: Hodder Arnold, 2001. Print.
15. Rivkin, Julie, Michael Ryan, eds. *Literary Theory: An Introduction*. Rev ed. Oxford: Blackwell, 2003. Print.
16. Rooney, Ellen ed. *Feminist Literary Theory*. Cambridge: CUP, 2006. Print.
17. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford: OUP, 2006. Print

Evaluation Pattern

CIA II: Mid Semester

Section A: Any 3 questions out of 5. (3x10=30) (Conceptual Questions)

Section B: 1x 20=20. Application question. Compulsory no choice.

Total = 50.

CIA I: A class test (open book or otherwise on concepts and application) for 20 marks

CIA III: Any creative test that is application based for 20 marks.

-

End Semester Pattern

Section A: 5x10 =50 (Answer any 5 out of 7) Conceptual Questions alone

Section B: 2x25 = 50 (Answer any 2 out of 3) Application based

Total 100

FRN421 - FRENCH (2019 Batch)

Total Teaching Hours for Semester:45

**No of Lecture
Hours/Week:3**

Max Marks:100

Credits:3

Course Objectives/Course Description

French as second language for the Arts, Science and Commerce UG program

Learning Outcome

Enhancement of linguistic competencies and sharpening of written and oral communicative skills

Unit-1	Teaching Hours:9
Dossier 5	
Leisure Time	
Unit-2	Teaching Hours:9
Dossier 6	
The world is ours	
Unit-3	Teaching Hours:9
Dossier 7	
News	
Unit-4	Teaching Hours:9
Dossier 8	
Educ- actions	
Unit-5	Teaching Hours:9
Le Bourgeois Gentlehomme	
Act 4 & 5	

Text Books And Reference Books:

1. Berthet, Annie, Catherine Hugot et al. Alter Ego + A2. Paris : Hachette, 2012
2. Gonnet, Georges. Molière- Le Bourgeois Gentlehomme .Paris : Hachette, 1971

Essential Reading / Recommended Reading

1. Lichet, Raymond., Puig Rosado. Ecrire à tout le monde. Paris : Hachette, 1980
2. French websites like Bonjour de France, FluentU French, Learn French Lab, Point du FLE etc

Evaluation Pattern

Assessment Pattern	CIA (Weight)	ESE (Weight)
CIA 1 – Assignments / Letter writing / Film review	10%	
CIA 2 –Mid Sem Exam	25%	
CIA 3 – Quiz / Role Play / Theatre / Creative projects	10%	
Attendance	05%	
End Sem Exam		50%

HIN421 - HINDI (2019 Batch)**Total Teaching Hours for Semester:45****No of Lecture Hours/Week:3****Max Marks:50****Credits:2****Course Objectives/Course Description**

The detailed text-book "Ashad ka ek din" is a drama by Mohan Rakeshi, one of the eminent writers of modern Hindi Literature. Hindi journalism is one of the major unit of this semester. Phrases, idioms, technical and scientific terminology are included in this semester to improve the literary skills.

Learning Outcome

Through the prescribed play and the theatre performance, students can go through the process of experiential learning. Study of Mass media enables them to get practical training. Technical terminology will improve the literary skills.

Unit-1**Teaching Hours:30****Natak- Ashad Ka Ek Din (Play) by Mohan Rakesh**

Madhavi (Play) By Bhisma Sahni. Rajpal and Sons, New Delhi - 110006

Level of knowledge: Analytical**Unit-2****Teaching Hours:20****Sanchar Madhyam**

- Report writing,
- Media Interview
- Hindi Journalism
- Electronic media and Hindi,
- Print media

Level of knowledge: Conceptual**Unit-3****Teaching Hours:10****Phrases, Idioms. and Scientific and Technical Terminology**

1. 50 Nos. Phrases and Idioms for writing the meaning and sentence formation.
2. 100 Nos. (Hindi equivalent)

Level of knowledge: Basic**Text Books And Reference Books:**

1. "Ashad ka ek din " is a drama by Bhisma Sahni. Rajpal and Sons, New Delhi - 110006

Essential Reading / Recommended Reading

1. News reporting and writing: By Mencher, Melvin..
2. Hindi patrakarita ka Ithihas: By Jagadeesh Prasad Chaturvedi
3. Hindi patrakarita swaroop evam sandarbh: By Vinod Godare
4. Media Interview: By Philip Bell, Theovanleeuwen.

Evaluation Pattern

CIA-1(Digital learning)

CIA-2(Mid sem exam)

CIA-3((Wikipedia-Article creation)

End sem exam

KAN421 - KANNADA (2019 Batch)

Total Teaching Hours for Semester:45

**No of Lecture
Hours/Week:3**

Max Marks:100

Credits:03

Course Objectives/Course Description

This course explores the short story and play as meaningful literary forms, with emphasis on structure and technique. The course is designed to learn more about language, literature and culture of the Medieval Kannada literary period. A Play and a few selected short stories are prescribed to understand the literary trends of the time.

Text-1 *Kalagnani Kanaka*, a play written by well-known critic and thinker Prof. K.R. Nagaraj. Kanakadasa was a poet-saint of the Haridasa Bhakthi tradition of the mid-16th century. Though of 'low' birth- Kanakadasa was a chieftain of the shepherd community- he became one the most celebrated Bhakthi poets of his time, forcing recognition from the Brahmin-dominated religious establishment for the literary and philosophical merit of his writings. His poetry- written in simple and spoken Kannada – reflects his belief that devotion to Gd lies beyond the artificial hierarchies imposed by caste, and orthodoxy. “Kanakan’s writings touch on all aspects of truth and social reality”.

Text-2 **Kannadada Moovathu Kahegalu- (Ed). Phakeer Mohamad Katpadi & Krishnamurthy Hanur .**

In the above selected short stories the students will learn the essential elements of short story writing such as plot and structure, dialogue, characterisation, setting, tense, viewpoint, and much more.

Learning Outcome

Students will:

- Attend class regularly and on time
- Participate in class activities and discussion
- Complete all individual and class projects
- Read all assigned material

Unit-1

**Teaching
Hours:25**

Play

Text: 1 Kalagnani Kanaka

By

K.R. NagaraJ

Publishers: Anktha Book House

Gandhi Bazar, Bengaluru

Unit-2

Teaching
Hours:20

Text-2 Kannadada Moovathu Kahegalu- (Ed). Phakeer Mohamad Katpadi & Krishnamurthy Hanur

1. Dhaniyara Sathyanarayana-Koradkal Sreenivasa Rao
2. Thabarana Kahte- K. P. Poornachandra Tejaswi
3. Gowthami Helida Kathe- Masti Venkatesha Iyengar
4. Raja mattu Hakki- G. P. Basavaraj

Text Books And Reference Books:

1. Adhunika Kannada Nataka- K. Marulasiddappa
2. Yugadharma hagu sahitya darshana- Keerthinatha kurthukoti
3. kannada sahitya charithre- R. S. Mugali
4. Kannada Rangabhoomi- K.V. Akshara

Essential Reading / Recommended Reading

1. Kanakadasa: Basrur Subba Rao
2. The servant of Lord Hari- Basavaraj Naikar
3. Kannada Sanna Kathegala Olavu- Giraddi Govindaraj

Evaluation Pattern

CIA-1 Written Assignment

CIA-2 Mid Semsester Examination

CIA-3 Book Review

End Semester Examination

PSY412 - SERVICE LEARNING (2019 Batch)

Total Teaching Hours for Semester:30

**No of Lecture
Hours/Week:2**

Max Marks:50

Credits:2

Course Objectives/Course Description

This course is offering to fourth-semester undergraduate students. Service-learning is a learning process and teaching method, incorporating the relationship between the student, community, and the classroom. It not only helps students to observe, analyze and understand the community but also it allows the student to identify himself/ herself in the community. It encompasses both the benefits to the community and the student, creating one learning experience. Service-learning gives the first-hand opportunity for a student to utilize his/ her academic knowledge and skills. At the same time, the community gets service-volunteers to strengthen its disadvantaged groups. Students in the

program work towards positive sustainable change in the community while enhancing his/her own education.

This course will help the learner

- To build awareness about the requirements of society.
- To identify the needs of underprivileged communities.
- To create mental health awareness among children, adolescents and youth.

Learning Outcome

By the end of the course the learner will be able to:

- To integrate theoretical knowledge and practical skills in experiential mode to enrich learning, to understand civic responsibility and to strengthen community
- To enhance critical thinking skills which foster career exploration
- To develop personal and social skills and to increase awareness and commitment to social issues.

Unit-1

Teaching Hours:10

Introduction

Service learning: The concept, Objectives and Scope; Need for community and Academia (University) interface. The role of psychologist in community service: Social Psychologist, Community Psychologist & Counselor. The action plan for service learning: Awareness, Planning, prototype, support, expansion and evaluation. Outcomes of service learning: Personal outcome; Social outcome, Learning outcome and Career outcome.

Unit-2

Teaching Hours:20

The planning Phase

The students are expected to discuss in groups using the following guidelines.

- Reason for choosing the organization
- The planning phase of service learning initiatives
- Logistics for the initiative of the action
- Stakeholders/beneficiaries
- Execution of the action initiative
- Specific learning outcome
- Evaluation

Text Books And Reference Books:

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service-learning affects students.

Lerner, J. V., Phelps, E., Forman, Y. E., & Bowers, E. P. (2009). Positive youth development. Handbook of adolescent psychology.

Essential Reading / Recommended Reading

America's Promise—The Alliance for Youth (2004). Connecting Communities with Colleges & Universities. Alexandria, VA.

Arches, J. (2013). Social Action, Service Learning, and Youth Development. Journal of Community Engagement & Higher Education, 5(1).

Bringle, R. G. & Hatcher, J. A. (1996). Implementing Service-Learning in Higher Education. *The Journal of Higher Education*, 67(2), 221-239.

Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57-84.

Evaluation Pattern

Assessment: (Out of 50 marks)

- CIA I - class and community involvement (15 marks)
- CIA II - Weekly reflection report (15 marks)
- CIA III - Activity-based assignment (15 marks).
- Supervisor Feedback- 5 marks

PSY431 - BASIC SOCIAL PSYCHOLOGY (2019 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:5

Course Objectives/Course Description

This course has been conceptualized in order to understand the historical and scientific origin as well as the development of the field in the western and Indian context. The course will help the student understand the development of the self and the dynamics of interpersonal attraction, prosocial behaviour, aggression, prejudice, group processes and attitude formation and change in a social context.

This course will help the learner understand

- The relationship between the individual and the society with reference to specific behaviours
- The use of scientific methods that are employed to study social behaviour

Learning Outcome

By the end of the course the learner will be able to:

- Chart the linear progression of the development of social psychology as a discipline
- Critique research methods employed in developing concepts and theoretical models
- Apply the concepts to understand social situations and monitor their own behaviour accordingly.

Unit-1

Teaching Hours:11

Introduction

What is Social Psychology? Brief History of Social Psychology, Social Psychology in India, Recent advances in Social Psychology: Role of Emotions, Social Neuroscience, Implicit (non-conscious) processes, Multicultural perspective. Role of Theory in social psychology; Methods of Social

Psychology: Systematic Observation, Survey, Experimental Method, Qualitative research: Interviewing, Participant observation, Diaries, Focus groups, Discourse analysis, Archival research.

Unit-2

Teaching Hours:16

Social cognition, self and attitudes

Definition, Heuristics, Schemas, Automatic and controlled processing, Potential sources of error in social cognition, Affect and cognition; Definition of self, Self-concept – Beginnings, Formation, Self- schemas. Culture and Self. Self-presentation - False modesty, Self-handicapping, Impression management. Self-esteem - Development and Consequences. Perceiving persons- Attribution theories, Attribution biases - Fundamental attribution error, Actor-observer effect; Definition of attitudes and its components, Attitude: Formation, Relationship with behaviour; How Attitudes Are Changed - Persuasion, Theory of Cognitive Dissonance.

Unit-3

Teaching Hours:16

Pro-social Behavior and Interpersonal Relations

Motives of Prosocial behaviour: Evolutionary perspective, Social Exchange perspective, Empathy-altruism hypothesis, Negative-state relief, Empathic joy, Defensive helping, guilt and shame, The Role of Social Norms. Emergency Responses: Understanding the Bystander Effect, Influences on Helping – Positive Emotions, Group membership, Social Exclusion, Darkness, Putting an economic value on one's time and effort. The effects of being helped;

Interpersonal attraction and affiliation –Internal Sources of Attraction: The Role of Needs and Emotions, External Sources of Attraction: The Effects of Proximity and Physical Beauty, Factors Based on Social Interaction: Similarity and Mutual Liking, Close Relationships: Foundations of Social Life.

Unit-4

Teaching Hours:16

Prejudice, Stereotypes and Discrimination

The nature and origins of stereotyping: Definition, Aspects, Illusory correlation, Outgroup homogeneity; Prejudice: What is the problem? Contrasting perspectives on origins of prejudice: Prejudiced Personality, Threat to self-esteem, Rationalizations for oppression, Competition for resources, Social categorization. Ways to reduce prejudice: Contact, Re-categorization, Superordinate goals; Discrimination: Hostile and Benevolent sexism, Glass cliff effect, Glass ceiling effect, Modern Racism, Casteism in the Indian context.

Unit-5

Teaching Hours:16

Social Influence: changing others behavior

Definition, Aspects, Conformity: Asch's Research on Conformity; Compliance; Symbolic Social Influence; Obedience to Authority: Milgram's research; Tyranny: Zimbardo's Stanford Prison study, Reicher and Haslam's BBC prison study.

Text Books And Reference Books:

Baron, R.A & Branscombe, N.R (2012). *Social Psychology*, (13th Ed). Pearson education.

Essential Reading / Recommended Reading

Brehm, S.S. & Kassin, SN. (1996). *Social Psychology*, (3rd ed.). Houghton Mifflin Company.

Crisp, R.J. & Turner, R.N. (2007). *Essential Social Psychology*. Sage Publications India Pvt Ltd.

Misra, G. & Dalal, A.K. (2001). *Social Psychology in India: Evolution and Emerging trends*. (in Eds) Ajit. K. Dalal and Girishwar Misra. New Directions in Indian Psychology, Volume I: Social Psychology. Sage Publications India Pvt. Ltd.

Myers, D.G (2002) *Social Psychology*, (7th International Ed). McGraw Hill Companies.

Taylor ,S .E, Peplau, L.A & Sears, D.O. (2006) *Social Psychology*, (12th Ed). Pearson Prentice-Hall of India Pvt. Ltd.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I –Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total marks 50

- CIA III –Activity-based Assignment - Total marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 marks
- Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 marks x 10 = 20
- Section B Short Answers: Conceptual/Application 5 marks x 4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 marks x 3 = 45
- Section D Compulsory: Case Study (Application) 15 marks X 1 = 15

PSY451 - PSYCHOLOGICAL STATISTICS AND EXPERIMENTS - II (2019 Batch)

Total Teaching Hours for Semester:30

No of Lecture Hours/Week:2

Max Marks:50

Credits:2

Course Objectives/Course Description

This course is the next phase of Psychological experiments and statistics-1 completed in the third semester. Students will examine the connection between experimental psychology and society. Much of the course will involve students considering directly how to create/develop lab and field experiments. Other portions of this course are directed at developing skills in data analysis, including the use of the statistical software package SPSS (all students are expected to have had previous exposure to SPSS or comparable statistical software in semester three). Students will perform experiments and analyze data

from these experiments both individually and as part of a group. Students will also learn how to disseminate the results of their experiments orally and in the form of an APA-format report.

Objective: This course will help the learner to

- Gain firsthand experience with psychological experiments and data analysis.
- Design and modify psychological experiments

Learning Outcome

By the end of the course the learner will be able to:

1. Generate new hypotheses and identify ways to test these hypotheses
2. Create experiments by modifying variables of existing experiments
3. Analyze, interpret, and report results of psychological experiments using software packages like SPSS and MS-Word

Unit-1

Teaching Hours:14

Advanced Psychological Experiments

Developing and Conducting Experiments- computer-assisted and classic experiments, Variables, hypothesis, analysis, report writing and presenting the findings. Steps involved in designing an experiment.

Topics: Memory, Concept Formation, Creativity, Learning

Suggested Experiments and tools for Demonstration/ to conduct - digit span, memory drum, bi-lateral transfer of learning, cueing on recall, paired associate learning, habit formation, concept formation task

Unit-2

Teaching Hours:16

Introduction to Inferential Statistics and Hypothesis Testing

Difference between Two Independent Means, Two Dependent (Correlated) Means and nonparametric Approaches to Data. Correlation: The meaning of Statistical Inference and Hypothesis Testing; Null and the Alternative Hypotheses, A Statistically Significant Difference versus a Practically Important Difference; Levels of Significance versus p-Values. Hypothesis Testing About the Difference between. Presentation of tables: Correlation, t-test, (in APA style) Software packages: SPSS, MS Word (Tables)

Text Books And Reference Books:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th Ed.).<https://doi.org/10.1037/0000165-000>

Cohen, R. J. & Swerdlik, M. E. (2013). Psychological testing and assessment: An introduction to tests and measurement (Eighth Edition). McGraw-Hill.

Essential Reading / Recommended Reading

Field, A. (2009). Discovering statistics using SPSS (3rd Ed). Sage.

King, B.M. & Minium, E.W. (2007).Statistical reasoning in the behavioral sciences (5th Ed). John Willey.

Morling, B. (2012). Research methods in psychology: Evaluating a world of information. (1st Ed). W. W. Norton & Company, Inc.

Evaluation Pattern

Continuous Internal Evaluations (CIAs) – 50 Marks

- CIA 1: Lab Report (2 x 5 marks each) = 10 marks
- CIA 2: Lab Reports (2 X 5 marks each) and Introduction (5 marks)- 15 marks
- CIA 3: Proposal of a Potential Experiment- 20 Marks
- Class participation and Supervisor Feedback- 5 marks

Department Level End Semester Examination (ESE)- 50 Marks

- Two hours exam on statistics and experiments.

CIAs (50 marks) + ESE (50 Marks) = 100 Marks /2 = 50 Marks

SOC431 - STUDY OF INDIAN SOCIETY (2019 Batch)

Total Teaching Hours for Semester:75

**No of Lecture
Hours/Week:5**

Max Marks:100

Credits:4

Course Objectives/Course Description

This course focuses on the Development of Sociology in India, its relationship to Anthropology, Orientalism, Indology, Postmodernism, Subaltern studies and a number of approaches that emerged in Indian Sociology discourse. The course introduces students to the theoretical foundations of empirical, structural, Marxist and subaltern approaches to the study of Indian society. Along with these theoretical foundations, this paper introduces a number of seminal works in each of these areas. The course objective is

- *To familiarise the students regarding the emergence and growth of Sociology and Anthropology in India.*
- *To make the students appreciate the contributions of the pioneers in the study of Indian Society.*
- *To introduce studies on Indian social institutions, social structure, social dynamics related to caste, class village and tribe.*

Learning Outcome

By the end of this course, the students will be able to:

Analyze the structure and nature of Indian society through the writings of scholars

- *Examine the challenges that face the Indian society which would help the students to develop cognitive, practical and professional skills.*
- *Provide an overview of Indian society, its history and culture by integrating empirical research and original thinking*
- *Articulate on conceptualization issues and contemporary trends that face Indian society*
- *Demonstrate academic writing skills, presentation skills, creative skills and application based skills through critical and reflexive thinking.*

Unit-1**Teaching Hours:15****Introduction to Indian Society**

1. Pluralistic Composition of Indian Society
2. Colonialism and emergence of Anthropology and Sociology

Unit-2**Teaching Hours:15****Perspectives on Indian Society**

1. Indological Perspectives; Critique of indological perspective
2. Structural-Functional perspective; Empirical approach
3. Critiques of Empirical perspective and Structural approach
4. Subaltern Perspective

Unit-3**Teaching Hours:20****Sociological studies on Caste**

1. MN Srinivas: Dominant Caste; Sanskritisation; Westernization
2. Dumont: Homo Hierarchicus; The Thesis of Purity and Impurity;
 - a. Disjunction between power and status
3. Nicholas Dirks: Caste as a modern phenomenon
4. Beteille: Caste and its Intersection with Status and Power

Unit-4**Teaching Hours:15****Village studies in India**

1. Indological account of villages in India
2. Village as a Little Republic
3. Srinivas & Dumont's debate on the nature of Indian Village

Unit-5**Teaching Hours:10****Tribes in India**

1. Conceptualization issues
2. Tribal situation in contemporary India
3. ST Forest Rights Act

Text Books And Reference Books:

Beteille, A. (2002). *Sociology: Essays on Approaches and Method*. New Delhi: OUP.

- Cohn, S B. (1987). *An Anthropologist among the Historians and other Essays*. New Delhi: Oxford University Press.
- Das, V.(ed.). (2003). *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Deshpande, S. (2003). *Contemporary India A Sociological View*. Viking Publishers: New Delhi.
- Dhanagare D N. (1993).*Themes and Perspectives in Indian Sociology*; Jaipur: Rawat publications.
- Doshi, S.L. (1997). *Emerging Tribal Image*. Delhi: Rawat Publications.
- Dube, S. C. (1995). *Indian Society*. New Delhi : NBT
- Dumont, L. (1970). *Homo Hierarchicus : The Caste System and its Implications*. Chicago: Chicago University Press.
- Gupta, D. (ed). (1991). *Social Stratification*, New Delhi: Oxford University Press.
- Ludden, David. (2001). *Readings in Subaltern Studies; Critical History, Contested Meanings and the Globalisation of South Asia*, New Delhi: Permanent Black Publications.
- Madan ,T.N. (1992). *Pathways*. New Delhi: Oxford University Press.
- Madan, V.(2003). *Village in India*. Delhi:OUP.
- Singh Y. (1986). *Indian Sociology*. Delhi: Visthar Publications.
- Srinivas, M.N. (1960). *India's Village*. Bombay: Asian Publishing House.
- Srinivas, M.N. (1977). *Remembered Village* .New Delhi: OUP.
- Srinivas, M.N. (2002). *Collected Essays*. New Delhi:Oxford University Press.
- Srinivas, M.N. (2002).*Collected Essays*. New Delhi:Oxford University Press.
- Xaxa, Virginius. (1999). *Transformation of Tribes in India*.
- Essential Reading / Recommended Reading**
- Behura, N K.& Nilakantha Panigrahi. (2006). *Tribals and the Indian Constitution*. Dellhi: Rawat Publication.
- Srinivas, M.N. (1962). *Caste in Modern India and Other Essays*, Bombay: Asia Publishing House.

Srivastava, V K. (ed.). (2013). *Tribes in India: Concepts, Institutions and Practices*. New Delhi: Serials Publications.

Verma, R.C. (1995). *Indian Tribes through the Ages*. Delhi: Government of India Publication.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:
 - CIA I is a 10 marks (20 marks reduced to 10) assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
 - CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 question out of 2 options given. It carries 15 marks

- CIA III carries 10 marks (20 marks reduced to 10 marks) and is based on an assignment that is set for the course.
 - Attendance - Attendance carries 5 marks
- **End Semester Examination** (ESE) is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

EST531 - POSTCOLONIAL LITERATURES (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:04

Objectives/Course Description

- To introduce students to few key terms of colonialism and postcolonialism
- To enable close reading of texts in their socio/political/cultural contexts, specifically colonisation
- To make students use critical vocabulary of the critical framework while discussing and writing

Learning Outcome

- To make learners sensitive to the historical factors of colonisation
- To enhance student ability to engage with social/cultural, political debates with historical consciousness

Unit-1

Teaching Hours:20

Terms of Postcolonialism

Terms chosen will introduce the key issues of colonialism and postcolonial literatures as a foundation to the rest of the paper. The reference text is *Key Concepts in Post-Colonial Studies*, Bill Ashcroft, Gareth Griffiths and Helen Tiffin, will offer focus to the discussions.

- Centre/margin
- Colonialism/imperialism
- Decolonisation
- Mimicry/hybridity
- Post-colonialism/postcolonialism

Savage/civilised

Unit-2

Teaching Hours:15

Poetry

The poems chosen are response to colonisation from America, Srilanka, England, Canada and Caribbean. The selection aims at introducing the resistance to colonisation articulated by indigenous community, Anglo-French community and the migrant slaves.

- A Lament for Confederation - Chief Dan George
- I Lost My Talk - Rita Joe
- The Dodo – Hilaire Belloc
- Buffalo Dusk – Carl Sandburg
- Zong - Nourbese Philip
- The Sea is History – Derek Walcott

Unit-3

Teaching Hours:15

Novel

Novel is one of the major genres borrowed from the West and appropriated to narrate the nation. This module aims to introduce the form and the process in the Indian context.

The team will discuss and select from the following texts.

- The Coming be the Christ Child - Bessie Head
- Is There Nowhere Else Where We Can Meet? – Nadine Gordimer
- My Son, the Fanatic – Hanif Kureishi
- Doris Lessing - Grass is Singing
- Michael Ondaatje - Running in the family
- Naipaul - House for Mr Biswas or Miguel Street
- Jamaica Kincaid - Lucy or A Small Place

Unit-4

Teaching Hours:10

Short Story

Postcolonial short story is one genre that has articulated thoughts of resistance very effectively. This module introduces conventional short story, autobiographical narrative – one of the major forms of fiction to students.

- The Coming be the Christ Child - Bessie Head
- Is There Nowhere Else Where We Can Meet? – Nadine Gordimer
- My Son, the Fanatic – Hanif Kureishi

Text Books And Reference Books:

Course pack compiled by the Dept of English, Christ University, for private circulation

Essential Reading / Recommended Reading

Adam, Ian. "Oracy and Literacy: A Postcolonial Dilemma?" *The Journal of Commonwealth Literature* 31.1 (1996): 97-109.

Ashcroft, William D., Gareth Griffith, and Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.

_____. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.

_____. *The Post-Colonial Studies Reader*. London: Routledge, 1995.

Brydon, Diana. "The Myths That Write Us: Decolonising the Mind." *Commonwealth* 10.1 (1987): 1-14.

_____. "Re-writing The Tempest." *World Literature Written in English*. 23.1 (1984): 75-88.

Brydon, Diana, and Helen Tiffin, eds. *Decolonising Fictions*. Sydney, Austral.: Dangaroo P, 1993.

Chambers, Lain, and Lidia Curti, eds. *The Post-Colonial Question: Common Skies, Divided Horizons*. London: Routledge, 1996.

Said, Edward. *Beginnings: Intention and Method*. New York: Basic Books, 1975

_____. *Culture and Imperialism*. New York: Vintage Books, 1994.

_____. *Nationalism, Colonialism and Literature*. Derry, Ireland: Field Day, 1988.

_____. *Orientalism*. New York: Pantheon Books, 1978.

_____. "Representing the Colonized: Anthropology's Interlocutors." *Critical Inquiry* 15.2 (1989): 205-25

_____. *Representations of the Intellectual*. New York: Vintage Books, 1996.

_____. *The World, the Text, and the Critic*. London: Faber and Faber, 1984.

Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia UP, 1989

Evaluation Pattern

Since CIA I insists on individual testing, there could be three ways of testing the students

1. A class test based on the text
2. A movie review
3. A book review

For CIA III, the students can be asked

1. To prepare group presentations on topics relevant to postcolonial literature
2. To put up an exhibition/display of the literature/paintings/other art productions of the formerly colonized countries.

These are a few ideas, however, during the course of teaching, there could be other suggestions, and CIA's could be slightly modified.

Mid Semester Exam Question Paper Pattern (50 Marks)

	Number of	Marks	Total
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	Answers		
Short Notes	4	5	20
Essay Questions	3	10	30
Total	7		50

End Semester Exam Question Paper Pattern (100 Marks)

	Number of Answers	Marks	Total
Short Notes	5	8	40
Descriptive/long questions	4	15	60
Total	9		100

EST532 - INDIAN LITERATURES: THEMES AND CONCERNS (2018 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:4

Course Objectives/Course Description

This paper introduces students to key themes and concerns in Indian Literatures. This is a survey course that serves as an introduction to main issues and concepts in Indian Literatures. The paper is a mix of traditional as well as contemporary literatures written both in English as well as other regional languages translated into English.

Objectives

- To understand the complexities of cultural, economic, political and social forces and their impact on the production of literatures in India of different classes and backgrounds
- To understand the religious, caste, gender, colonial, national constructs in India through its literatures and thereby develop sensitivity and add to the core value of love for fellow beings
- To become aware of methods interpreting literary texts in the contemporary context

Learning Outcome

Political, social, ideological, literary implications of understanding India as a construct.

Unit-1

Teaching Hours:20

Essays

This module will introduce students to the category of Indian Literatures, its survey of different aspects of the body of writing as well as a critical understanding of the knowledge systems indigenous to India.

Unit-2**Teaching Hours:15****Poetry**

This module surveys select poetry from contemporary India. It surveys cities, people and ideas like faith and non-violence located within the Indian context.

Unit-3**Teaching Hours:13****Play**

This module introduces students to caste and its underpinnings through a translated Dalit Drama by Vinodini. It will also introduce the Subaltern as a conceptual category and interrogate questions of caste within gender, class and other hierarchic structures.

Unit-4**Teaching Hours:12****Short stories**

This selection of short stories introduces students to a variety of readings about the nation, partition, women and their social roles as well as resistance to established traditions.

Unit-5**Teaching Hours:15****Novel and Graphic Novel**

This section introduces the novel form or the graphic novel as appropriated in the Indian context. The module will aim to familiarize students to Indian writing in English and bring forth important questions with regard to English and India apart from discussing the thematic concerns in the text. Any one of the novels may be taken to class. Understanding 'India' in the contemporary context through the form of the novel will be the focus of this module. A thematic reading of the novel will also be done in class. (One of the two novels could be considered).

Text Books And Reference Books:**Unit I: Essays****20 Hrs**

This module will introduce students to the category of Indian Literatures, its survey of different aspects of the body of writing as well as a critical understanding of the knowledge systems indigenous to India.

- P P Raveendran: "Genealogies of Indian Literatures", *Economic and Political Weekly* (June 24, 2006)
- Amitav Ghosh: "Ghost of Mrs Gandhi"
- Excerpts from *Argumentative Indian* by Amartya Sen

Unit II: Poetry**15 Hrs**

This module surveys select poetry from contemporary India. It surveys cities, people and ideas like faith and non-violence located within the Indian context.

- K Satchidanandan "A Man with a Door"
- Mirza Ghalib "Be Merciful and Send for Me"
- Bonsai God by Temsula Ao
- Basavanna Vachana "Cripple me, father" / Akkamahadevi's "Akka Kelavva"
- Sangam Poetry Ilam Peruvatuti "This World Lives Because"
- Rukmini Bhaiyya Nayar "Gender Role"
- Jayanta Mahapatra "Hunger"

Unit III: Play**13 Hrs**

This module introduces students to caste and its underpinnings through a translated Dalit Drama by Vinodini. It will also introduce the Subaltern as a conceptual category and interrogate questions of caste within gender, class and other hierarchic structures.

Daaham (Thirst) – Vinodini

Unit IV: Short stories

12 Hrs

This selection of short stories introduces students to a variety of readings about the nation, partition, women and their social roles as well as resistance to established traditions.

Pudumaipitthan “Deliverance from Curse”

Ambai: “A Kitchen in the Corner of a House”

Saadat Hasan Manto: “Dog of Tithwal”

A K Ramanujan's Annayya's Anthropology

Urvashi Butalia: “Blood”

Unit V: Novel and Graphic Novel

15 Hrs

This section introduces the novel form or the graphic novel as appropriated in the Indian context. The module will aim to familiarize students to Indian writing in English and bring forth important questions with regard to English and India apart from discussing the thematic concerns in the text. Any one of the novels may be taken to class. Understanding ‘India’ in the contemporary context through the form of the novel will be the focus of this module. A thematic reading of the novel will also be done in class. (One of the two novels could be considered).

- Arundati Roy, *The God of Small Things*

or

- Chetan Bhagat: *Five Point Someone*
- Sarnath Banerjee *Corridor*

Essential Reading / Recommended Reading

Chakrovorty - Spivak, Gayatri. *The politics of Translation* Tutun Mukherjee, Lawrence Venuti. (ed). *Translation Studies Reader*. London/New York; Routledge, 2003.

Studies in Culture and Translation. Vol. 2 ‘Translating Caste’ Basu, Tapan. Katha, 2002. New Delhi.

Das, Kamala. *The Sandal Trees and Other Stories*. Disha Books. 1995, New Delhi.

Fresh Fictions, Folk Tales, Plays and Novellas from the North East. Katha. New Delhi, 2005

Indian Short Stories. 1900-2000. Ramakrishnan, E.V. (ed). Sahithya Academy New Delhi, 2003.

Indian Literature, Sahithya Academy, bi-monthly journal. Vol.167, New Delhi, 1995.

Indian Literature, Sahithya Academy, bi-monthly journal. Vol .168, New Delhi, 1995.

Indian Literature, Sahithya Academy, bi-monthly journal. Vol.169, New Delhi, 1995.

Journal of Literature and Aesthetics. Vol.7, Numbers1 & 2 Jan- Dec.2007.Kollam, 2008.

Nandy, Ashis. *The Intimate Enemy*, New Delhi: O.U.P. 1989.

Short Fiction from South India, Krishna Swami, Subasree. Sreelatha.K (ed), New Delhi: Oxford University Press, 2008.

Stuart Blackburn and Vasudha Dalmia (ed). *India's Literary History. Essays on the Nineteenth Century.* New Delhi: Permanent Black, 2008.

Tendulkar, Vijay. *Five Plays.* Bombay: 1992.OUP. 2007, New Delhi.

Tamil Poetry Today, K.S. Subramanian (ed). International Institute for Tamil Studies, Chennai 2007.

Evaluation Pattern

CIA II

- Comparative Study of the issues of any one prescribed piece with another one piece from any Indian language
- Written assignment on any of the typical Indian issues discussed as part of the syllabus.

CIA III

- could be a Translation Assignment of any contemporary literary work
(Poems or Short Stories).
- written assignment on any prescribed piece bringing out the problems of translation
- If the students do not know how to read a regional language, they can listen to a story/poem from the oral tradition and translate that.
- Some students might not have the linguistic competence to translate then, they can learn a folk art form/gather some folk, oral narratives, recipes, sports and analyze them.

PSY531 - ABNORMAL PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

The abnormal psychology course aims to sensitize the students about the existence of abnormal behaviour in order to develop greater social responsibility. The course coupled with the social psychology course of the previous semester and other courses from sociology, specifically with regard to social problems, would create a holistic understanding of the individual and their society. Further, the course would enable the student to develop a cultural understanding of abnormal behaviour within the Indian context and specifically to Bangalore. In Bangalore, there is a noticeable increase in the mental health issues faced by the population and the need for mental health practitioners who understand the difference between abnormal behaviour and distressing behaviour is a major requirement and the course would be the first step towards that direction. This course has been conceptualized in order to help the students develop an understanding of the historical development of the study of abnormal behaviour. The specific course aim is to create an understanding of the criteria and perspectives in abnormal behaviour, common classification systems, and range of disorders including anxiety disorders, mood disorders, schizophrenia, somatic symptom disorders generally observed at childhood and adolescence, and personality disorders. This course will help the learner understand

- Abnormal behaviour: criteria, classifications and types
- The historical development in the study of abnormal behaviour

Learning Outcome

By the end of the course the learner will be able to:

- Differentiate between the different types of abnormal behaviour
- Discern clinically diagnosable psychopathology from deviant behaviour
- Identify the causes of abnormal behaviour
- Chart out the chronological progression of the changes in the classification and nomenclature of abnormal behaviour

Unit-1

Teaching Hours:12

Introduction and Theoretical Perspective

Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM 5 and ICD 10 classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes.

Psychoanalytic (only Freud), Behaviouristic, Cognitive - Behavioral, Humanistic, Interpersonal Perspectives (Student Effort Hours)

Unit-2

Teaching Hours:12

Neurodevelopmental disorders

Intellectual disability - Definition, Levels of MR, Clinical Types and Causal Factors;

Autism spectrum disorders - Clinical Picture and Causal Factors;

Specific Learning disorder - Clinical Picture and Causal Factors; Attention-Deficit/Hyperactivity Disorder (Student Effort Hours)

Unit-3

Teaching Hours:12

Anxiety and Somatic symptom Disorders

Brief Description: Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder with Causal Factors.

Somatic symptom disorder, Functional neurological symptom disorder with Symptoms and Causal Factors.

Illness anxiety disorder (Student Effort Hours)

Unit-4

Teaching Hours:12

Bipolar and related disorders, depressive disorders and Schizophrenia

Cyclothymic Disorder, Bipolar I Disorder, Bipolar II Disorder.

Dysthymic Disorder, Major Depressive Disorder with Psychosocial Causal Factors.

Schizophrenia: Meaning, Clinical Picture.

Psychosocial Causal Factors (Student Effort Hours)

Unit-5

Teaching Hours:12

Personality Disorders and Gender Dysphoria

Introduction - Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors.

Gender dysphoria in children and gender dysphoria in adults (Student Effort Hours)

Text Books And Reference Books:

Barlow, D.H. & Durand, M.V. (2015). Abnormal Psychology. 7th Edition. Thomson Publication.

Butcher, J.N, Mineka, S. & Hooley, J.M (2016). Abnormal Psychology. 16th Edition. Pearson Education

Carson, R.C., Butcher, J.N & Mineka, S. (2004). Abnormal psychology. 13th Edition. Pearson Education.

Kring, A. M., Davison, G. C., Neale, J. M., & Johnson, S. L. (2012). Abnormal psychology (12th ed.). John Wiley & Sons Inc.

Essential Reading / Recommended Reading

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (45h edition).

World Health Organization (2004). ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.).

Nevid, J. S., Rathus, S. A., & Greene, B. (2018). Abnormal psychology in a changing world. 10th ed. Prentice-Hall. World Health Organization.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I –Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total marks 50

- CIA III –Activity-based Assignment - Total marks 20
- CIA I + II + III = 90 /100 = 45/50

- Attendance = 5 marks
- Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 marks x 10 = 20
- Section B Short Answers: Conceptual/Application 5 marks x 4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 marks x 3 = 45
- Section D Compulsory: Case Study (Application) 15 X 1 = 15

PSY541A - INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: This course has been conceptualized to provide the learners with an overview of I/O Psychology by describing the various individual, group, and organizational processes/behaviour at work. This paper also intends at enhancing the understanding of the learner about the world of work and related concerns. The areas covered in the paper include recruitment, employee selection, training and development, performance appraisal, motivation, leadership, organizational communication, group behaviour, and culture. The paper will provide a scientific basis of human behaviour at work which will build a sound background towards the application of the learning acquired.

Course objectives: This course will help the learner

- To understand the origins of I-O Psychology and the major fields related to it
- To understand the individual determinants that influence workplace behaviour
- To develop an understanding of how theory and research are applied to work settings
- To learn the process involved in human resource planning and development
- To learn how organizations can create a supportive work environment by understanding the functioning of groups and leadership roles
- To learn the role and importance of communication in organizations
- To understand how culture plays a role in individuals and groups at the workplace

Learning Outcome

By the end of the course the learner will be able:

- To identify the relevance of I/O Psychology at the workplace
- To apply the understanding of theories and research findings in individual and group behaviour at work
- To differentiate the processes involved in human resource planning and development
- To evaluate the role of culture and effectiveness of communication in various organizational processes

Unit-1

Teaching Hours:12

Introduction

Definition, goals, key forces, and fundamental concepts, History of industrial psychology, Major Fields of I/O Psychology

Unit-2

Teaching Hours:12

Individual at workplace

Personality- Definition, personality traits relevant at the workplace,

Motivation- Definition, Types, Application of theories of motivation at the workplace (early and contemporary theories)

Job satisfaction- Definition, Factors affecting Job Satisfaction, Consequences

Unit-3

Teaching Hours:12

Planning and Development of human resources

Job Analysis- Definition, Purpose, Types, Process, Methods, Recent Developments

Recruitment and Selection- Nature and objectives, Sources- Internal and External, Process, Definition and steps in the selection process

Performance Management- Definition, Scope, Process, Tools

Training and Development- Meaning and nature, Objectives, Methods- on the job and off the job, Training and Analysis

Unit-4

Teaching Hours:12

The Group

Group- definition, types, stages of group development, characteristics of groups

Group decision making, techniques of decision making

Teams- definition, types, the difference between groups and teams

Leadership - Definition, Leadership Styles, Approaches to Leadership

Unit-5

Teaching Hours:12

Communication and Organizational culture

Communication- definition, functions, process, types, barriers to effective communication

Organizational Culture- definition, characteristics, strong v/s weak culture, positive organizational culture

Text Books And Reference Books:

Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. New York: Mac Milan publishing company.

Robbins, S. P. & Judge, T.A.(2013). Organizational behaviour. Pearson Education.

Singh, N. (2011). Industrial Psychology. Delhi, India: TataMc Graw hill Education private limited.

Essential Reading / Recommended Reading

Landy F.J & Conte J.M. (2016). Work in the 21st century: an introduction to industrial and organizational psychology. John Wiley & Sons, Inc.

Aamodt, M.G. (2016). Industrial/ organizational psychology: an applied approach. Wadsworth publishing group

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total marks 50
CIA III –Activity-based Assignment	- Total marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x 10 = 20
Section B	Short Answers: Conceptual/Application	5 marks x 4 = 20
Section C	Essay Type: Descriptive/Conceptual	15 marks x 3 = 45
Section D	Compulsory: Case Study (Application)	15 X 1 = 15

PSY541B - SCHOOL AND EDUCATIONAL PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

This introductory course is designed for final year Psychology students to explore the field of School and Educational Psychology and related career options such as school counselling, career guidance, and teaching, should they choose to specialize further after their graduation. The course will build on previously learned knowledge in Psychology such as various schools of thought in Psychology, and basic theories of learning, development, and motivation with the goal of exposing students to different areas of specialization within the field of educational psychology.

Course objectives: This course will help the learner

- To get a broad understanding of the importance of educational psychology as a field, and its scope.
- Get a theoretical and practical exposure to specific areas of specialization in educational psychology such as teaching and learning including assessments and classroom management, differentiating instruction for diverse learners (learners with disabilities, gifted learners, learners from diverse socioeconomic and cultural backgrounds), careers and life skills or psychosocial education, and mental health in education.

Learning Outcome

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

1. Be familiar with and be able to distinguish between theories of learning, development, and motivation (behaviourism, cognitivism, constructivism, social constructivism) as they apply to education
2. Understand, apply, and compare teaching/learning practices, assessment, and classroom management practices employed in schools and higher education
3. Understand the importance of differentiated instruction in order to respond to the needs of diverse learners including learners with disabilities, gifted learners, and learners from diverse socioeconomic and cultural backgrounds
4. Understand the importance of and compare various approaches to careers education and guidance
5. Understand the importance of and current status in India of mental health in education, and psychosocial or life skills education

Unit-1

Teaching Hours:12

Introduction

Nature, scope and functions of educational psychology; Careers in educational psychology- teaching-related, counseling-related (career guidance, mental health)

Unit-2

Teaching Hours:12

Theories in Education Psychology

Overview of theories of learning, development and motivation in an educational context (behaviourism, cognitivism, constructivism, social constructivism)

Unit-3

Teaching Hours:12

Teaching and Learning

Teaching and learning strategies, assessment and measurements, classroom management strategies

Unit-4

Teaching Hours:12

Differentiating instruction to respond to differences among learners

Learners with disabilities and gifted learners, Differentiating instruction to respond to differences among learners: Socioeconomic and cultural differences among learners

Unit-5

Teaching Hours:12

Career Education and School Counselling

Careers education: Theories and case studies from the field; : School Counselling: Mental health, life skills education or psychoeducation

Text Books And Reference Books:

- Woolfolk, A. (2016). Educational psychology (12th Edition). Pearson.
 Patel, V., Aronson, L., & Divan, G. (2013). A School Counsellor Casebook. Byword Books Private Limited.
 Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners. ASCD.
 Athanassou, J. A., & Van Esbroeck, R. (2008). International handbook of career guidance (pp. 695-709). Springer.

Essential Reading / Recommended Reading

- Ranganathan, N. & Wadhwa, T. (2019). Guidance and counselling for children and adolescents in schools. SAGE.
 Kumashiro, K. K. (2015). Against common sense: Teaching and learning toward social justice. Routledge.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I –Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total marks 50
- CIA III –Activity-based Assignment - Total marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 marks
- Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 marks x 10 = 20
- Section B Short Answers: Conceptual/Application 5 marks x 4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 marks x 3 = 45
- Section D Compulsory: Case Study (Application) 15 Marks X 1 = 15

PSY541C - SPORTS PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

An introductory course in sports psychology aims at appraising students about the basic concepts related to applying psychological principles in sports.

This course will help the learner to gain familiarity with

- Understand the scope and perspectives of sports psychology.
- Explain issues of race, gender in sports.
- Understand the cognitive and social psychological dimensions in sports.
- Learn ways to enhance individual and team performance.

Learning Outcome

By the end of the course the learner will be able to:

- Trace the origins of sports psychology.
- Distinguish the difference between Intrinsic and Extrinsic motivation and how mental training can be used for performance.
- Design a comprehensive goal-setting program for Individuals and teams.

Unit-1

Teaching Hours:10

Introduction

Definition and History of sports psychology; Role of a sports psychologist; Ethics in sports psychology; Multicultural issues that relate to race and gender.

Unit-2

Teaching Hours:13

Motivation in Sports and Exercise

Causal Attribution in Sport – Attribution Model; competitive situations; attribution training; Self-confidence and Intrinsic Motivation - Models of Self-Confidence; Integrated theory of motivation in sport and exercise; Goal Perspective Theory – Achievement Goal Orientation; Developmental Nature of Goal Orientation; Goal Involvement; Motivational Climate; Goal Orientation and Moral Functioning; Characteristics of Task and Ego Goal Orientations; Interaction between Goal Orientation and Motivational Climate.

Unit-3

Teaching Hours:13

Social Factors in Sporting Performance

Aggression and Violence in Sport; Social Facilitation; Self-presentation effects in sport; Characteristics of Team Cohesion; Measurement, Determinants and Consequences of Team Cohesion; Negative effects of Team membership; Developing Team Cohesion; Theories of Leadership; Coach-Athlete Compatibility and Communication.

Unit-4

Teaching Hours:12

Arousal, Anxiety and Sporting Performance

Definition – Arousal, Anxiety and Stress; Neurophysiology of Arousal; Attention and Concentration in Sport; Factors inducing anxiety and stress; Arousal and Performance Relationship; Anxiety and Performance Relationship; Stress Management.

Unit-5

Teaching Hours:12

Cognitive and Behavioral Interventions

Coping Strategies in Sport; Self-Talk; Relaxation Strategies and Arousal Energizing Strategies; Goal Setting; Imagery; Hypnosis; Psychological Skills Training.

Text Books And Reference Books:

Cox, R. (2011). *Sports Psychology: Concepts and Applications* (7th ed.). McGraw-Hill Education.

Jarvis, M. (2009). *Sports Psychology: A Student's Handbook*. Routledge.

Thatcher, J., Day, M., & Rahman, R. (2011). *Sport and Exercise Psychology*. Learning Matters.

Essential Reading / Recommended Reading

Arnold, D.L.U. & Nation, J. R. (1989). *Sports Psychology*. Nalson-Hall.

Cratty, B. J. (1989). *Psychology in contemporary sports*. Prentice Hall.

Horn, T. S (Ed) (1992). *Advances in sports psychology*. Herman Kinetics.

Lynch, J. (2001). *Creative coaching*. Human Kinetics.

Mohan, J. (1996). *Recent advances in sports psychology*. Friends.

Murphy, E. (1995). *Advances in sports psychology*. Human Kinetics.

Murphy, S. M. (1995). *Sports Psychological Interventions*. Herman Kinetics.

Sandhu, G. S. (1992). *Psychology in sports: A contemporary perspective*. Friends.

Weinberg, R. S. & Gould, D. (2007). *Foundations of Sport and Exercise Psychology* (4th ed.). Humans Kinetics.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I – Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total Marks 50

- CIA III – Activity-based Assignment - Total Marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 Marks
- Total Marks = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 Marks x
10 = 20
- Section B Short Answers: Conceptual/Application 5 Marks x
4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 Marks x
3 = 45
- Section D Compulsory: Case Study (Application) 15 Marks
X 1 = 15

PSY541D - CULTURAL PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: This course has been conceptualized in order to provide a comprehensive introduction to general theories and methods related to cultural psychology. The course will focus on specific topics that bridge cultural psychology and identity, including group and identity formation, and multiculturalism. Special emphasis will be placed on critically examining how cultural norms influence the way individuals think, feel, and behave.

Course objectives: This course will help the learner to

- Gain familiarity with concepts, theories and research methods of cultural psychology
- Understand how individuals are influenced by their cultural context
- Learn about how culture shapes an individual's concept of self and perception of others and appreciate debates about psychological universality versus diversity.

Learning Outcome

Course outcomes: By the end of the course the learner will be able to:

- Have a strong knowledge base in fundamental theories and methodology in cultural psychology

- Articulate multiple theoretical perspectives on what culture is and how it may influence the “self” of the individual
- Understand and analyse social and ethnic diversities and experiences through the lens of culture
- Identify and explain how culture influences psychological processes
- Be able to apply knowledge of cultural psychology to real-world contexts

Unit-1

Teaching Hours:12

Introduction to Cultural Psychology

What is culture? What is cultural psychology? Scope of cultural psychology. Research Methods: How do we study culture? Review of literature on culture and cognition; culture and emotion; and culture and mental health.

Unit-2

Teaching Hours:12

Culture and Self

Universal and divergent aspects of self. Two construals of the self: Independent and interdependent and their consequences. Implications of culture on personality. Influence of culture on morality and values. Value pluralism and comparative morality.

Unit-3

Teaching Hours:12

Culture and Psychological Processes

Culture and cognition, culture and emotion, culture and motivation, culture and social behaviour, culture and mental health. Gender, sexuality and culture.

Unit-4

Teaching Hours:12

Acculturation

Acculturation; difference between socialisation, enculturation and acculturation; domains of acculturation cultural practices, cultural values, cultural identification; measurement of acculturation; acculturation strategies, multiculturalism.

Unit-5

Teaching Hours:12

Psychological and Sociological Perspective of Ethnic Identification

Ethnic identity, role of “relational self” in ethnic identification, identity threat, ethnic boundaries, ethnic identity construction and Identity Process theory, Intersectionality.

Text Books And Reference Books:

Matsumoto, D., & Juang, L. (2016). Culture and Psychology (6th edition). Wadsworth Publishing.

Heine, S. J. (2015). Cultural Psychology (3rd edition). W. W. Norton & Company.

Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities. *Sex Roles*, 59, 377–391. doi:10.1007/s11199-008-9424-4

Essential Reading / Recommended Reading

Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C., ... & Aycan, Z. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100-1104.

Islam, M. R., & Hewstone, M. (1993). Dimensions of Contact as Predictors of Intergroup Anxiety, Perceived OutGroup Variability, and Out-Group Attitude: An Integrative Model. *Personality and Social Psychology Bulletin*, 19, 700–710. doi:10.1177/0146167293196005

Plaut, V. C. (2010). Diversity Science: Why and How Difference Makes a Difference. *Psychological Inquiry*, 21(2), 77–99. doi:10.1080/10478401003676501

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total Marks 50
CIA III –Activity-based Assignment	- Total Marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 Marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 Marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 Marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 Marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY541E - INTRODUCTION OF NEUROPSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: This undergraduate course will be a comprehensive introduction to human neuropsychology structured to provide students with a basic understanding of the relationship between brain and behaviour. Topics covered will include foundations of neuropsychology, the structure of the nervous system, functional specialization of the brain, cognitive functions, and assessments of brain disorders.

Course objectives: This course will help the learner

- To understand the fundamental concepts of neuropsychology.
- Recognize the organization of the nervous system
- Identify the structure of brain systems and associated cognitive functions
- Integrate principles towards the understanding of brain disorders

Learning Outcome

By the end of the course the learner will be able:

1. To understand the basic terminology and clinic-neuropsychological concepts.
2. To recognize the organization of the nervous system through a systematic review of researches carried out
3. To identify the structure of brain systems and associated cognitive functions
4. To integrate principles towards the understanding of brain disorders through reviewing disease models.

Unit-1

Teaching Hours:12

Introduction

Definition, Nature and Scope of clinical neuropsychology. Functions of Neuropsychologists. History, Branches of Neuropsychology. Methods of study of research in neuropsychology-Neurohistology, Radiologic Procedures, Electrophysiologic Procedures, Imaging of Brain metabolism, Magnetic Imaging. Ethical issues in research

Unit-2

Teaching Hours:12

Developmental Neuropsychology

Introduction to developmental psychology; Brain development; Neuropsychology of mental development; Neuropsychology of developmental abnormalities; Neuropsychology of remediation of children.

Unit-3

Teaching Hours:12

Cognitive Neuropsychology

Cerebral Specialization; Neuropsychology of Memory; Neuropsychology of Attention and Executive Functioning; Neuropsychology of Emotion; Neuropsychology of Language; Neuropsychology of Consciousness.

Unit-4

Teaching Hours:12

Neuropsychology of basic psychiatric conditions

Schizophrenia; Dementia: Alzheimer's disease, Parkinson's, Huntington's and Creutzfeldt-Jakob disease; Anxiety and mood disorders.

Unit-5

Teaching Hours:12

Neuropsychological assessment

The practice of neuropsychological assessment; Basic concepts, Neuropsychological examination procedures; Neuropsychological assessment interpretation; important neuropsychological tests.

Text Books And Reference Books:

Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.), McGraw-Hill.

Zillmer, E.A., Spiers, M.V. & Culbertson (2008). Principles of Neuropsychology (2nd ed.). Cengage Learning.

Blackmore, S. (2003). Consciousness: An introduction. Hodder & Stoughton.

Essential Reading / Recommended Reading

Walsh K. (2008). Neuropsychology. B.I. Churchill Livingstone Pvt. Ltd

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total marks 50
CIA III –Activity-based Assignment	- Total marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY551 - PSYCHOLOGICAL RESEARCH METHODS AND ASSESSMENT-I (2018 Batch)

Total Teaching Hours for Semester:30

**No of Lecture
Hours/Week:2**

Max Marks:50

Credits:2

Course Objectives/Course Description

Course description: This course has been conceptualized to capstone experience for psychology undergraduates, in which students identify a research topic, conduct comprehensive literature reviews, and then develop a substantial written small empirical research project. The paper aims to help students collaborate and complete psychological research projects with their peers. This course is planned to also provide a framework for the development of assessment practices. Attention will be given to issues of identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores and writing APA formatted reports. The program is designed to enable students to complete a group research project under the supervision of a faculty. The students would develop and defend the research proposal in the semester.

Course objectives: This course will help the learner to gain knowledge with the process and the methods of quantitative and qualitative psychological research traditions.

Learning Outcome

By the end of the course the learner will be able to:

- Explain the basic concepts of research and the phases of it.
- Administer psychological scales to a subject, make interpretations and draw conclusions based on the norms given in the manual.
- Develop a research idea and develop a research proposal according to APA guidelines.

- Understand and follow ethical guidelines of research data collection process.
- Present the research proposal and defend the work.

Unit-1

Teaching Hours:12

Introduction to research in Psychology

Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Principles of Good Research; Ethics in Psychological Research. Research Traditions: Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative & Quantitative Research Traditions. Review of literature: databases, search strategy, critical evaluation of an article.

Unit-2

Teaching Hours:12

Proposal Writing

Elements of proposal writing: Formulating a problem & developing a testable research question/research hypothesis, developing a rationale, aims, and objectives. Research Designs: Identifying an appropriate research design and methods for a given research question/hypothesis. Sample and sampling: Probability & Nonprobability sampling methods; Methods of data collection- Case study, Observation, Interview & Focus group discussion, Survey. Protocols in data collection.

Unit-3

Teaching Hours:6

Psychological testing

Selecting a psychological test, Characteristics of a test – standardization, Reliability and validity of tests, norms, scoring, applications and cultural adaptability.

Administer any two psychological assessments on an individual subject using any of the following tests- one personality test (NEOPI, 16PF, Eysenck Personality Questionnaire, Type A/B behaviour pattern) and one intelligence test (Ravens Test, Bhatia's Battery of Intelligence) and write a report

Text Books And Reference Books:

Cohen, R. J., & Swerdlik, M. E. (2013). *Psychological testing and assessment: an introduction to tests and measurement*. Eighth edition. McGraw-Hill Education.

Coolican, H. (2014). *Research Methods and Statistics in Psychology*, Sixth Edition. Taylor and Francis.

Essential Reading / Recommended Reading

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th Ed.).<https://doi.org/10.1037/0000165-000>

<https://christuniversity.in/uploads/userfiles/CRCE.pdf>. CHRIST (Deemed to be University) Institutional Ethics Documentation

Evaluation Pattern

Continuous Internal Evaluations (CIAs) – 50 Marks

- CIA 1: Individual Assignment and lab reports- 15 marks

- CIA 2: In-class activity, feedback, and evaluation of proposal writing- 15 marks
- CIA 3: Final proposal submission and Presentation (15 marks)
- Class participation and Supervisor Feedback- 5 marks

Department Level End Semester Examination (ESE)- 50 Marks

Examination pattern: Duration of the exam – 2 hours individual written exam/viva on research methods and testing.

CIAs (50 marks) + ESE (50 Marks) = 100 Marks /2 = 50 Marks

SOC531 - METHODS OF SOCIAL RESEARCH (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:60

Max Marks:100

Credits:4

Course Objectives/Course Description

This paper seeks to train students to conceptualize and carry out social research. It introduces students to the various stages of research, equipping them with the necessary skills to collect data, analyze data and present the findings in a report. Both qualitative and quantitative techniques are covered.

This course provides philosophical underpinnings of the social research and familiarizes the students with methodological tools, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently.

Course Objectives:

- 1. To understand the philosophical basis of research methodology*
- 2. To understand the logic of research design and to experience data analysis*
- 3. Enable them to understand the current methodological debates and issues in qualitative and quantitative research*
- 4. To provide skills required for professional social scientists by having cognitive, practical and key skills in research methodology.*

Learning Outcome

By the end of the course, students will be able to:

- *discuss the philosophical basis of research methodology*
- *examine the logic of research design*
- *undertake data analysis*
- *explore the current methodological debates*
- *analyse contemporary issues in qualitative and quantitative research*
- *conceptualize, design and carry out a research project on their own*

Unit-1**Teaching Hours:15****Social Research : An Introduction**

1. Social Research : Meaning and Characteristics
2. Human inquiry and science
3. Paradigms, theory and social research
4. Ethical issues in Social Research
5. Types of Social Research – Qualitative and Quantitative

Unit-2**Teaching Hours:15****The Structure of Inquiry**

1. Research design – meaning and importance
2. Role of Hypothesis
3. Types of Research Design
 - a. Descriptive
 - b. Exploratory
 - c. Explanatory
 - d. Experimental
4. Units of analysis
5. How to design a research study – elements of research proposal

Unit-3**Teaching Hours:15****Sampling Technique**

1. Sampling : Meaning & characteristic
2. Role of Sampling in social research
3. Types :
 - a. Probability
 - b. Non Probability

Unit-4**Teaching Hours:10****Data Collection & Processing**

1. Primary and Secondary Data
2. Sources of data
3. Methods of data collection
 - a. Questionnaire

- b. Observation
- c. Interview
- 4. Data analysis & Interpretation
- 5. Data Processing
- 6. Checking
 - a. Editing
 - b. Coding
 - c. Classification

Unit-5

Teaching Hours:5

Report Writing

- 1. Structure
- 2. Contents
- 3. Review of literature
- 4. References/ Citation Style
 - a. Bibliography
 - b. Footnote/ Endnote

Text Books And Reference Books:

Babbie,Earl. (2002). *The Basics of Social Research*. London: Wadsworth Publications.

Bryman, Alan. (2007). *Social Research Method*, Oxford University Press.

Caragan, Leonard. (2007).*Doing Social Research* Rawat Publication.

Chhapekar Rati. (2004). *A text book of Social Research*, Dominant Publishers and Distributors, New Delhi.

Gerring John. (2001). *Social Scientific Methodology*, Cambridge University Press.

Giuseppe Larossic. (2006). *The Power Of Survey Design*, World Bank, Washington DC.

Henn Matt, Mark Weinstein and Nick Foard. 2006. *A short introduction of social Research*. New Delhi: Sage Publication.

Kothari, C.R. (1990). *Research Methodology*. New Delhi: Vishwa Prakashan.

Kumar Ranjit. (2005). *Research Methodology A step by step guide for Business*, Pearson Education.

Mangaleswaran, R. (2011). *Paradigm in Social Research*. New Delhi: A New Horizon, Authors press,.

Nigel Gilbert (ed.). (2006). *From Postgraduate to Social Scientist: A guide to key skills*
London: Sage Publication.

Taylor, Steven.J and Robert Bogdan. (1984). *The Introduction to Qualitative Research Methods-the Search for Meanings*, (Chap 1). New York: Wiley.

Uwe Flick. (2007). *Managing Quality in Qualitative Research*, Sage Publication.

Vaus de. D.A. (2002). *Surveys in Social Research*. Australia: Routledge Publications.

Yates, Simeon J. (2004). *Doing Social Science Research*. Sage Publication.

Young, Pauline. (1960). *Scientific Social Survey and Research*. Prentice Hall.

Essential Reading / Recommended Reading

Bailey, Kenneth D. (1978). *Methods of Social Research*.

Good, William and Hatt, Paul K. (1952). *Methods in Social Research*, New York: McGraw Hill.

Gulati Leela (2002). "Small is Beautiful: Case study as a Method in Social Science" in Patel, Bagchi, and Raj (ed.) *Thinking Social Science in India. Essays in Honor of ALice Thorner*. New Delhi: Sage Publications.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:
 - CIA I is a 20 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
 - CIA II is the 2 hour long 50 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 20 marks and is based on an assignment that is set for the course.

- Attendance - Attendance carries 5 marks
- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given.
Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given.
Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given.
Each question carries 15 marks

SOC541A - ANALYSIS OF CONTEMPORARY SOCIAL PROBLEMS (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:3

Course Objectives/Course Description

***Course Description:** This paper discusses various social issues which are of relevance for contemporary world. These issues surround the broad themes of population, health, development. In relation to population and health this paper would cover issues like aging, reproductive health, HIV AIDS, euthanasia, drug abuse, etc. In relation to development this paper would look into issues like urban land use, farmer's suicide, displacement, etc. Through service learning the students are expected to get some practical knowledge about the issue and the solutions that are provided by various organizations. This can help them in grasping the reality; contemplate on it, and come up with newer/better ways to deal with it.*

Course Learning Objectives:

1. To understand major Sociological perspectives and to distinguish between micro and macro level social pathology.
2. To explain how social problems interact and react with the larger society and how it affects individual life.
3. To understand social problems in contemporary India in the context of Sociological theory, knowledge, concepts and perspectives
4. To develop problem solving strategies, social consciousness, thinking skills.
5. To also initiate judicial and social activism.

Through service learning the students are expected to get some practical knowledge about the issue and the solutions that are provided by various organizations. This can help them in grasping the reality; contemplate on it, and come up with newer/better ways to deal with it.

Learning Outcome

Course Learning Outcome:

By the end of this course, students will be able to:

- Examine major Sociological perspectives and to distinguish between micro and macro level social pathology.
- Explain how social problems interact and react with the larger society and how it affects individual life.

- *Analyze social problems in contemporary India in the context of Sociological theory, knowledge, concepts and perspectives*
- *Exhibit problem solving strategies, social consciousness, thinking skills.*
- *Utilize practical knowledge about the issue and the solutions that are provided by various organizations. This can help them in grasping the reality; contemplate on it, and come up with newer/better ways to deal with it.*

Unit-1

Teaching Hours:8

Sociological Analysis of Social Problems

1. Study of 'Social Problems' – Social Pathology, Anomie, Social Disorganization
2. Theoretical Perspectives –From Religion to Sociology
3. Characteristics, Stages and Reactions
4. Critical Analysis of Social Issues – Power, Ideology, and Hegemony

Unit-2

Teaching Hours:8

Population and Health and other social problems

1. Population growth and reproductive health
2. Aging and availability of geriatric care
3. HIV AIDS and societal alienation
4. Drug Abuse
5. Child Abuse

Unit-3

Teaching Hours:16

Development Caveats

1. Understanding development of Underdevelopment
2. Issue of Urban poverty
 - a. Social Exclusion and Poverty
 - b. Issue of slum, urban planning and marginalization-case study of Bangalore.
3. Corruption, Terrorism
4. People's rights and cultural issues – Development related displacement Case studies of instances such as privatization of water, giant power projects, policy of Special Economic Zone (SEZ), etc

Unit-4

Teaching Hours:8

Human Rights Issues

1. Covenants
2. Human Rights Organizations

Unit-5

Teaching Hours:20

Service Learning

1. Service Learning

Text Books And Reference Books:

1. Alavi, H.D and Shanin, T. (Ed.) (1982). *Introduction to the Sociology of Developing Societies*, London: Macmillan.
2. Merton and Nisbet. (1966). *Contemporary Social Problems*, New York: Harcourt, Brace and World.
3. Shah, Ghanshyam. (2001). *Cultural Subordination & Dalit Challenge*. Vol II
4. Vaidyanathan. (2006). A. *Farmer's Suicide and the Agrarian Crisis*. *Economic and Political Weekly*, September 23: 4009-4013.

Essential Reading / Recommended Reading

1. Jayaram N and Satish Saberwal (eds.). (1996). *Social Conflict*. OUP.
2. Neha Gupta and Aggarwal, N.K.(2012). *Child Abuse*. Delhi Psychiatry Journal Vol. 15 No.2.
3. Preston PW. (2001). *Development Theory*. Blackwell Publication.
4. Sharma, R.N. (2003). *Involuntary Displacement: A few encounters*, Economic and Political Weekly, March 1: 907-912..
5. Wrr, Joop W de. (2002). *Urban poverty alleviation in Bangalore: Institutional and Community-Level Dilemmas*.

Visual Texts

1. Bhatia D, Mathur P & Berghell (2009), *Nero's Guests: The Age of Inequality*.
2. Demme.J & Saxon E, (1993), *Philadelphia*.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:

- CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
- CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weight-age) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 10 marks and is based on an assignment that is set for the course.
 - Attendance - Attendance carries 5 marks
- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

SOC541B - INDUSTRIAL SOCIOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: This paper aims at introducing the students to industrial/post-industrial societies in the context of globalization. The paper looks at the role played by trade unions in our changing society.

Course Objective :

- *The aim of this course is to give students a thorough understanding of the social forces and laws that shape the quality and changing nature of work.*
- *It examines local and global forces that have an impact on the workplace*

Learning Outcome

By the end of this course, students will be able to:

- *Analyze the history and development of Industrial Sociology in relation to work and emerging trends of modern capitalist society*
- *Identify, analyse and evaluate a variety of theoretical explanation of work and assess the dynamics related to it.*
- *Distinguish the industrial arena from the sociological perspective and provide answers for the dynamics and challenges of the workplace*
- *Explore the challenges of LPG and CSR and engage in intellectual debates*

Unit-1

Teaching Hours:15

Industrial Sociology ? An Introduction

1. Nature, Scope and Importance
2. Origin and Development
3. Industry as a social system
4. Evolution of Working Class
5. Changing nature of work
6. Growth of unorganized informal sector

Unit-2

Teaching Hours:10

Dynamics of Industrial Relations

1. Approaches to the study of Industrial Relations
2. Collective Bargaining – Concepts, Types, Scope and Importance
3. Participative Management – Concept and Practices of Participative Management

Unit-3

Teaching Hours:15

Industrial Disputes

1. Concept, Features and Kinds of disputes
2. Settling disputes:
 1. Mediation
 2. Arbitration
 3. Conciliation
 4. Negotiation

Unit-4

Teaching Hours:15

Trade Union

1. Concept, Features, Functions and Types
2. History of Trade Union Movement in India
3. Trade Unions and Challenges of Privatization and Globalization
4. Law and work
5. Decline of Trade Unions

Unit-5

Teaching Hours:5

Dynamics of Industrial Relations

1. Corporate Social Responsibility
2. Inclusion of Women in the Corporate Sector
3. Scope of Industrial Sociology in India

Text Books And Reference Books:

- Davis, Keith. (1984). *Human Behaviour at work*, New Delhi. McGraw-Hill.
Gisbert, Al S J. (1972). *Fundamentals of Industrial Sociology*, New Delhi, Tata McGraw-Hill.
Gisbert, P. (1972). *Fundamentals of Industrial Sociology*, New Delhi, Tata Hill.
Nadkarni, L. (1998). *Sociology of Industrial Worker*, Jaipur Rawat.
Ramaswamy, E. A. (1978). *Industrial Relations in India*. Delhi. Macmillan.

Y. Narayana Chetty, *Dynamics of Trade Unions in India*, Anmol Publications.

Essential Reading / Recommended Reading

- Desai, V. (2000). *Dynamics of Entrepreneurial Development and Management*, Mumbai: Himalaya Publishing House.
Dutta and Sundaram. (2007). *Indian Economy*, S. Chand Publications. New Delhi: Publications.

Sheth, N R. (1979). *Industrial Sociology in India*, Jaipur Rawat

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:
 - CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
 - CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January
- The pattern for the exam is as follows:
- Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 10 marks and is based on an assignment that is set for the course.
- Attendance - Attendance carries 5 marks
- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

SOC541C - SOCIAL ECOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: *This paper tries to introduce to the students the concept of ecology from a historical perspective and the integral relationship between man, community and environment. The paper also tries to initiate discussions on the pertinent ecological issues, emerging concerns, environmental movements and the reactions to them.*

Course Objectives:

This course will help the students to

1. *To acquire basic knowledge and understanding of the importance of ecology.*
2. *To understand the various discourses and the pioneering works in this area*
3. *To familiarize with different environmental issues and levels of activism required for public policy.*

Learning Outcome

By the end of this course, students will be able to:

- *Discuss human- nature interactions from ancient time to modern period.*
- *Examine stories of development and people in relation to ecological welfare*
- *Analyze local/personal/community conflicts, demands and aspirations regarding socio-ecological issues and their inter linkages with the global domain.*
- *Evaluate the various approaches, initiatives, paradigms as well as the malise underlying India's paradigms and approaches towards ecology*

Unit-1

Teaching Hours:15

Introduction to Ecology and the Perspectives

1. Understanding nature, ecology and environment: Basic concepts – environment, ecosystem, ecology, levels of organization, food chain, habitat, niche (generic, specific), Biocentrism,

Anthropocentrism, Environmentalism, Carrying Capacity, Ecological Footprint, Carbon footprint, Water footprint, Virtual water.

2. Historical development of ecology: Ecology (Alexander von Humboldt, Haeckel, Eugene Warming), Human Ecology, Cultural Ecology, Social Ecology (Murray Bookchin), Deep Ecology, Sociology of Environment (Lewis Mumford, William Catton, Riley E Dunlap)
3. Waves of Environmentalism, Environmentalism of the Poor, Rachel Carson and Silent Spring, emergence of Greenpeace.
4. Perspectives on environment: Marxist, Techno-centrist and Functional; Indian thought

Unit-2

Teaching Hours:15

Development Processes and Environment

1. Technology, Industrialization: Ecosystem people and practices of ecological prudence, technocentric reductionism, utilitarianism and its impact.
2. Commercialisation of Agriculture: history of agriculture, agricultural modernization and commercialization, Genetically modified crops, organic movement
3. Urbanisation and Globalisation: Commoditisation of water (case studies)
4. Deforestation and Ecological Imbalance: man- animal conflict (case studies).

Unit-3

Teaching Hours:15

Environmental Issues and Movements

1. Environment Degradation and pollution of Natural Resources
2. Tragedy of the Commons - Encroachments over Common Property Resources
3. Energy Crisis, Global Warming, Climate Change
4. Environmental Consciousness and Ecological Movements (Chipko, Silent valley, Narmada Bachao Andolan and contemporary movements)

Unit-4

Teaching Hours:15

Environment Action and Management

1. State and Environmental Preservation: History of Environmental Protection in India, Environment Impact Assessment (EIA) – case studies
2. Role of traditional systems in Environmental management- case studies
3. Interventions from civil society –case studies

Text Books And Reference Books:

Dunlap, R.E., F H Buttell, Peter Dickens & August Gijswijt. (2017). *Environmental Sociology: Classical foundations, Contemporary Insights*. New Delhi: Rawat Publications.

Gadgil, M and RamchandraGuha, (1994). *This fissured Land: An Ecological History of India*. Delhi: OUP.

Guha, R. (2014). *Environmentalism: A global history*. London: Penguin Books.

Rangarajan, M. (2015). *Nature and nation: Essays on environmental history*. Ranikhet: Permanent Black in association with Ashoka University.

Shiva, V. (2013). *Making peace with the earth: Beyond resource, land and food wars*. Auckland Park, South Africa: Jacana Media.

Essential Reading / Recommended Reading

Arnold, D and Ramchandra Guha (eds.), (1999). *Essays on the Environmental Nature, Culture, Imperialism: History of South Asia*. Delhi: OUP.

Ashworth, William & Little, E.Charges. (2004). *Encyclopedia of Environmental Studies*. New Delhi: Viva Books.

Buckingham, Susan & Turner, Mike. (2008). *Environmental Issues*. Los Angeles: Sage Publications

Emilio F. Moran. (2006). *People and Nature: An Introduction to Human Ecological Relations*. Wiley-Blackwell.

Gadgil, M and RamchandraGuha, (1995). *Ecology and Equity: the Use and Abuse of Nature in Contemporary India*. Delhi: Penguin.

Gilbert F. La Freniere. (2012). *The Decline of Nature: Environmental History and the Western Worldview*. Paper Back ed. Oregon: Oak Savanna .

Grove, Richard. (1996). *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press.

Guha, R. (2006). *How much should a person consume?: Thinking through the environment*. Delhi: Permanent Black.

Guha, R. (ed). (1998). *Social Ecology: Readings in Sociology and Anthropology*. London: OUP.

Nagendra, H. (2016). *Nature in the city: Bengaluru in the past, present, and future*. New Delhi, India: Oxford University Press.

Nelissen, Nico.Klinkers & Leon, Straaten.Jan.Van.Der. (Eds.). (2007). *Classics in Environmental Studies: An Overview of Classic Texts in Environmental Studies*. New Delhi: Kusum Publishing.

Evaluation Pattern

CIA constitutes a total of 50 marks for a four-credit paper. The distribution is as follows

CIA I - CIA I carries 10 marks and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.

CIA II - Mid semester Examination conducted for a total weightage of 25 marks

CIA III - CIA III also carries 10 marks and involves the adoption of any one or two of the above said methods.

Attendance - Attendance carries 5 marks

SOC541D - SOCIOLOGY OF EDUCATION (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: *Criticism is often rampant against our education system for reasons related to its quality, access, substance, its relevance in a changing/changed world and so on. Against this background the course is intended to allow the student to help understand the general sociological understandings of education and to proceed towards gaining a foundational knowledge of its problems against the larger context of globalization as well as in the specific context of India.*

Course Objective:

- 1. To acquire basic knowledge and understanding of Sociology of education.*
- 2. To have a foundational understanding of the problems confronted by educational systems in the Indian context.*
- 3. To have a general understanding of the crisis of education in the era of globalization.*
- 4. To learn more about the critical role of intersectionalities like class, gender, caste etc., in educational institutions*

Learning Outcome

Learning Outcome:

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

- Demonstrate an understanding of the philosophy of education*
- Explain the issues, challenges and prospects of education in the Indian context*
- Examine the significance of education in the formation of human personality*
- Evaluate alternative forms of education*

Unit-1

Teaching Hours:15

Theoretical paradigms

1. Education as an agent in socialisation and its role in stratification
2. Equality and equity in education
3. Education, Social reproduction and the question of Cultural capital- Pierre Bourdieu's interventions

Unit-2

Teaching Hours:15

Education in the Indian context

1. Colonialism, Reform and Nationalism
2. Issues of inequality, Gender and Child labour
3. Right to Education and other policies, programmes

Unit-3

Teaching Hours:15

Globalisation and Education

1. The emergence of Sociology of Education as a field of study in India
2. Education and the demise of vernaculars
3. Education and Indigenous knowledge

Unit-4

Teaching Hours:15

Alternative forms of education

1. "Totto-chan: The Little Girl at the Window" by Tetsuko Kurayonagi
2. "Pedagogy of the Oppressed" by Paulo Freire
3. a. Case Study of "Kanavu";

b. The story of a "Student Who Went from an Alternative to a Mainstream School" in Sarojini Vittachi.

Text Books And Reference Books:

Nambissan, Geetha B. and Srinavasa Rao ed. (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: OUP.

Chandra S S. and Rajendra Sharma (2004). *Socology of Education*. New Delhi: Atlantic.

Mohanty, Ajit K *et al* (2009). *Multilingual Education for Social Justice*. Hyderabad: Orient Blackswan.

Vittachi, Sarojini and NerrajaRaghavan (2007). *Alternative Schooling in India*. London, New Delhi: Sage.

Bellantine, Jeanne H and Joan Z Spade (2012). *Schools and Society: a sociological approach to education*. Los Angeles: Sage.

Skutnabb-Kangas and Tove (2000). *Linguistic Genocide in Education or Worldwide Diversity and Human Rights*. New Delhi: Orient Longman.

Lall, Marie and Geetha B. Nambissan ed. (2011). *Education and Social Justice in "the Era of Globalisation*. London, New Delhi: Routledge.

Bourdieu, Pierre (1973). "Cultural Reproduction and Social Reproduction", in Brown, Robert (ed.) *Knowledge, Education and Cultural Change*. London: Tavistock.

Essential Reading / Recommended Reading

Panikkar K N. (2003). *Before the Night Falls*. Bangalore: Books for Change.

George, Alex, M. "Kanavu: Where Learning Happens: An Ethnographic Account of a Learning Space", in *Economic and Political Weekly*, 40 (27): 2904-2907.

Kabeer, Naila, GeethaNambissan and RamyaSubrahmanian (2003). *Child Labour and the Right to Education in South Asia: Needs Versus Rights*. New Delhi: Sage.

Dharampal (1983: 1995). *The Beautiful Tree*. Coimbatore: Keerthi Publishing House.

Sadgopal, Anil. (2010). "Right to Education vs. Right to Education Act" in *Social Scientist*, 38 (9/12): pp. 17-50

Das, Suranjan (2007). "The Higher Education in India and the Challenge of Globalisation" in *Social Scientist*, 35 (3/4). pp. 47-67.

Tikly, Leon (2001). "Globalisation and Education in the Postcolonial World: Towards a Conceptual Framework". *Comparative Education*, 37 (2): pp. 151-171.

Hasan, Mushirul ed. (1998). *Knowledge, Power & Politics: Educational Institutions in India*. New Delhi: Roli Books.

Rao, S. S. (2008). "India's Language Debates and Education of Linguistic Minorities." *Economic and Political Weekly*, 43(36), 63-69.

Evaluation Pattern

- CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
- CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 10 marks and is based on an assignment that is set for the course.
- Attendance - Attendance carries 5 marks
- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

EST631 - INTRODUCTION TO WORLD LITERATURES

(2018 Batch)

Total Teaching Hours for Semester:75

No of Lecture Hours/Week:5

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: This paper is informed by David Damrosch's understanding that world literature is not a canon of Western master works but a mode of cross cultural reading. So the selection reflects similar themes of gender, race, being responsible citizen in oppressive conditions which the students have encountered in their earlier semester. While these themes have been discussed earlier in specific nationalistic contexts, this paper draws on that awareness and brings in comparative approach for analysis.

Objectives:

To introduce students to methods of studying literature and culture across national and linguistic boundaries

To understand the nature and function of literature from global perspective

Learning Outcome

Students will be able understand and respond to literary texts in different forms and from different countries and cultures

Unit-1 Teaching Hours:10

Unit 1

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Unit-2 Teaching Hours:20

Poetry

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Unit-3 Teaching Hours:20

Unit 3

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Unit-4 Teaching Hours:10

Play

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Text Books And Reference Books:

- 'Frames for World Literatures', David Damrosch
- Essays on Art, Literature - Tolstoy, Nabakov, Naipaul, Borges
- Anna Akhamatova - Requiem (Russia)

- Constantine Cavafy - The City (Greek)
- Rainer Maria Rilke - Spanish dancer (Czech Republic)
- Nazik al-Mala'ika - Love Song for Words (Iraq)
- Imtiaz Dharkar - Purdha I (Pakistan)
- Ashraful Musaddeq - Cyber Love (Bangladesh)
- Miriam Wei Wei Lo - Bumboat Cruise on the Singapore River (Singapore)
- Octavio Paz - Listen to the Rain

- Federico Garcia Lorca - City that Does Not Sleep

Fyodor Dostoevsky – *Notes From the Underground*

Che Guevara - *The Motorcycle Diaries*

Sophocles – *Antigone*

Essential Reading / Recommended Reading

Amichai, Yehudi. *The Selected Poetry of Yehuda Amichai*. USA: University of California, 1996. . Print.

“Even A Fist Was Once an Open Palm With Fingers” the Selected Poetry of Yahudi Amichai – Poetry in Translation Trans. Bloch, Chana and Mitchell, Stephen.

[http:// www-english.tamu.edu/pers/fac/myers/default.html](http://www-english.tamu.edu/pers/fac/myers/default.html). Web.

Arendt, Hannah. *Eichmann in Jerusalem*. New York: Viking, 1963.

Bauman, Zygmunt, *Life in Fragments: Essays in Postmodern Morality*, Oxford: Blackwell. Print.

Calvino, Italo, *The Literature Machine*. London: Vintage, 1987. Print.

Cargas, Harry James, ed. *Telling the Tale: A Tribute to Elie Wiesel* – Saint Louis.

Damrosch, David. *What is World Literature?* Princeton University Press, 2003. Print.

Eco, Umberto, *The Role of the Reader*. Bloomington: Indiana University Press.

Eco, Umberto, *On Literature*. London: Vintage, 2005. Print.

Farah, Nuruddin. *Links. Penguin. Yesterday, Tomorrow: Voices from the Somali Diaspora*. London and New York, Cassell, 2000. Print.

Forsdick, Charles. "Worlds in Collision: The Languages and Locations of World Literature". *A Companion to Comparative Literature*. Eds. Ali Behdad and Dominic Thomas. Oxford: Blackwell, 2011. 473–89. Print

Fromm, Erich. *Escape from Freedom*. New York: Rinehart, 1941. Print.

Ghosh, Amitav. *Sea of Poppies*. Macmillan. *A Guide to twentieth-century literature in English*. Ed. Harry Blamires. London; New York: Methuen, 1983. Print.

Lifton, Robert J. *The Nazi Doctors: Medical Killing and the Psychology of Genocide*. New York: Basic, 1986. Print.

M. Hollington, *Günter Grass: The Writer in a Pluralist Society*. 1980. Print.

Moretti, Franco. "Conjectures on World Literature," *New Left Review* 1 (January–February 2000): 54–64. Print.

Victor Frankl, *From Death-Camp to Existentialism*. New York: Alfred A. Knopf, 1979.

Villet, John. *The Theatre of Bertolt Brecht, A Study from Eight Aspects*. Print.

Evaluation Pattern

CIA 1 and 3: Tests on prescribed texts. Five marks are reserved for active classroom participation.

Question Paper Pattern

Mid Semester

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	Number of questions	Number of questions to be answered	Marks	Total marks
Section A One compulsory annotation	6	4	5	20
Section B	4	3	10	30

End Semester

5x20 =100 choosing one question each from Poetry, Drama, Essay & Novel and one additional question.

EST641A - CULTURAL STUDIES (2018 Batch)**Total Teaching Hours for Semester:60****No of Lecture Hours/Week:4****Max Marks:100****Credits:04****Course Objectives/Course Description**

- To provide the opportunity to develop and critically apply knowledge
- To understand theoretical and critical debates and key historical developments in Cultural Studies

Learning Outcome

A critical awareness of reading cultures and society

Unit-1**Teaching Hours:10****Introduction**

Ashis Nandy, The Twentieth Century: The Ambivalent Homecoming of Homo Psychologicus

Henry Giroux, et al. "The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres"

Richard Howells "Semiotics"

Roland Richard Howells "Ideology"

CSCS. "Femininity -Masculinity"

CSCS. "Imagining the Nation"

Unit-2**Teaching Hours:15****City**

Ravi S. Vasudevan. "The Cities of Everyday Life"

Nitin Govil. "The Metropolis and Mental Strife: The city in science fiction cinema"

Joy Chatterjee. "Long Bus Drive"

Veena Das. "Violence and Translation";

Rana Dasgupta. "The Face of the Future: Biometric surveillance and progress"

Shuddhabrata Sengupta. "Everyday Surveillance: ID cards, cameras and the database of ditties"

Sam de Silva. "Blind Intelligence"

David Lyon. "Surveillance: After September 11, 2001"

--- "Urban Transformations and Media Piracy"

---- "Obscenity, Decency and Morality"

Unit-3

Teaching Hours:15

Cinema

Pramod Nayar, "Screen Culture"

Ashis Nandy. "Introduction: Indian Popular Cinema as the Slum's Eye View of Politics"

Unit-4

Teaching Hours:10

Cyber culture

Warwick Mules. "Cyberculture"

Mark Poster. "Postmodern Virtualities"

Manuel Castells "The Network Society and Organizational Change"

Manuel Castells "Identity in the Network Society"

Unit-5

Teaching Hours:10

Research method in cultural studies

Research method in Cultural Studies

Text Books And Reference Books:

Course pack compiled by the Dept of English, Christ University, for private circulation

Essential Reading / Recommended Reading

Barthes, Roland. *Mythologies*. Trs Annette Lavers. London: Vintage, 1993. Print.

Castells, Manuel "The Network Society and Organizational Change." *Conversations with History* Institute of International Studies, UC Berkeley, 2001. Print.

--- "Identity in the Network Society." *Conversations with History* Institute of International Studies, UC Berkeley, 2001. Print.

CSCS. "Femininity – Masculinity"

<http://courses.cscsarchive.org/courses/ugdip05/paper1/mod8/> >

--- "Imagining the Nation". Web.

<<http://courses.cscsarchive.org/courses/ugdip05/paper1/mod5/>>

---. "Legal Identity and Culture". Web.

<<http://courses.cscsarchive.org/courses/ugdip05/paper1/mod9/>>

Giroux, Henry, David Shumway, Paul Smith, and James Sosnoski, "The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres". <http://theory.eserver.org/need.html>. Web.

Howells, Richard. Visual Culture. Cambridge: Polity, 2003. Print.

Liang, Lawrence. "Obscenity, Decency and Morality" <http://courses.cscsarchive.org/courses/ugdip05/paper%202/mod%206/>. Web.

Liang, Lawrence. "Urban Transformations and Media Piracy" <http://courses.cscsarchive.org/courses/ugdip05/paper%202/mod%2010/>. Web.

Liang, Lawrence. "The Black and White (And Grey) of Copyright.". 'World Information City'. Bangalore: 14-20 Nov 2005, p 2. Print.

Lyotard, Jean-Francois. The Postmodern Condition: A Report on Knowledge. University of Minnesota Press, 1985. Print.

Mark Poster. *The Second Media Age* Blackwell 1995 <http://www.hnet.uci.edu/mposter/writings/internet.html>. Web

Mulvey, Laura. "Visual Pleasure and Narrative Cinema" (1975) <http://www.nwe.ufl.edu/~lhodges/vpnc.html>. Web.

Nandi, Ashish ed. The Secret Politics of Our Desires: Innocence, Culpability and Indian Popular Cinema. Delhi: OUP, 1998. Print.

Nayar, Pramod K. *Reading Culture: Theory, Praxis, Politics*. New Delhi: Sage, 2006. Print.

Ramanujan, A.K "Introduction" *Folktales from India*, New Delhi: Penguin, 1994. Print.

Thwaites, Tony, Lloyd Davis, and Warwick Mules. *Introducing Cultural and Media Studies: A Semiotic Approach*. New York: Palgrave, Rpt 2005. Print.

Vasudevan, Ravi S. et al. *SARAI Reader 02*. Delhi/Amsterdam: SARAI, 2002. Print.

Evaluation Pattern

Examination and Assessment

CIA 1: Class Test

CIA 2: Mid-Sem Exam for 50 marks

End Semester: Exam for 100 marks

There will be a written end-semester exam for 100 marks whereby the students will be assessed on the basis of their understanding of the basic concepts discussed in the class.

EST641B - ENGLISH LANGUAGE TEACHING (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:04

Course Objectives/Course Description

- To demonstrate a thorough grasp of the main phonological, lexical, syntactical, and other aspects of English, with particular reference to its roles as a means of communication.
- Predict with reasonable accuracy the learning needs of any group of learners and to modify and update such a needs analysis in the light of observation and testing.
- Write instructional objectives and prepare appropriate lesson plans.
- Discuss intelligently lesson forms.
- Monitor his or her effectiveness as a teacher of English to speakers of other languages.
- Introduce and nurture familiarity with current methodology.
- Foster awareness of language structures and ability to teach English language skills (grammar, speaking, listening, reading, writing and pronunciation) .
- Explore a variety of textbooks and teaching materials; determine how to best utilize these within a curricular framework.
- Review and practice developing and using a variety of assessment instruments
- Practice implementing new techniques and materials.

Learning Outcome

Better understanding of ELT

Unit-1

Teaching Hours:10

Introduction

General Linguistics: the science of language; describing language; the functions of language; the structure of language; Linguistics; psycholinguistics; sociolinguistics.

Phonetics and Phonology: the international phonetic alphabet; phonetic transcription; articulatory phonetics; word and sentence stress; vowel sound and articulation of vowels and diphthongs; intonation patterns; presenting the sounds of English to learners; remediation; mother tongue influence and accent neutralization.

Linguistics/ Phonetics and Language Teaching

Unit-2

Teaching Hours:15

Language Acquisition/ Learning theories

B.F.Skinner, Noam Chomsky, Vygotsky, Krashen, Jean Piaget (in detail)

Factors affecting Second language acquisition.

Unit-3

Teaching Hours:15

Skills

Receptive Skills: reading and listening materials; reasons and strategies for reading; reading speed; intensive and extensive reading and listening; reading development; reasons and strategies for listening; listening practice materials and listening development.

Productive Skills: speaking and writing; skimming, scanning, taking notes from lectures and from books; reasons and opportunities for speaking; development of speaking skills; information-gap activities; simulation and role-play; dramatization; mime-based activity; relaying instructions; written and oral communicative activities.

Vocabulary: choice of words and other lexical items; active and passive vocabulary; word formation; denotative, connotative meanings.

Unit-4

Teaching Hours:20

Application

Testing and Assessment: value of errors; problems of correction and remediation; scales of attainment.

Lesson Planning: instructional objectives and the teaching-learning process; writing a lesson plan; the class, the plan, stages and preparation; teacher-student activities; writing concept questions; teacher-student talking time; classroom language; class management and organization.

Text Books And Reference Books:

Essential Reading / Recommended Reading

Bailey, Richard W. *Images of English. A Cultural History of the Language.* Cambridge:

CUP, 1991. . Print.

Bayer, Jennifer. *Language and social identity. In: Multilingualism in India.* Clevedon: Multilingual Matters Ltd: 101-111. 1990. Print.

Cheshire, Jenny. *Introduction: sociolinguistics and English around the world.* In Cheshire: 1-12. 1991.Print.

Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP. 1995. Print.

Ellis, R. *Understanding Second Language Acquisition*. Oxford:OUP. 1991.Print.

Gardner, R.C. *Social Psychology and Second Language Learning. The Role of Attitude and Motivation*. London: Edward Arnold Ltd. 1985.Print.

Holmes, Janet. *An Introduction to Sociolinguistics*. London: Longman Group UK Ltd. 1992.Print.

Kachru, Braj B. *The Indianization of English. The English Language in India*. Oxford: OUP. 1983. Print.

Loveday, Leo. *The Sociolinguistics of Learning and Using a Non-Native Language*. Oxford: Pergamon Press Ltd. 1982. Print.

Richards Jack C. *Curriculum Development in Language Teaching*. Cambridge University Press. 2001.Print.

Richards Jack C. and Rodgers Theodore S. *Approaches and Methods in Language Teaching*. Cambridge University Press.1986. Print.

Richards Jack C. and Graves Kathleen. *Teachers as course developers*. Cambridge University Press.1996. Print.

Webster's Encyclopedic *Unabridged Dictionary of the English Language*. (2nd ed.) New York: Gramercy Books. 1996. Print.

Widdowson, H G. *Teaching Language as Communication*. Oxford University Press.1978. Print.

Essential Reading / Recommended Reading

Bailey, Richard W. *Images of English. A Cultural History of the Language*. Cambridge:

CUP, 1991. . Print.

Bayer, Jennifer. *Language and social identity. In: Multilingualism in India*. Clevedon: Multilingual Matters Ltd: 101-111. 1990. Print.

Cheshire, Jenny. *Introduction: sociolinguistics and English around the world*. In Cheshire: 1-12. 1991.Print.

Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP. 1995. Print.

Ellis, R. *Understanding Second Language Acquisition*. Oxford:OUP. 1991.Print.

Gardner, R.C. *Social Psychology and Second Language Learning. The Role of Attitude and Motivation*. London: Edward Arnold Ltd. 1985.Print.

Holmes, Janet. *An Introduction to Sociolinguistics*. London: Longman Group UK Ltd. 1992.Print.

Kachru, Braj B. *The Indianization of English. The English Language in India*. Oxford: OUP. 1983. Print.

Loveday, Leo. *The Sociolinguistics of Learning and Using a Non-Native Language*. Oxford: Pergamon Press Ltd. 1982. Print.

Richards Jack C. *Curriculum Development in Language Teaching*. Cambridge University Press. 2001. Print.

Richards Jack C. and Rodgers Theodore S. *Approaches and Methods in Language Teaching*. Cambridge University Press. 1986. Print.

Richards Jack C. and Graves Kathleen. *Teachers as course developers*. Cambridge University Press. 1996. Print.

Webster's Encyclopedic *Unabridged Dictionary of the English Language*. (2nd ed.) New York: Gramercy Books. 1996. Print.

Widdowson, H G. *Teaching Language as Communication*. Oxford University Press. 1978. Print.

Evaluation Pattern

Testing Pattern

The students will have to take a semester end examination of 50 marks for 2 hours. They will be assessed for the other 50 marks on a submission of a report and a viva-voce based on the work done by them individually in terms of research or field study.

CIA 1 will be based on demonstration classes taking into consideration classroom aids, teaching methodology and activities.

CIA 3 will be based on blog articles written by students, classroom presentations will also be part of this cia.

Mid Semester Exam

Case Study for 50 marks

End Semester Exam

Project Work for 100 marks. The project will be **practice** oriented. Students will earn their marks by preparing or designing a set of course materials for teaching a target adult learner group. The course materials maybe presented in the forms of text books, workbooks, worksheets, audio/cd tapes; visual aids (charts, pictures, cds etc.)

EST641C - INTRODUCTION TO SHORT STORY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:04

Course Objectives/Course Description

- To understand short story as a form
- To read short stories in an analytical manner

- To use critical vocabulary while discussing/writing about short stories

Learning Outcome

After this semester the students will be able to

- Recognise the different elements of short story
- Write about short stories using the rhetoric of fiction

Transferable skills

- Will be able to transfer the reading and writing skills acquired to respond to longer narratives like novels, long stories

Unit-1

Teaching Hours:10

Introduction to short story

- Different forms of short story – non-literary and literary; brief history of short story
- Elements of short story

Unit-2

Teaching Hours:20

Story telling before the emergence of short story

- Origin myths – Greek, Nigerian, Indian, Inca
- Fairy tales – 5 versions of Cinderella – Chinese, German, Kannada, English, Scottish
- Folk tales – selection from *The Flowering Tree and Other Stories*

Unit-3

Teaching Hours:30

Modern short stories across the world

- O. Henry – The Last Leaf
- Amy Tan – A pair of Tickets
- Tolstoy – How Much Land does a Man Need?
- D. H. Lawrence- The Rocking – Horse Winner
- Jamaica Kincaid – Girl
- William Faulkner – A Rose for Emily
- Gabriel Garcia Marquez – A very old man with enormous wings
- Lalithambika Antharjanam – Admission of Guilt
- Pratibha Ray – Salvation

Text Books And Reference Books:

Course pack compiled by the Dept of English for private circulation

Essential Reading / Recommended Reading

Cassill, R V. *The Norton Anthology of Short Fiction*, New York: W.W.Norton & Company, 1995

Carle Bain, Jermoe Beaty, J Paul Hunter, *The Norton Introduction to Literature*, New York: W.W.Norton & Company, 1986

Wayne C Booth, *The Rhetoric of Fiction*, Penguin, 1991

Ann Charters, *The Story and Its Writer: An Introduction to Short Fiction*, Sixth Edition, Bedford/St. Martin's, 2003.

Evaluation Pattern

Testing Pattern:

CIAAs could be

- reading a short story with a focus on structural elements
- retelling a story from a different cultural perspective or to a different audience – to children or a children's story to adult audience
- converting a short story into a graphic novel form

Mid Sem Exam – 50 marks

- Two hour exam, questions based on module I and II
- 5 questions to be answered from 8 questions
- $10 \times 5 = 50$

End Sem Exam – 100 marks

- Three hour exam, questions based on all modules

- 5 questions to be answered from 8 questions ; questions will not just test the comprehension of the elements of short story but the ability of the student to analyse, compare different stories – thematically/ structurally

- 20x5 = 100

EST641D - INTRODUCTION TO FILM STUDIES (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:04

Course Objectives/Course Description

This introductory course to Film Studies aims to:

- Enable students to appreciate, understand and read films as audio-visual texts.
- Help students learn the key concepts of cinema and analyze films in a better light
- Equip students to read and write critically about and on films
- Initiate them to the diverse forms and types of cinemas

Learning Outcome

At the completion of the paper the students should be able to

- Closely read films as audio-visual texts to understand the language and grammar of cinema
- Appreciate and analyze films using the concepts
- Recognize and understand the processes of production and reception of films over the years.

Unit-1

Teaching Hours:10

Film as an Art

- Nature of Art
- Ways of Looking at Art
- Film and the Other Arts
- Structure of Art
- Narrative

- Character
- Point of View

Unit-2

Teaching Hours:10

Film Aesthetics : Formalism and Realism

- Mise-en-scene
- Mise-en-shot

Unit-3

Teaching Hours:10

Film Authorship

- Filmmakers
- Auteurs

Unit-4

Teaching Hours:10

Film Genres

- Defining genres
- Theory
- Problems

Unit-5

Teaching Hours:10

Non-fiction films

- Documentary

Unit-6

Teaching Hours:10

Film Reception

- Review
- Evaluation and Criticism

Text Books And Reference Books:

Films will be screened regularly to explain the concepts to students. The films screened will be the primary texts and not mere contexts to teach the concepts. Therefore due importance will be given to all the films selected for the paper.

Texts for detailed reference

How to read a Film – James Monaco

Understand Film Studies – Warren Buckland

Essential Reading / Recommended Reading

How to read a Film – James Monaco

Film Art: An Introduction - David Bordwell and Kristin Thompson

Introduction to Film Studies – Jill Nelmes

Cinema Studies: Key Concepts – Susan Hayward

Short Guide to Writing about Film – Timothy Corrigan

Evaluation Pattern

Description of the CIA:

CIA I: A class test based on audio-visual clippings from movies and film posters - 20 marks

The class test will help assess their understanding of the basic concepts and their application in the respective films.

- **CIA II:** Mid-semester examination – 50 marks

Question paper pattern -

Section A: 4 x 5 – 20 marks

Section B: 10 x 3 – 30 marks

- **CIA III:** Reflective journal / scrapbook using fact finder model to read and closely analyze the films of any one filmmaker or study any movement in film history – 20 marks

This will be intimated to them at the beginning of the course so that the CIA submission will be a cumulative of their work throughout the semester. This will help them closely study the features of a movement or films of any one filmmaker off their choice.

Objectives of the CIA: To enable students to critically apply knowledge (theoretical) in the understanding of the films and thereby read the films as audio-visual texts to understand their signification clearly.

End-Semester Exam: Written examination - 100 marks

Question paper pattern -

Section A: 4 x 5 – 20

Section B: 4 x 20 – 80

**EST641E - ECOLOGICAL DISCOURSES AND
PRACTICES (2018 Batch)**

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Description: This paper is conceptualised to address one of the pressing concerns of our times – Ecology. The paper gives an introduction to the various discourses that surround the ecological movements of the past and present and the ground work they have laid to avoid a perilous future. The paper also critically looks at certain cultural phenomenon like Anthropocentrism and emphasises the urgent need for Eco Activism and cultivation of an Ecological Self. Since the paper does not just aim at getting the students familiarised with theory, it also includes field visit as an integral part.

Objectives:

- To help students understand the complex and various representations of nature in literature and other cultural artefacts
- To explore an interdisciplinary engagement with Ecology and introduce ecological concerns to the student of English Studies
- To examine diverse contexts and concerns in the field
- To promote ecological consciousness
- To acknowledge field work-based learning as an important academic practice

Learning Outcome

Expected Learning Outcome: At the end of the course, the student is likely to have a critical sense of

- the different debates and discourses on ecology
- the complex self-nature inter-relationship
- the role of each of us in responding to contemporary ecological crises
- to develop a critical understanding of the nature, self and the urgent need to nurture an ecological self

Unit-1

Teaching Hours:10

THE SOUTHERN CHALLENGE

The postmaterialist hypothesis is challenged; The Environmentalism of the poor – Social Action among the desperately disadvantaged in the Third World; An India/Brazil Comparison – ecological degradation and environmental protest in two large and important countries; A Chipko/Chico Comparison – the parallels between two famous forest movements; Redefining Development – bringing back nature and the people

William Cronon's The Trouble with Wilderness; or, Getting Back to the Wrong Nature

Unit-1

Teaching Hours:10

Introduction

This unit introduces the students to the important debates in the field of ecology and familiarises them to the terms and concepts related to the field.

Nobody Was Supposed to Survive by Alice Walker

Terms and Concepts: Altruism, Ecology, Environment, Biodiversity, Biocentrism, Anthropocentrism, Conservation, Climate Change, Cloning, Food Chain, Carbon Footprint, Ecosystem, Eco-psychology, Ecofeminism, Ecocriticism, Environmental Ethics, Environmental Philosophy, Gaia Theory, Deep Ecology, MOVE, Behavioural Ecology, Genetics, Habitats and Niches, Biomes, Political Ecology, Postmodern Environmentalism, Sustainability, Symbiosis, Environmental Overkill, Ecocreation, Eco-Warrior, Social Ecology, Ecotopian Discourse, Ecological Philosophy, Ecological Self, Romanticism, Utilitarianism

The ECOLOGY OF AFFLUENCE:

The significance of *Silent Spring* – how a book by a woman scientist changed the world; The Environmental Debate – Science and the discourse of ecological crisis; The Environmental Movement – Environmental Action in Europe and the United States; Radical American Environmentalism – the competing claims of Deep Ecology and Environmental Justice; The German Greens – how a protest movement became a political party.

Unit-2

Teaching Hours:10

A History of Anthropocentric Cultural Practices

This section introduces the students to the root of the problem in our conception of culture and development and how it impacts our ecology.

- Unearthing the Roots of Colonial Forest Laws: Iron Smelting and the State in Pre- and Early-Colonial India by Sashi Sivramkrishna
- *Flowering Tree – Introduction and Short Story* by A. K. Ramanujam
- *The Great Derangement* by Amitav Ghosh
- Excerpts from *The Sixth Extinction: An Unnatural History* by Elizabeth Colbert

Unit-3

Teaching Hours:15

Eco Activism

This section presents students a selection of texts that bring cases and contexts of eco-activism from across the globe.

- “Integrated Study Needed for Ghats,” an interview with Professor Madhav Gadgil, by Lyla Bavdam
- “Protecting Urban Diversity” by Harini Nagendra
- Kolbert, Elizabeth. “The Lost World: Fossils of the Future”. *The New Yorker*, December 23, 2013. <http://www.newyorker.com/magazine/2013/12/23/the-lost-world-3>
- *The One Straw Revolution: Introduction to Natural Farming* by Masanobu Fukuoka
- *Mother Forest: The Unfinished Story of CK Janu* by CK Janu

Unit-4**Teaching Hours:10****Ecological Self**

This section presents students with texts that argue for the need to have an ecological self as the only option to ensure a sustainable future.

- *Where I Lived, and What I Lived for, Excerpts from Walden by Thoreau*
- “Greenspace: Tree Man” – by M J Prabhu
- Irada by Aparnaa Singh
- Haraway, Donna. “Playing String Figures with Companion Species” in *Staying with the Trouble: Making Kin in the Chthulucene*. Durham: Duke University Press, 2016 (9-29).
- McGregor, Fiona. *Indelible Ink*. Melbourne: Scribe, 2010.

Unit-5**Teaching Hours:15****Field Visits and Library work**

Field visits are to enable the student to gain an experiential sense of biodiversity, forest life, and city ecology.

One hour of library work per week, adding up to 15 at the end of semester is part of the curriculum. This is aimed at enabling the student to freely explore the domain without any teacherly regulation.

Text Books And Reference Books:

- Bavadam, Lyla. “Integrated Study Needed for Ghats.” Interview with Madhav Gadgil. *Frontline*: 28 July, 2012. Print.
- Bindra, Perna Singh. *Voices in the Wilderness*. Rupa & Co. 2010. Print.
- Benton, L.M. and J.R. Short. *Environmental Discourse and Practice*. Oxford. 1998. Print.
- Guha, Ramachandra. *Environmentalism: A Global History*. Longman. 2000. Print.
- Nagendra, Harini. “Protecting Urban Diversity.” *The Hindu: Survey of Environment* 2010: 7-30. Print.
- Ramanujam A.K. *A Flowering Tree and Other tales from India*. 1997. Print.
- Sivramakrishna, Sashi. “Production Cycles and Decline in Traditional Iron Smelting in Maidan, Southern India, C. 1750-1950: An Environmental History Perspective” *Environment and History* (2009): 163-97. Print.

Essential Reading / Recommended Reading

- Bavadam, Lyla. “Integrated Study Needed for Ghats.” Interview with Madhav Gadgil. *Frontline*: 28 July, 2012. Print.
- Bindra, Perna Singh. *Voices in the Wilderness*. Rupa & Co. 2010. Print.
- Benton, L.M. and J.R. Short. *Environmental Discourse and Practice*. Oxford. 1998. Print.

·Guha, Ramachandra. *Environmentalism: A Global History*. Longman. 2000. Print.

·Nagendra, Harini. "Protecting Urban Diversity." *The Hindu: Survey of Environment* 2010: 7-30. Print.

·Ramanujam A.K. *A Flowering Tree and Other tales from India*. 1997. Print.

·Sivramakrishna, Sashi. "Production Cycles and Decline in Traditional Iron Smelting in Maidan, Southern India, C. 1750-1950: An Environmental History Perspective" *Environment and History* (2009): 163-97. Print.

Evaluation Pattern

CIA II: A written test on Unit I

Mid Semester: Written test. 5 out of 7 to be answered. Maximum mark per question: 10.

CIA III: Field Work and Library work based assessment

End Semester: Written test. 5 out of 7 to be answered. Maximum mark per question: 20.

EST641F - REVISITING INDIAN EPICS (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:4

Course Objectives/Course Description

General Description: This paper will re-visit the two popular Indian epics – the *Mahabharata* and the *Ramayana*. The *Mahabharata* and the *Ramayana* are not mere literary texts in India; no Indian reader reads them for the first time. As Prof Anantamurthy points out they function as languages and prompt new narratives in literary traditions.

The paper intends to read the critical discussions and creative re-presentations of the epics – The *Mahabharata* and the *Ramayana*. The essays will probe the posited meanings in the tellings of the epics. The other two modules will look at the creative interpretations, re-presentations of certain episodes, marginal characters from the epics.

As we read, discuss the re-visited tellings of the epics, we would need a specific telling to refer to. C Rajagopalachari's telling of the *Mahabharata*, *The Epic* and *The Ramayana* can be considered as a reference point. Pertinent episodes can be read or discussed in class or if time permits the entire narrative can be read/discussed in class.

Objective

1. To study the two Indian epics and literary works based on them
2. To understand the process of re-visioning a text
3. To understand the contexts that prompts the re-visioning of an epic

Learning Outcome**Level of Knowledge:** Basic ability to read and interpret texts**Expected Learning Outcome:** The students will be familiar with the cultural politics of Indian society**Unit-1****Teaching Hours:15****Essays**

U. R. Ananthamurthy. "Towards the Concept of a New Nationhood: Languages and Literatures in India" ((Talk delivered at Institute of Physics, Bhubaneswar, India on 3 September, 2006)

Sheldon Pollock. "Ramayana and Political Imagination in India", *The Journal of Asian Studies*, Vol. 52, No. 2 (May, 1993), pp. 261-297

V. S. Sukthankar. "The Mahabharata and its Critics", *On the Meaning of the Mahabharata*.

Bimal Krishna Matilal. "Moral Dilemmas: Insights from Indian Epics", *Ethics and Epics: The Collected Essays of Bimal Krishna Matilal*. New Delhi: OUP, 2002.

Unit-2**Teaching Hours:15****Ramayana**

Sara Joseph's Stories –Tr. VasantiSankranarayanan, *Retelling the Ramayana: Voices from Kerala*, New Delhi: Oxford Unviersity Press, 2005

S. Sivasekaram, "The nature of Stone: Ahalya" *Tr. Lakshmi Holmstorm Ramayana Stories in Modern South India*, compiled and edited by Paula Richman, Bloomington: Indiana University Press, 2008

Buddhadeva Bose, "The Example of Ram", Tr. Sujit Mukherjee. *The Book of Yudhisthir: A Study of the Mahabharata of Vyasa*. Hyderabad: Sangam Books, 1986.

Unit-3**Teaching Hours:20****Mahabharata**

Bhima: Lone Warrior – M.T.Vasudevan Nair

Parva– S L Byrappa

Unit-4**Teaching Hours:10****Library Guided Reading**

15 hours of guided library reading.

Text Books And Reference Books:

Paula Richman.(ed) *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. New Delhi: Oxford University Press, 1991

Nick Allen. “Just war in the Mahabharata” in *The Ethics of War: Shared Problems in Different Traditions* (eds) Richard Sorabji and David Rodin, Ahsgate. 2006/7

Bimal Krishna Matilal. “Krishna: In Defence of a Devious Divinity” & “The Throne: Was Duryodhana Wrong?” in *Ethics and Epics* edited by Jonardan Ganeri. New York: Oxford University Press, 2002

Velcheru Narayana Rao. “A Ramayana of their own: Women’s Oral Tradition in Telugu” in Paula Richman eds *Many Ramayanas*. Berkeley: University of California Press, 1991

Alf Hiltebeitel. “The Epic of Pabuji” & “Draupadi Becomes Bela, Bela Becomes Sati” in *Rethinking India’s Oral and Classical Epics: Draupadi among Rajputs, Muslims, and Dalits*. Chicago: The University of Chicago Press, 1999

Marie Gillsepie. “The Mahabharata: From Sanskrit to Sacred Soap. A case study of the Reception of Two Contemporary Televisual Versions” in “Reading audiences Young People and the Media” Manchester and New York: Manchester University Press, 1993

Laurie J. Sears. “Mysticism and Islam in Javanese Ramayana Tales”. Mandakranta Bose. *The Ramayana Revisited*. New York: Oxford University Press, 2004.

Julie B. Mehta. “The Ramayana in the Arts of Thailand and Cambodia”. Mandakranta Bose. *The Ramayana Revisited*. (New York: Oxford University Press, 2004.

KapilaVatsyayan. “The Ramayana Theme in the Visual Arts of South and Southeast Asia” in Mandakranta Bose. *The Ramayana Revisited*. New York: Oxford University Press, 2004.

Malashri Lal and NamitaGokhale. *In Search of Sita: Revisiting Mythology*. New Delhi: Penguin Books, 2009.

Essential Reading / Recommended Reading

Paula Richman.(ed) *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. New Delhi: Oxford University Press, 1991

Nick Allen. “Just war in the Mahabharata” in *The Ethics of War: Shared Problems in Different Traditions* (eds) Richard Sorabji and David Rodin, Ahsgate. 2006/7

Bimal Krishna Matilal. “Krishna: In Defence of a Devious Divinity” & “The Throne: Was Duryodhana Wrong?” in *Ethics and Epics* edited by Jonardan Ganeri. New York: Oxford University Press, 2002

Velcheru Narayana Rao. “A Ramayana of their own: Women’s Oral Tradition in Telugu” in Paula Richman eds *Many Ramayanas*. Berkeley: University of

California Press, 1991

Alf Hiltebeitel. "The Epic of Pabuji" & "Draupadi Becomes Bela, Bela Becomes Sati" in *Rethinking India's Oral and Classical Epics: Draupadi among Rajputs, Muslims, and Dalits*. Chicago: The University of Chicago Press, 1999

Marie Gillsepie. "The Mahabharata: From Sanskrit to Sacred Soap. A case study of the Reception of Two Contemporary Televisual Versions" in "Reading audiences Young People and the Media" Manchester and New York: Manchester University Press, 1993

Laurie J. Sears. "Mysticism and Islam in Javanese Ramayana Tales". Mandakranta Bose. *The Ramayana Revisited*. New York: Oxford University Press, 2004.

Julie B. Mehta. "The Ramayana in the Arts of Thailand and Cambodia". Mandakranta Bose. *The Ramayana Revisited*. (New York: Oxford University Press, 2004.

KapilaVatsyayan. "The Ramayana Theme in the Visual Arts of South and Southeast Asia" in Mandakranta Bose. *The Ramayana Revisited*. New York: Oxford University Press, 2004.

Malashri Lal and NamitaGokhale. *In Search of Sita: Revisiting Mythology*. New Delhi: Penguin Books, 2009.

Evaluation Pattern

CIA I: A written assignment for 20 Marks

Mid Semester: Written test for 50 Marks

CIA III: Field Work and Library work based assessment

End Semester: Written test for 100 Marks

PSY632 - HEALTH AND WELLNESS (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: Health is defined as an optimal state of physical, emotional, mental, social and spiritual wellbeing. The same explanation applies to wellness. This course is designed for college students to understand the need for maintaining a healthy lifestyle. We will explore personal health, health-related attitudes and beliefs, individual health behaviours and impact of drugs, alcohol, tobacco; diet, nutrition; infectious diseases, cancer, cardiovascular disease, personal care; exercise, consumer health; and several other topics related to maintaining a healthy lifestyle. The course focuses on current research and the latest trends in health and wellness.

Course objectives:

- To understand the basic components and models of health and wellness

- An understanding of how psychological and emotional health is connected to our overall health and wellbeing.
- Demonstrate understanding of health principles incorporating a wide variety of aspects from nutrition to ageing.
- Demonstrate understanding of self-responsibility for personal health and wellness.
- Understand the implications of personal and societal behaviour on diseases and disease prevention.

Learning Outcome

By the end of the course the learner will be able to:

1. Identify the dimensions of health and wellness and describe their relationship to a positive lifestyle.
2. Assess current levels of health and wellness, discuss the importance of living a healthy lifestyle, and develop a self-help plan for a lifestyle change.
3. Define stress and describe its effects on the individual and identify different methods of stress management.
4. Identify one's personal responsibility to reduce health risks associated with the leading causes of death and disability by recognizing high-risk behaviours and their impact on current and future health.
5. Analyze the physiological, pharmacological and psychological effects of health-compromising behaviour and its impact on health and wellbeing

Unit-1

Teaching Hours:12

Introduction to Health and Wellness

Introduction, scope and relevance; the concept of health, wellbeing and wellness, illness- wellness continuum; Historical development of the concept of health and wellness; Dimensions of Health and Wellness, and related risk factors, Bio-psycho-social model of health, the theory of planned action, Protection motivation theory, Components of wellness (WHO).

Assessment: General wellbeing scale: administration and interpretation.

Unit-2

Teaching Hours:12

Physical Health

Illness, chronic and acute; experience of pain, psychological factors affecting and physiology of pain; Stress its impact on health and wellbeing, mechanisms to deal with stress; Lifestyles-sleep, food habits, adverse physical environment, body image issues and sexual health; health-enhancing behaviours-dieting, exercise, yoga.

Assessment: Physical health Questionnaire

Unit-3

Teaching Hours:12

Mental and Social health

Mental health, components of mental health, mental health professionals, role mental health in health and wellbeing, stigma about mental health, Mental health: Moving toward balanced conceptualization; developmental perspectives: Interpersonal relationships its impact on health and wellbeing, need for cultivating positive emotions and attending to mental health needs- healthy relationships and self-care

Assessment: WHO Mental health Inventory

Unit-4

Teaching Hours:12

Diseases and Drugs

Health compromising behaviours: Smoking, Alcoholism and substance abuse, Recognizing and Avoiding Addiction and Drug Abuse; Reducing Your Risk of Cancer and Diabetes, Protecting Against Infectious and noninfectious Diseases, Age-related illness

Assessment: Adolescent risk behaviour assessments

Unit-5

Teaching Hours:12

Health Behaviour Interventions

Evaluating existing policies and programs; Developing health and wellness interventions, awareness programs, Promoting Environmental Health, Making Smart Health Care Choices, public health measures, need for Awareness and Lifestyle Impact programmes; current trends in health and wellbeing- yoga, mindfulness-based interventions and others.

Text Books And Reference Books:

Anspaugh, D.J., Hamrick, M.H., & Rosato, F.D. (2009). Wellness: Concepts and Applications, 7th ed., McGraw-Hill.

Donatelle, R. J., & Davis, L. G. (2011). Health: the basics. Benjamin Cummings.

Edlin, G., & Golanty, E. (2007). Health and wellness (9th ed.). Jones & Bartlett Publishers.

Hoeger, W.K.& Hoeger, S.A. (2015). Lifetime Physical Fitness and Wellness. (13th Ed.) Cengage Learning.

Essential Reading / Recommended Reading

Insel, P.M., & Roth, W.T. (2002). Core concepts in health (9th ed.). McGraw-Hill.

Powers, S.K., & Dodd, S.L. (2003). Total fitness and wellness (3rd ed.). Benjamin Cummings.

Siegel, B. S. (1998). Prescriptions for living. Harper Collins.

Taylor, S.E. (2006). Health Psychology. Tata Mc Graw-Hill

Sarafino, E.P. & Smith, T.W. (2012). Health Psychology: Biopsychosocial interventions. Wiley

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total marks 50
CIA III –Activity-based Assignment	- Total marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY641A - POSITIVE PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

This course introduces undergraduate students a strength-based approach in understanding human behaviour. Each unit is designed with personal mini-experiments which have personal implications. The course brings in an understanding about the basic principles of Positive Psychology. The significance of this course lies in orienting the students in applying these principles for self-regulation and personal goal setting. This course will help the learner to

- Understand the basic concepts of positive psychology and its relationship to other branches of psychology
- Gain a fundamental understanding of well-being and happiness in the context of positive psychology
- Grasp basic cognitive states and processes in positive psychology

Learning Outcome

By the end of the course the learner will be able to:

- Explain basic assumptions, principles and concepts of positive psychology
- Critically evaluate positive psychology theory and research
- Apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

Unit-1

Teaching Hours:12

Introduction

Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities:

Personal mini-experiments; Collection of life stories from magazines, websites, films etc and discussion in the class

Unit-2

Teaching Hours:12

Positive emotions, Well-being and Happiness

Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Eudaimonic; Well- being: negative v/s positive functions; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life Test: The positive and negative affect schedule (PANAS-X); The satisfaction with life scale (Diener et al, 1985); Practice ‘Be happy’ attitude

Unit-3

Teaching Hours:12

Self control, Regulation and Personal goal setting

The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation; everyday explanations for self-control failure problems Activity: SWOT analysis

Unit-4

Teaching Hours:12

Positive Cognitive States and Processes

Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism; Spirituality: the search for meaning(Frankl); Spirituality and well-being; Forgiveness and gratitude Test: Mental well-being assessment scale; Test: Signature strength

Unit-5

Teaching Hours:12

Applications of Positive Psychology

Positive schooling: Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspective. Activity: An action plan for coping Test: Brief COPE assessment scale

Text Books And Reference Books:

Baumgardner, S.R & Crothers, M.K.(2009). Positive Psychology. U.P: Dorling Kindersley Pvt Ltd.

Carr, A. (2004). Positive psychology, The science of happiness and human strengths.New York: Routledge.

Essential Reading / Recommended Reading

Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.

Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

- CIA I –Written Assignment /Individual Assignment - Total Marks 20
- CIA II – Mid Semester Examination - Total marks 50

- CIA III –Activity-based Assignment - Total marks 20
- CIA I + II + III = 90 /100 = 45/50
- Attendance = 5 marks

- Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

- Section A Brief, concepts, definitions, applications 2 marks x 10 = 20
- Section B Short Answers: Conceptual/Application 5 marks x 4 = 20
- Section C Essay Type: Descriptive/Conceptual 15 marks x 3 = 45
- Section D Compulsory: Case Study (Application) 15 marks X 1 = 15

PSY641B - MEDIA PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: Media psychology is the application of psychological theory and research to the analysis of media and technology use, development and impact. The idea is that it will spark an interest where the student might want to continue future exploration in both the fields, Media and Psychology. The main purpose of this course is to provide students with an overview of the ways in which the media—primarily electronic media—affect the viewer psychologically. A second purpose is to examine how the science of psychology is presented in the media. An examination will be made of several psychological theories that help to explain media effects. A particular emphasis will be placed upon the following media psychology-related topics: Aggression, advertising, news, portrayals of minorities, emotion, and health behaviours.

Course objectives: This course will help the learner

- To give context and awareness of the theoretical tools at disposal as the students begin their journey through media psychology
- To show the broader media landscape, across important topics including multicultural understanding, use, influence and impact of media
- Finally to instil in the importance of understanding human behaviour and experience as the basis for working with media applications
- To provide an interdisciplinary study of concepts in the field of media, communication and psychology.

Learning Outcome

By the end of the course the learner will be able:

1. Identify the benefits of applying media psychology
2. Define media, media literacy and their psychological implications

3. Examine media contents and effects and socialization
4. Explain media applications in educational, entertainment, health services, commercial or public policy environments
5. Explain the implications of media psychology in cognitive, emotional, motivational and behavioural realms

Unit-1

Teaching Hours:12

Introduction to Media Psychology

What is Media Psychology; Implications; Understanding the history and emergence of Media Psychology; TV as an emotional medium. Media issues, misrepresentation, roles of media psychologists. Methods for studying media and psychology; Theory, Research and Application Theories of Media Psychology: Media character and enjoyment: Affective Disposition Theory (ADT), Simulation Disposition Theory (ST), Psychological Theory of Play

Unit-2

Teaching Hours:12

Psychological Process and Media

Media and Emotion: Three-factor Theory of Emotion and Empathy, Excitation Transfer Theory; Motivation: Approach and avoidance motivation and achievement goals. Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing; Attention. Attention and Television viewing, Media attention, media exposure, and media effects, Measuring attention to mediated messages; Cognitive processing of mediated message- Media effects: Advances in theory and research, Media, Mind and Brain, Media Withdrawal

Unit-3

Teaching Hours:12

Developmental Psychological Issues with Respect to Media

Young children and media – Socialization through media. Media use and influence during adolescence. Media violence, heroes, addiction, Aggression, Violence, Video Games, Cyber-Bullying & Fear: media and persuasion/body image, eating disorders and the media/media and advertising, Classical Conditioning and Advertising; Bandura's Social Cognitive theory. Modelling and Operant Conditioning;

Unit-4

Teaching Hours:12

Social Psychology of the Media

Attitude Formation – Theories, cognitive dissonance, role of media in attitude formation Persuasion Prejudice; Gender representation in media, Representation of minority groups Media representation of disability Media representation of mental health Audience participation and reality T.V. media and culture, Media and cultural contexts.

Unit-5

Teaching Hours:12

Trends in Media Psychology

Media and politics, media and the audience, celebrity and parasocial relationships; Audience participation media; Theory of Planned Behavior Action and Social norms-lifestyle concerns, global movements, social media, telehealth, sports, environment and climate change; Psychology of film analysis

Text Books And Reference Books:

Rutledge, P. B. (2013). Arguing for Media Psychology as a Distinct Field. In K. Dill (Ed.), Oxford Handbook of Media Psychology, Oxford University Press.

Giles, D, (2010). Psychology of the Media. Palgrave Macmillan.

Brewer, G, (2011). Media Psychology. Palgrave Macmillan.

Essential Reading / Recommended Reading

Chaffee, S. H., & Berger, C. R. (1987). What do communication scientists do? In C. R. Berger & S. H. Chaffee (Eds.), Handbook of communication science. Sage.

Bandura, A. (2001). Social Cognitive Theory of Mass Communication. Media Psychology, 3(3), 265-299

Gee, J. P. (2007). What Video Games Have to Teach Us About Learning and Literacy (Revised & Updated) (2nd ed.). Palgrave Macmillan.

Giles, D. C. (2010). Psychology of the Media. Palgrave Macmillan.

Baym, Nancy K. (2010). Personal Connections in the Digital Age. Digital Media and Society Series. Polity.

Weinschenk, S. M. (2009). Neuro Web Design: What Makes Them Click?. New Riders

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total marks 50
CIA III –Activity-based Assignment	- Total marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY641C - ARTIFICIAL INTELLIGENCE AND HUMAN-MACHINE INTERFACE (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: This course has been conceptualized to help the learner understand the complex dynamics that underlie a human-machine interface, critically evaluate the design components and design an effective interface. This course helps introduce students to ways of thinking about how Artificial Intelligence will and has impacted humans, and how we can design interactive intelligent systems that are usable and beneficial to humans, and respect human values.

Course objectives:

1. To identify and critically analyze aspects of human-machine interface design.
2. To understand the importance of human factors and behavioural economics in designing an interface
3. To facilitate communication between students of psychology, design, and computer science on user interface development projects.

Learning Outcome

By the end of the course the learner will be able to:

1. Identify problems where artificial intelligence techniques are applicable
2. Apply selected basic AI techniques; judge applicability of more advanced techniques.
3. Critically evaluate existing interface designs and to improve them
4. Design user-centric interfaces keeping in mind cultural, environmental and individual factors

Unit-1

Teaching Hours:10

Introduction to Artificial Intelligence (AI) and Human Machine Interface (HMI)

History and Classic studies, Introduction to Artificial Intelligence (AI) and Human Machine Interface (HMI), Types of Human Machine Interfaces; Artificial intelligence and computational approaches, Machine reasoning: Logical reasoning and decision making by machines.,

Unit-2

Teaching Hours:15

Human factors fundamentals

Sensation, Perception, Apperception
Information Processing
Working memory and situational awareness
Decision-making models

Unit-3

Teaching Hours:15

Design Guidelines and Design Thinking

Schneiderman's eight golden rules of design
Norman's model of interaction
Nielsen's ten heuristics
Human Errors in HMI

Unit-4

Teaching Hours:10

Applications of HMI

Design for individual differences: Individuals with functional limitations, Design for Ageing, Design for children, connect psychological theories to underlying standards and heuristics in interface design, explain how knowledge of human characteristics affects the design of technical systems, ethical issues

Unit-5

Teaching Hours:10

Applications of HMI

Applications of HMI: Health, Aviation, Artificial Intelligence; professionals in the field, challenges, Current trends and development

Text Books And Reference Books:

Dix, A., Dix, A. J., Finlay, J., Abowd, G. D., & Beale, R. (2003). Human-computer interaction. Pearson Education.

Donald A. Norman, "The design of everyday things", Basic books.

Stephen J. Guastello, "Human Factors Engineering and Ergonomics", Second Edition

Essential Reading / Recommended Reading

Amershi, S., Weld, D., Vorvoreanu, M., Fournery, A., Nushi, B., Collisson, P., Suh, J., Iqbal, S. T., Bennett, P., Inkpen, K., Teevan, J., Kikin-Gil, R., and Horvitz, E. (2019) Guidelines for Human-AI Interaction.

Lazar, J., Feng, J. H., & Hochheiser, H. (2017). Research methods in human-computer interaction. Morgan Kaufmann.

Tenner, E. (2015). The Design of Everyday Things by Donald Norman. Technology and Culture, 56(3), 785-787.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total marks 50
CIA III –Activity-based Assignment	- Total marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY641D - CONSUMER BEHAVIOUR (2018 Batch)

Total Teaching Hours for Semester:60

**No of Lecture
Hours/Week:4**

Max Marks:100

Credits:4

Course Objectives/Course Description

Course description: This course has been conceptualized in order to enable students to develop an appreciation for the influence consumer behaviour has on various marketing efforts. Students apply psychological and social concepts to consumer decision making. Topics include the importance of consumer behaviour and research; internal influences such as motivation, personality, self-concept, learning, information processing, and attitude formation and change; external influences such as social class, reference groups and family, and consumer decision making.

Course objectives: This course will help the learner

- To explain and apply the key terms, definitions, and concepts used in the study of consumer behaviour.
- To understand the bases of segmenting consumer markets.
- To demonstrate how knowledge of consumer behaviour concepts helps in understanding marketing efforts.
- To critically evaluate the internal and external influences on consumer decision making.

Learning Outcome

By the end of the course the learner will be able:

- To define the concepts related to consumer behaviour
- To identify and explain factors which influence market segmentation
- To relate internal dynamics such as personality, perception, learning, motivation and attitude to the choices consumers make
- To relate external dynamics such as groups, and social media to consumer choices
- To evaluate the consumer decision-making process

Unit-1

Teaching Hours:12

Introduction to Consumer Behaviour

Definition, Significance, Applying consumer behaviour knowledge, Consumer decision-making model

Unit-2

Teaching Hours:12

Understanding consumers and market segments

Market segmentation, bases of market segmentation, product positioning and repositioning

Unit-3

Teaching Hours:12

Determinants of consumer behaviour

Personality and self-concept, Motivation, Information processing, Learning in understanding consumer behaviour

Influence of groups and social media, online consumer behaviour

Unit-4

Teaching Hours:12

Attitudes and persuasive communication

ABC model of attitude, the formation of attitude, the role of persuasion in changing consumer attitudes

Unit-5

Teaching Hours:12

Consumer Decision processes

Types of consumer decisions, problem recognition, information search process, information- evaluation process, purchasing processes- choosing a store, in-store purchasing behaviour, nonstore purchasing process, purchasing patterns, post-purchase behaviour

Text Books And Reference Books:

Loudon, D. L., & Della, B. A. J. (2010). Consumer behavior: Concepts and applications. McGraw-Hill.

Solomon, M.R. (2018). Consumer Behavior: Buying, Having and, Being. Pearson Education Limited.

Essential Reading / Recommended Reading

Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). Consumer behaviour. Pearson publications

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment	- Total Marks 20
CIA II – Mid Semester Examination	- Total marks 50
CIA III –Activity-based Assignment	- Total marks 20
CIA I + II + III	= 90 /100 = 45/50
Attendance	= 5 marks
Total	= 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY641E - INTRODUCTION TO FORENSIC PSYCHOLOGY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture

Max Marks:100**Credits:4****Course Objectives/Course Description**

The course is intended to develop a basic understanding among the students about criminal behaviour and to the field of Forensic Psychology.

Course objectives: This course will help the learner

- Understand the basics of forensic psychology
- Appreciate the role of forensic psychologists
- Understand the basic techniques used in forensic psychology that help the criminal investigation

Learning Outcome

By the end of the course the learner will be able:

1. Understand the basics of forensic psychology, crime and criminal behaviour through case analysis
2. Appreciate the role of a forensic psychologist in crime scene analysis, offender profiling, eye witness testimony using profiling techniques with presentation
3. Understand basic techniques used in forensic psychology that helps criminal investigation along with ethical issues, licensing and forensic psychology as a profession.

Unit-1**Teaching Hours:12****Introduction to Forensic Psychology**

Forensic Sciences; Forensic Psychology: Past and Present; Psychology & Law; Psychologist as an Expert Witness.

Unit-2**Teaching Hours:12****Understanding Crime & Criminal Behaviour**

Psychology of Crime; Determinants of Criminal Behavior: Biological, Psychological, Neuropsychological and Social.

Unit-3**Teaching Hours:12****Forensic Psychology in Crime Investigation**

Psychological Examination of Crime Scene; Offender Profiling; Forensic Interviewing; Eye-Witness Testimony; Examination of High-risk offenders.

Unit-4**Teaching Hours:12****Forensic Psychology as an Aid to Investigation**

Psychological Profiling; Detection of Deception: Polygraph Examination, fMRI, Lie Detection, Brain Electrical Oscillation Signature Profiling, Narcoanalysis, Forensic Hypnosis, Voice-stress Analysis; Theories, Techniques, Instrumentation, Methodology, Procedure & Critical Evaluation.

Unit-5**Teaching Hours:12****Forensic Psychology as a Profession**

In Criminal Proceedings: Competency to stand trial, Criminal Responsibility, Diminished Capacity, Risk Assessment, Eye-Witness Testimony.

In Civil Proceedings: Domestic Law & Rights of Adults, Children; Civil Competency, Personal Injury Evaluations, Work-related Compensation, Evaluation of Disabilities, Trauma Due to Abuse. Forensic Psychology as a profession; For Social & Individual Protection; Professional Issues: Licensing, Advocacy, liaisoning and Ethical Considerations.

Text Books And Reference Books:

Fulero, S,& Wrightsman, L, (2014). Forensic Psychology. Wadsworth Publishers.

Goldstein A.M (2012) Forensic Psychology: Emerging Topics and Expanding Roles. John Wiley

Essential Reading / Recommended Reading

Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). SAGE.

Haward, L. R. (1981). Forensic psychology (pp. 56-57). Batsford Academic and Educational.

Weiner, I. B., & Hess, A. K. (Eds.). (2006). The handbook of forensic psychology. John Wiley & Sons.

Evaluation Pattern

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I –Written Assignment /Individual Assignment - Total Marks 20

CIA II – Mid Semester Examination - Total marks 50

CIA III –Activity-based Assignment - Total marks 20

CIA I + II + III = 90 /100 = 45/50

Attendance = 5 marks

Total = 100 = 50

End Semester Examination : Total Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x
10 = 20		
Section B	Short Answers: Conceptual/Application	5 marks x
4 = 20		
Section C	Essay Type: Descriptive/Conceptual	15 marks
x 3 = 45		
Section D	Compulsory: Case Study (Application)	15 X
1 = 15		

PSY651 - PSYCHOLOGICAL RESEARCH METHODS AND ASSESSMENT-II (2018 Batch)

Total Teaching Hours for Semester:30

No of Lecture Hours/Week:2

Max Marks:50

Credits:2

Course Objectives/Course Description

Course description: This course has been conceptualized in order to capstone experience for psychology undergraduates, in which students identify a research topic, conduct comprehensive literature reviews, and then develop a substantial written small empirical research project. The paper aims to help students collaborate and complete psychological research projects with their peers. The program is designed to enable students to complete a group research project under the supervision of a faculty. They are expected to conduct the research and submit the final research report. The Research report will be in the form of a professional journal article manuscript, though it is not required to submit it to a journal. Students are expected to do a presentation of the research findings as a poster or oral presentation at the undergraduate research conference.

Course objectives: This course will help the learner to gain knowledge with the process and the methods of quantitative and qualitative psychological research traditions.

Learning Outcome

By the end of the course the learner will be able to:

- Collect data as per ethical guidelines and organize the data using MS excel.
- Use SPSS to analyze data, Interpret and understand what the results indicate.
- Present their research findings as scientific poster format in a coherent and concise manner.
- Write an APA-style research report; Submit a final edited copy of the research paper to the Department.
- Write a journal-length original empirical research project manuscript, appropriate for submission to a professional journal in psychology or a related discipline
- Administer psychological scales to a subject, make interpretations and draw conclusions based on the norms given in the manual

Unit-1

Teaching Hours:12

Data Analysis and Interpretation

Ethical issues in data collection and recording, organization of data collection process, dissemination, the concept of data audit Data organization and audit. Hypothesis testing/evaluating the research questions, data analysis and reporting results, discussing the findings with research evidence

Unit-2

Teaching Hours:10

Report Writing and Dissemination of Research findings

APA styles of writing the project report, elements of a research project, referencing, plagiarism, doing peer review and feedback. Abstract writing, Publication in journal/ newspapers, selecting a journal, oral presentation and poster presentation; participating in research forums/seminars.

Psychological Assessments

Develop a profile for an individual based on a minimum of three to a maximum of five psychological assessments and a brief interview that would help the individual gain positive insights about themselves. The profile would be on the career or healthy living and assessments used may include Career assessments, DBDA, Interest inventory, learning styles, academic adjustment, quality of life, happiness index, PANAS, character strengths or motivation, personal value inventory/ locus of control; students would learn elements of a client profile report, writing a report without biases and being professional in writing and communicating reports

Text Books And Reference Books:

Cohen, R. J., & Swerdlik, M. E. (2013). *Psychological testing and assessment: an introduction to tests and measurement*. Eighth edition. McGraw-Hill Education.

Coolican, H. (2014). *Research Methods and Statistics in Psychology*, Sixth Edition. Taylor and Francis.

Essential Reading / Recommended Reading

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th Ed.).<https://doi.org/10.1037/0000165-000>

<https://christuniversity.in/uploads/userfiles/CRCE.pdf>. CHRIST (Deemed to be University) Institutional Ethics Documentation

Evaluation Pattern

Continuous Internal Evaluations (CIAs) – 50 Marks

- CIA 1: (Individual assessment of Inclass activities) Data audit and Abstract submission- 15 marks
- CIA 2: Individual submission of Client Report- 15 marks
- CIA 3: Individual assessment of Final research manuscript- 10 marks and Group Work- 5 marks
- Class participation and Supervisor Feedback- 5 marks

Department Level End Semester Examination (ESE)- 50 Marks

Poster presentation and viva on research methods and testing.

CIAs (50 marks) + ESE (50 Marks) = 100 Marks /2 = 50 Marks

PSY681 - INTERNSHIP (2018 Batch)**Total Teaching Hours for Semester:100****No of Lecture Hours/Week:0****Max Marks:50****Credits:2****Course Objectives/Course Description**

Students have to undertake an internship in any of their interested sectors during the semester break at the end of second or fourth-semester. Students will be

attached to various agencies where they will be trained and supervised in acquiring skills competencies. They will also be mentored by the supervisor/class teacher at the department. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department.

Course Objectives

- To gain hands-on experience in various sub-fields of psychology
- To witness various ethical guidelines in practice
- To explore areas of interest in psychology

Learning Outcome

On completion of the internship, students will be able to:

1. Appreciate and respect the ethical guidelines of organizations with which they work
2. Demonstrate skills to work in teams and develop an amicable relationship
3. Effectively conceptualize the concerns, demonstrate and apply psychological skills to evaluate the issues observed at the internship site.
4. Write reports and reflections based on the experiences and observations at the internship site.

Unit-1

Teaching Hours:0

Summer Internship

Working in various organizational setups for a period of 30 days (one month-100 Hours)

Text Books And Reference Books:

Reading according to the area of internship and nature of work.

Essential Reading / Recommended Reading

Sweitzer, H.F. & King, M. (2004). The successful internship: Transformation and empowerment in experiential learning (2nd ed). Brooks/Cole-Thompson.

<https://www.apa.org/ethics/code/>

Evaluation Pattern

Continuous Internal Assessment (CIA)- (50 Marks)

- Internship Report - 30 Marks
- Viva- 10 Marks
- Daily log and Attendance report- 10 Marks

SOC631 - WOMEN AND SOCIETY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

*Course Description:*This paper intends to expose roots and structures of inequality that lead to marginalization, invisibility and exclusion of women. The paper aims to sensitize the students

towards the broader social reality, their struggles and aspirations. Hence this paper introduces the significant contributions on the feminist theories as well as the practice of feminism in India.

Course Objectives:

- to familiarize students with the dynamics of women and women's studies and key related issues
- to orient students towards major theoretical perspectives used to study women and society
- to help them understand the politics of gender in the real world
- to critically analyse the deeper implications of the status of women and inequalities in society

Learning Outcome

By the end of this course, the students will be able to:

- Analyse issues related to women and gender in popular, public and interpersonal discourses
- Explain theories and research application to women's studies.
- Examine feminism and its relevance especially from women's perspective
- Critique and analyze issues of social justice, empowerment and marginalization
- Balance theory and practice in relation to issues of gender, women, sexuality in society.

Unit-1

Teaching Hours:5

Introduction to Women's Studies

1. Critique of knowledge and need for development of women's studies
2. Aims and objectives of women's studies
3. Women's studies in India- A brief overview from 19th century to the present

Unit-2

Teaching Hours:10

Understanding Gender

1. Social construction of gender and normative construction of gender
2. Theories of gender socialization [Cognitive Development theory, social learning theory, Psychoanalytic theory and gender schema theory]
3. Patriarchy – Concept, Origin, and Theories on patriarchy. Identifying the role of patriarchy in popular culture

Unit-3**Teaching Hours:15****Feminist approaches to study women**

1. Liberal feminism on equal opportunities and same civil rights
2. Marxist feminism on family and household under capitalism, and socialization of domestic labor v/s wages for housework
3. Radical feminism on reproduction and mothering
4. Socialist feminism
5. Third world feminism
6. Post modern feminist theory

Unit-4**Teaching Hours:15****Women and violence**

1. Violence as a means of controlling and subjugating women's body
2. Expressions of violence:
 - a. Rape
 - b. Domestic violence
 - c. Dowry death
 - d. Life stages of women – from childhood to widowhood
3. Responses from state civil and society Domestic Violence Bill

Unit-5**Teaching Hours:15****Development and Empowerment**

1. Gender as a development issue
2. Gender and poverty
 - a. Feminization of poverty
 - b. Self Help Groups
3. Education and empowerment – gender gap in education
4. Economic independence and empowerment:
 - a. Under valuation and underpayment of women's work in both informal and formal sector
 - b. Role of women managers

5. Political participation and empowerment – women in local bodies, debate over 33% reservation

Text Books And Reference Books:

John, Mary E. (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin Books.
Rajan, Rajeswari Sundar. (1999). *Signposts: Gender Issues in Post-Independence India*. New Delhi: Kali for Women
Nair, Janaki and Mary E. John (2000). "Introduction" in Nair, Janaki and Mary E. John (ed) *A Question of Silence: The Sexual Economies of Modern India*. London: Zed.
Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
Jackson, Stevi & Jackie Jones (ed). (1998). *Contemporary Feminist Theories*, Edinburgh: University Press.
Simpson, Megan. 2013. "Reading Women's lives: An introduction to Women's Studies".
Grewal, Inderpal and Caren Kaplan (2006). *An Introduction to Women's Studies: Gender in Transnational world*. McGraw-Hill Education.

Mazumdar, Vina. (1985). *Emergence of women's question in India & the Role of Women's Studies*, CWDS Occasional Paper-7 (<http://www.cwds.ac.in/wp-content/uploads/2016/09/Emergence-Womens-Question.pdf>).

Essential Reading / Recommended Reading

Kamla Bhasin. (1994). *What is Patriarchy*. New Delhi: Kali for Women.
Engendering Development (A World Bank policy Research Report) (2002). Co-published by Oxford University Press & World Bank. (Can be accessed at http://siteresources.worldbank.org/PGLP/Resources/Engendering_Development.pdf)
Radha Kumar. (1998). *History of Doing*, Kali for Women.
Tong, R. (1989). *Feminist Thought*, Sydney. Unwin.
Vina Mazumdar. (1985). *Emergence of women's question in India & the Role of Women's Studies*, CWDS Occasional Paper-7.
Centre for Women's Development. (2003). *Shifting Sands: Women's Lives and Globalization*, Calcutta, Stree,
Davis, Kathy. (2006). *Handbook of Gender and Women's Studies*.

Misra, Kamal K. (2007). *Recent Studies on Indian Women*. New Delhi: Rawat Publications.

Evaluation Pattern

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:

- CIA I is a 20 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
- CIA II is the 2 hour long 50 mark Mid semester Examination (50 marks reduced to 25 mark weight-age) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 20 marks and is based on an assignment that is set for the course.
- Attendance - Attendance carries 5 marks

SOC641A - STUDY OF SOCIAL MOVEMENTS (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: This paper tries to interpret social movements as an instrument of social transformation and at times as the product of social transformations. The paper would provide an elaborate account of different theoretical explanations on social movements. The paper then examines three prominent movements in India i.e. the dalit movement, Naxalite movements and environmental movements by examining the socio political and historical context of their emergence and the transformation that resulted.

Course Objective :

- This course aims to inculcate students with sociological perspectives to study social movements. It provides an overview of conceptual and theoretical issues in the study of social movements. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period

Learning Outcome

Course Learning Outcome:

By the end of this course, the students will be able to:

- Apply basic knowledge and understanding of social problems and sociological approach to the study of social movements.
- Articulate the contexts in which mass movements in societies emerge.
- Evaluate scholarly works connected with social movements in local and global contexts.
- Develop sensitization to social issues and examine the relevance of potential policies which seek to remedy social issues.
- Analyze theories and examine levels of activism required for public policy for empowerment of the marginalized and the needy.

Unit-1

Teaching Hours:10

Introduction to the study of Social Movements

1. Society, social movements and sociology
2. Social Movements and Social Change
3. Definitions and classification of social movements
4. Elements of Social movements; Ideology, organizational structure, Leadership and Life Cycle of Social movements.

Unit-2

Teaching Hours:5

Social Movements and Sociological Theory

1. Collective Behavior
2. Resource Mobilization
3. Relative Deprivation

Unit-3

Teaching Hours:20

Dalit movement in India.

1. Origin and growth of dalit movements in India
2. Non-Brahmin movement in Tamil Nadu

3. Ambedkar and Dalit Ideology
4. Fragmentation of the Movement

Unit-4

Teaching Hours:15

Naxalite Movements

1. Ideological roots of Naxalism
2. Spread and growth of the movement to other parts of the country

Unit-5

Teaching Hours:10

Environmental Movements in India

1. A brief history of Environmental Movements in India
2. Chipko Movement and Narmada Bachavo Andolan
3. Environmental movements and the state in India

Text Books And Reference Books:

Rao, MSA. (1974). *Social Movements in India*. New Delhi: Manohar Publications.

Shah, Ghanashyam. (1990). *Social movements in India: A review of literature*. New Delhi: Sage Publications.

Steven Buechler. (2000). *Social movements in advanced capitalism*. New Delhi: Oxford University Press.

Essential Reading / Recommended Reading

Baulis JA. (1972). *The Sociology of Social movements*, London: Macmillan Publications.

Buchler Steven M. (2000). *Social Movements in Advanced Capitalism*. Oxford: Oxford University Press.

Crossely Nick. (2002). *Making Sense of Social Movements*. London: Open University Press.

Guru Gopal. (2004). *New Dalit Politics*. in RajendraVhora and Suhas Palshikar ed India; *Democracy, meaning and practices*, New Delhi: Sage Publication.

Omvedt Gail. (2004). 'Struggle against dam or struggle for water? Environment and the State' in Rajendra Vhora and Suhas Palshikar ed *India: Democracy, meaning and practices*, New Delhi: Sage Publication.

Oommen, T K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage Publication,

Scott Alan. (1990). *Ideology and New Social Movements*. London: Routledge Publications.

VISUAL TEXTS

- Jha P, Jha P & Lulla S(2012) *Chakravyuh (Hindi)*.
- Ghose G, Rao B.N & Ravindranath, (1979) *Maa Bhumi (Telugu)*.
- Joffe R, Puttnam D & Smith I, (1984), *The Killing Fields (English)*
- Amte, B. (1990). Narmada Project: The Case against and an Alternative Perspective. *Economic and Political Weekly*, 25(16), 811-815, 817-818.
- Aravinda, L. S. (2000). Globalisation and Narmada People's Struggle. *Economic and Political Weekly*, 35(46), 4002-4005.
- Assadi, M., & Rajendran, S. (2000). Changing Shape of Caste Conflict. *Economic and Political Weekly*, 35(19), 1610-1612.
- Bandyopadhyay, J. (1999). Chipko Movement: Of Floated Myths and Flouted Realities. *Economic and Political Weekly*, 34(15), 880-882.
- Banerjee, S. (2006). Beyond Naxalbari. *Economic and Political Weekly*, 41(29), 3159-3163.
- Bhatia, B. (2005). The Naxalite Movement in Central Bihar. *Economic and Political Weekly*, 40(15), 1536-1549.
- Dasgupta, B. (1978). The Naxalite Movement: An Epilogue. *Social Scientist*, 6(12), 3-24.
- Gehlot, N. (1993). Dr. Ambedkar, Matama Gandhi and Dalit Movement. *The Indian Journal of Political Science*, 54(3/4), 382-387.
- Jain, S. (1984). Women and People's Ecological Movement: A Case Study of Women's Role in the Chipko Movement in Uttar Pradesh. *Economic and Political Weekl*, 19(41), 1788-1794.
- Jaoul, N. (2006). Learning the use of symbolic means: Dalits, Ambedkar statues and the state in Uttar Pradesh. *Contributions to Indian Sociology*, 40(2), 175-204.
- Kannabiran, V., Volga, & Kannabiran, K. (2004). Women's Rights and Naxalite Groups. *Economic and Political Weekly*, 39(45), 4874-4877.
- Karan, P. P. (1994). Environmental Movements in India. *Geographical Review*, 84(1), 32-41.
- Kujur, R. K. (2006). Underdevelopment and Naxal Movement. *Economic and Political Weekly*, 41(7), 557-559.
- Mohanty, M. (2006). Challenges of Revolutionary Violence: The Naxalite Movement in Perspective. *Economic and Political Weekly*, 41(29), 3163-3168.
- Patankar, B., & Omvedt, G. (1979). The Dalit Liberation Movement in Colonial Period. *Economic and Political Weekly*, 14(7/8), 409-411, 413, 415, 417, 419-421, 423-424.

- Patel, J. (1990). Who Benefits Most from Damming the Narmada? *Economic and Political Weekly*, 25(52), 2830-2831.
- Ram, R. (2004). Untouchability in India with a Difference: Ad Dharm, Dalit Assertion, and Caste Conflicts in Punjab. *Asian Survey*, 44(6), 895-912.
- Roy, D. K. (1995). Peasant Movements and Empowerment of Rural Women. *Economic and Political Weekly*, 30(37), 2306-2311.
- Shiva, V., & Bandyopadhyay, J. (1986). The Evolution, Structure, and Impact of the Chipko Movement. *Mountain Research and Development*, 6(2), 133-142.
- SinghaRoy, D. K. (2005). Peasant Movements in Contemporary India: Emerging Forms of Domination and Resistance. *Economic and Political Weekly*, 40(52), 5505-5513.
- Strife, S. (2010). Reflecting on Environmental Education: Where Is Our Place in the Green Movement? *The Journal Of Environmental Education*, 41(3), 79-191.
- Wankhede, H. S. (2008). The Political and the Social in the Dalit Movement Today. *Economic and Political Weekly*, 43(6), 50-57.

Evaluation Pattern

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:

- CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
- CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weight-age) conducted during August/January

The pattern for the exam is as follows:

- Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks
- Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks
- Section C: This section has 1 compulsory question that carries 15 marks

- CIA III carries 10 marks and is based on an assignment that is set for the course.
- Attendance - Attendance carries 5 marks

SOC641B - SOCIOLOGY OF ORGANIZATION (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: This course provides a sociological perspective on groups and organizations which shape us in ways we do not always examine through our social interactions, their structures and functions. This paper enables our students to understand how people operate in groups and organizations with an emphasis on the world of employment and work and the various kinds of organizations that operate within our society.

Course Objectives:

- *The objective of the course is to identify, articulate, criticize and evaluate the major theories and debates in the Sociology of Organizations from the mid-20th century to the present*
- *Use the perspectives and theoretical tools of this subfield to generate new questions about organization theory and empirical instances of organizations that pique their interest*

Learning Outcome

By the end of this course, students will be able to:

- *Apply an interdisciplinary perspective so that theories related to organisation and organisational behaviour can be appreciated.*
- *Evaluate the nature of organisations and organisational behaviour.*
- *Address issues related to the organisation and understand the dynamics of interaction and relationships within the organisation.*
- *Examine tasks required by the organisation*

Unit-1

Teaching Hours:10

Introduction

1. Approaches to organization
2. Comparative Organizational analysis
3. Development of the Field in India

Unit-2

Teaching Hours:10

Work, Interaction, and Organization

1. Organization as a system of Interaction
2. Types of interaction:
 1. Formal
 2. Informal
3. Power, Motivation & Leadership

Unit-3

Teaching Hours:10

Elements of Rationality

1. Status, Role & Types of Rationality
2. Bureaucracy
 1. Elements
 2. Functions
 3. Dysfunctions

Unit-4

Teaching Hours:15

Typology of Social Organization

1. Industry
2. Service
 1. Hospital
 2. Educational Institutions
 3. NGOs

Organization & Environment

1. Social and cultural environment
2. Universal & Local Culture
3. Culture & Globalization

Text Books And Reference Books:

Bethel, L. L. (1962). *Industrial Organization and Management*, Mc Graw Hill,
Chowdhury, R. C. (1959). *Principles of Industrial Organization*, Allahabad: Kitab Mahal.

Paul, Adler S. (2009). *Oxford Handbook of Sociology and Organization Studies*, New York: Oxford University Press.

Essential Reading / Recommended Reading

Eldridge J.E.T., & A. D. Crombie. (2013). *A sociology of organisations*. New Delhi: Routledge.
Godwyn, M., & Hoffer Gittell. (eds.). (2011). *Sociology of Organizations: Structures and Relationships*. New Delhi: Sage publications.

Hande, M. J. (ed.). (2003). *The Sociology of Organizations: Classic, Contemporary, and Critical Readings*. New Delhi: Sage publications.

Evaluation Pattern

- **Continuous Internal Assessment** or CIA constitutes a total of 50 marks. The distribution is as follows:
 - CIA I is a 10 marks assignment and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.
 - CIA II is the 2 hour long 25 mark Mid semester Examination (50 marks reduced to 25 mark weightage) conducted during August/January

The pattern for the exam is as follows:

Section A: Attempt any 3 questions out of the 5/6 options given. Each question carries 5 marks

Section B: Attempt any 2 questions out of the 3 options given. Each question carries 10 marks

Section C: This section has 1 compulsory question that carries 15 marks
 - CIA III carries 10 marks and is based on an assignment that is set for the course.
 - Attendance - Attendance carries 5 marks
- **End Semester Examination (ESE)** is conducted at the end of the semester. This is a 3 hour long exam for a weightage of 50 marks

The pattern for the exam is given below:

Section A: Attempt any 6 questions out of the 9 options given. Each question carries 5 marks

Section B: Attempt any 4 questions out of the 6 options given. Each question carries 10 marks

Section C: Attempt any 2 questions out of the 3 options given. Each question carries 15 marks

SOC641C - SOCIOLOGY OF DEVELOPMENT (2018 Batch)**Total Teaching Hours for Semester:60****No of Lecture Hours/Week:4****Max Marks:100****Credits:4****Course Objectives/Course Description**

Course Description: This paper tries to introduce students to problems of inequality in wealth and welfare from a global, comparative, and historical perspective. It also introduces the major perspectives to and issues in development. Specific issues would be taken to make the discussions context specific.

Course Objective:

- To acquire basic knowledge and understanding of the concepts of inequality, poverty and development
- To understand the various perspectives on development
- To engage in the emerging debates and issues related to development and change in society.

Learning Outcome

Course Learning Outcome:

By the end of this course, students will be able to:

- Apply basic knowledge and understanding of the concepts of inequality, poverty and development to the study of society
- Examine the various perspectives on development.
- Evaluate the emerging debates & issues related issues around development.

Unit-1

Teaching Hours:15

Understanding Development

1. Inequality and poverty
2. Sustainable Development
3. Definitions and Indices

Unit-2

Teaching Hours:15

Theoretical Perspectives on Development

1. Modernization - Colonization, Decolonization and the rise of Development
2. Dependency
3. Unequal Development & Worldsystem

Unit-3

Teaching Hours:15

State and Market: Institutions and ideologies

1. Planned Development and Society
2. Globalisation and Liberalization
3. Development in the Neoliberal age: Microfinance

Unit-4

Teaching Hours:15

The Debates of Development

1. Knowledge and Power in Development
2. Rethinking Development: Escobar
3. Re-inventing Development: Subaltern Movements

Text Books And Reference Books:

Barnett, T. (1988). *Sociology and Development*. Routledge

Roberts, T.J et al (eds). (2015). *The Globalization and Development Reader: Perspectives on Development and Global Change*. (2nd edition). Wiley-Blackwell.

Sen,A.(1999). *Development as Freedom*. New York: OUP

Essential Reading / Recommended Reading

Andrew, W. (1984). *Introduction to the Sociology of Development*. New Jersey: Humanities Press International.

Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Cooper, F. and Randall P. (eds.). (1997). *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*. Berkeley: University of California Press.

Dreze, J. (2000). 'Militarism, Development and Democracy', in *Economic and Political Weekly*, 35(14): 1171-1183.

Dreze, J. and Sen, A. (1995). *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.

Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press.

Frank, A.G. (1998). *Re Orient: Global Economy in the Asian Age*. Berkeley: University of California Press. 4th printing 2002.

Evaluation Pattern

CIA constitutes a total of 50 marks for a four-credit paper. The distribution is as follows

CIA I - CIA I carries 10 marks and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.

CIA II - Mid semester Examination conducted for a total weightage of 25 marks

CIA III - CIA III also carries 10 marks and involves the adoption of any one or two of the above said methods.

Attendance - Attendance carries 5 marks

SOC641D - MEDIA AND SOCIETY (2018 Batch)

Total Teaching Hours for Semester:60

No of Lecture Hours/Week:4

Max Marks:100

Credits:4

Course Objectives/Course Description

Course Description: *The course is an attempt to introduce the dynamics of the interrelationship between media and society. The various cultural and ideological influences that operate on media and its dynamic role in producing social realities is introduced to the students. While a foundational understanding of media from a sociological perspective is the main intention, the course undertakes specific discussions of media with regard to its historical trajectories in the Indian context, its agency in initiating social change during and after colonialism and so on. Students are also introduced to the changing forms of media and the changing political economy and cultural role of media in the postmodern age.*

Course Objectives:

1. To inculcate a foundational understanding of media from a sociological perspective To have a foundational understanding of the problems confronted by educational systems in the Indian context.

2. To have a specific understanding of media in the Indian context.

3. To have a basic insight about the changing dynamics between media and society in the 21st century.

Learning Outcome

Have a clear idea about sociology of media and have a clear sense of the basic frames through which media is understood and discussed in society

Unit-1

Teaching Hours:15

Introducing Sociology of Media

1. History and forms of Media
2. Sociological perspectives on Media
 - a. Functional, Conflict, Interactionist

3. Media and Social Construction of Reality

Unit-2

Teaching Hours:10

Media and Civil Society

1. Ownership and Control of Media
2. Media and representation

Unit-3

Teaching Hours:10

intersections of Media and Culture

1. Concepts: Mass Media, New Media (ICTs), and Popular Culture
2. Globalisation, Localisation and Glocalisation
3. Consumption and the emerging shopping mall cultures

Unit-4

Teaching Hours:10

Media ? modernity and postmodernity

1. Censorship and Surveillance in the new age
2. Media and Environment politics

Unit-5

Teaching Hours:15

Cultural theories

1. Culture Industry (Adorno and Horkheimer)
2. Hegemony and Ideology (Antonio Gramsci)
3. Public sphere (Jurgen Habermas)

Text Books And Reference Books:

Ranganathan, Maya and Usha Rodrigues, 2010. "Indian Media in a Globalised World", New Delhi: Sage.

Bignell, Jonathan, 2000. "Postmodern Media Culture". New Delhi: Aakar Books.

Grossberg, Lawrence, Elien, Wartella, 2006. "Mediamaking : Mass Media in a Popular Culture", London: Sage.

Durham, Meenakshi Gigi and Kellner Douglas M. 2001. Media and Cultural Studies: Keywords. Oxford: Blackwell.

Vilanilam J. V., 2003. "Growth and Development of Mass Communication in India". New Delhi: NBS.

Thomas, Pradip Ninan (2010). *Political Economy of Communications in India : The good, the bad and the ugly*. Thousand Oaks: Sage.

Briggs, Asa and Peter Burke (2006). *A Social History of the Media: From Gutenberg to the Internet*. Manbridge: Polity.

Rodrigues, Usha M and Maya Ranganathan (2015). *Indian News Media: from observer to participant*. London: Sage.

Singh, Yogendra (2004). *Ideology and Theory in Indian Sociology*. Jaipur: Rawat.

Raghavan G. N. S., (1994). *The Press in India: A New History*.Gyan.

Orgad, Sahni, 2012. *Media Representation and Global Imagination*. Cambridge: Polity press.

Essential Reading / Recommended Reading

Stuart Hall (ed). Representation, Sage, London, 2001.

Vasudevan, Ravi (2010). *Melodramatic Public: film form and spectatorship in Indian Cinema*. Permanent Black.

Thukral, Gobind (2009). *Troubled reflections : Reporting violence : media's symbiotic relationship with violence, ethnic violence, terrorism, and war*. Shimla: Indian Institute of Advanced Studies.

Khanduri, Ritu Gairola (2014). *Caricaturing culture in India: cartoons and history in the modern world*. London: CUP

Jones, Mary D. and Flaxman, Larry (2015). *Mind Wars: A History of Mind Control, Surveillance, and Social Engineering by the Government, Media, and Secret Societies*.

Athique, Adrian and Douglas Hill (2010). *The Multiplex in India: a Cultural Economy of Urban Leisure*. London: Routledge.

Daiya, Kavita (2008). *Violent Belongings: Partition, Gender and National Culture in Postcolonial India*. Philadelphia: Temple University Press.

Evaluation Pattern

CIA 1 - 10 Marks, CIA 2 (MSE) - 25 Marks, CIA 3 - 10 Marks, ESE - 50 Marks, Attendance - 5 Marks