



**REVA**  
UNIVERSITY

Bengaluru, India

## **SCHOOL OF ARTS AND HUMANITIES**

### **BA -Journalism, English & Psychology(JEP) Hand Book**

2019

Rukmini Knowledge Park,  
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## Chancellor's Message

*"Education is the most powerful weapon  
which you can use to change  
the world."*

- Nelson Mandela.



There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when 'intellectual gratification' has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.

It is deemed virtuous to serve seekers of knowledge and as educators it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of 'Knowledge is Power', we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I'm always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally and intellectually elite. They practice the art of teaching with a student-centered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author from the 19th century - Benjamin Disraeli, once said 'A University should be a place of light, of liberty and of learning'. Centuries later this dictum still inspires me and I believe, it takes team-work to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom and knowledge.



**Dr. P. Shyama Raju**

The Founder and Hon'ble Chancellor, REVA University

## **Vice-Chancellor's Message**

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter-disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.

A strong believer and practitioner of the dictum "Knowledge is Power", REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this 'temple of learning' has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Bench marked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research level organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevant to industry requirements. Structured training programs on soft-skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of “Technology Incubation Centres” in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, “Intelligence plus character –that is the goal of education” (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavour to provide

premium quality education accessible to all and an environment for the growth of over-all personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

**Dr. S. Y. Kulkarni**  
Vice-Chancellor, REVA University

## **PREFACE**

“For last year’s words belong to last year’s language/ And next year’s words await another voice/ and to make an end is to make a beginning.” (T.S. Eliot)

A hearty welcome to this ‘new beginning’!

The School of Arts and Humanities at REVA University, one of the most sought after schools, has cut a niche for itself by building a prominent academic record. The School offers Undergraduate, Postgraduate, and Ph.D programs to scholars from all over the world, initiating in them the continuous urge to delve into the vast arena of creative and critical thinking.

The programs of study offered foster cultural, social and political understanding and hone the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We take great pride in our students who

have been performing exceedingly well in the field of academics and co-curricular activities and have been bringing laurels to the University every year.

We are at a wonderful phase when the domain of Arts and Humanities all over the world is taking very meaningful and innovative turns. With various new career opportunities and specializations coming to the forefront, young enthusiasts have the boon of limitless career choices.

We, at REVA University, deem it fit to channelize the potential of the young minds towards newer horizons. With the expertise of the highly qualified and committed teaching faculty of the School, we continuously strive to provide the best practical knowledge to our students.

This academic year, keeping in mind our trend, our goals are set very high. Focusing primarily on Research and Development, the School will initiate every scholar under our wings to take a step forward in their specialized areas by engaging in collaborative and individual research projects. Research collaboration with other prestigious organizations is also in the pipeline. Many external subject specialists from the teaching fraternity as well as industry will bring in their expertise to our scholars, providing them with current scenarios of the entire world.

I invite you to participate in the many opportunities offered by the School of Arts and Humanities and join our hands to strengthen our participation in the international global Humanities forum.

The curriculum caters to and has relevance to Local, Regional, National, and Global developmental needs.

Maximum number of courses are integrated with cross-cutting issues with relevant to professional ethics, gender, human values, Environment & Sustainability.

With Best Wishes

Dr. Payel Dutta Chowdhury  
Director, School of Arts & Humanities

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## **RUKMINI EDUCATIONAL CHARITABLE TRUST**

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. **Rukmini Educational Charitable Trust** (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfil its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born of the philanthropic instincts of Dr. P. Shyama Raju to do public good, quite in keeping with his support to other socially relevant charities such as maintaining the Richmond road park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to PhD degrees. REVA has well qualified experienced teaching faculty of whom majority are doctorates. The faculty is supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.



## **ABOUT REVA UNIVERSITY**

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette No. 80 dated 27<sup>th</sup>February, 2013. The University is empowered by UGC to award degrees any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library and central computer centre, the well planned sports facility with cricket ground, running track & variety of indoor and outdoor sports activities, facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and supportive staff.

The University is presently offering 24 Post Graduate Degree programs, 18 Degree and PG Degree programs in various branches of studies and has 14000+ students studying in various branches of knowledge at graduate and post graduate level and 331 Scholars pursuing research leading to PhD in 18 disciplines. It has 900+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to PhD.

The programs being offered by the REVA University are well planned and designed after detailed study with emphasis with knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for this program. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty supported by the experts from industries, business sectors and such other organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in them confidence and courage to move

forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizing the fact that research, development and innovation are the important functions of any university has established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. The interdisciplinary-multidisciplinary research is given the top most priority. The division continuously liaisons between various funding agencies, R&D Institutions, Industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Sensor Networks, Computer Networks, IOT, MEMS, Nano-Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano-materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

The REVA University has also given utmost importance to develop the much required skills through variety of training programs, industrial practice, case studies and such other activities that induce the said skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor & Dean, and supported by well experienced Trainers, Counsellors and Placement Officers.

The University also has University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director facilitating skill related training to REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-on courses in challenging areas of development. It is always active in facilitating student's variety of Skill Development Training programs.

The University has collaborations with Industries, universities abroad, research institutions, corporate training organizations, and Government agencies such as Florida International University, Okalahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC<sup>2</sup>, VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitates students to study some of the programs partly in REVA University and partly in foreign university, viz, M.S in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training entire faculty to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms. To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities such as Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc., and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defence Dr. Sathish Reddy, Scientific Advisor, Ministry of Defence, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of our effort in motivating and inspiring youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such award instituted by REVA University is ‘Life Time Achievement Award’ to be awarded to successful personalities who have made mark in their field of work. This award is presented on occasion of the “Founders’ Day Celebration” of REVA University in presence of dignitaries, faculty members and students gathering and the first “REVA Life Time Achievement Award” for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO on the occasion of Founder’s Day Celebration, 6<sup>th</sup> January, 2016 and the second “REVA Life Time Achievement Award” for the year 2016 has been awarded to Shri. Shekhar Gupta, Renowned Journalist on the occasion of Founder’s Day Celebration, 6<sup>th</sup> January, 2017.

REVA organises various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTSAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, Quizzes, Group discussion, Seminars, exhibitions and variety of cultural events. Another important event is Shubha Vedaaya, - Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective spheres of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised by distributing awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday to students, faculty members, administrative staff and their family members and organises yoga camps for villagers around.

Recognizing the fast growth of the university and its quality in imparting higher education, the BERG (Business Excellence and Research Group), Singapore has awarded BERG Education Award 2015 to REVA University under Private Universities category. The University has also been honoured with many more such honors and recognitions.

## SCHOOL OF ARTS & HUMANITIES

### **Introduction:**

The School of Arts & Humanities, established in the year 2014, is one of the most sought-after schools for Humanities programs. At present the school offers an under-graduate program - B.A. in Journalism, English and Psychology; two post-graduate programs – M.A. in English and M.A. in Journalism and Communication; and Ph.D. programs in English, Hindi and Kannada.

### **Why Arts & Humanities @ REVA University?**

The UG and PG programs offered by the school are designed with an extremely contemporary curriculum, where learners get a variety of choices to select electives and specializations that they desire.

In **B.A. (JEP)** program, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. In order to give ample scope for bringing out various innate talents in students, the program also gives a choice to students to select a 2-credit course where they may choose any area of their interest (music, dance, sports, yoga or theatre). Internships, research projects and placement trainings are integrated with the program to make it a full-fledged one.

The PG programs in English and Journalism and Communication are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building up research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television,

internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on.

**USP of the Programs run by the School of Arts & Humanities:**

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Well-equipped Psychology Labs
- Language Labs
- Contemporary curriculum
- Ample scope to gain practical exposure through internships. Present batch students are undergoing internships at Star Sports, Adzu Advertising, Red Advertisement, and so on.
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Student-run and student-managed quarterly newsletter of the University, **REVA Insight**, which gives them scope to learn the skills of news gathering, editing, and designing.
- Weekly school newsletter, **REVA Suchi**, run by the students
- Annual students’ magazine managed by students
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programs, etc. in association with newspapers like *The Hindu* and other media houses.
- Training in event management – both in-house events and outside events, such as, International Film Festival conducted by Innovative Film City
- Training in anchoring for in-house events and outside events, such as, the Edu Expo by *The Hindu*
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.
- Certification programs, such as, Pearson Global English, Certification in Animation, Certification in Photography, etc.
- Certificate programs in foreign languages – French, German, Mandarin and Japanese
- Certification and training program for CBSE UGC NET exam
- Demo classes in teaching
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their research papers in reputed journals. Many students have received “Best Paper” awards during conferences.
- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

## **VISION**

- To promote excellence in advancement of communication, journalism and psychology disciplines, professions, and services through education, research, innovation, extension and collaboration

## **MISSION**

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, journalism and psychology through student centric learning, interdisciplinary approach and innovative pedagogies;
- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;
- To establish collaborations, promote industry- university partnership, encourage entrepreneurship, and involve in community development services;
- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and
- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.

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### **Seven Deadly Sins**

“Wealth without work  
Pleasure without conscience  
Science without humanity  
Knowledge without character  
Politics without principle  
Commerce without morality  
Worship without sacrifice.”

— **Mahatma Gandhi**

## Advisory Board

SL No.	Name
1.	Dr. S Ramaswamy, Professor[Retd] Bangalore University, Bangalore
2.	Dr. V. S. Sreedhara, Professor of English , NLSUI, Bangalore
3	Dr. Shivalinga Swamy, Associate Professor and HoD of English, Tumkur University, Tumkur
4.	Dr. Etienne Rassendren, Professor, Dept of English, St Joseph's College[Auto], Bangalore
5	Dr. C. P. Ravichandra, Professor, Dept of English, Mysore University, Mysore
6	Dr. Rajendra Chenni, Professor. Dept of English, Kuvempu University, Shimogga
7	Prof. S. Narayanan, Professor [Retd], Kongadiappa College, Doddabalapura

“Education is the manifestation of the perfection already in man”

- Swami Vivekananda

The ladder of success is best climbed by stepping on the rungs of opportunity.

- Ayn Rand

I think of science fiction as being part of the great river of imaginative fiction that has flowed through English literature, probably for 400 or 500 years, well predating modern science.

- J. G. Ballard

Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.

- C. S. Lewis

Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.

- Boris Pasternak



## **BA (Journalism, English, Psychology – JEP) Program**

### **Programme Overview**

Humanities deals with human life and human experience qualitatively. Humanities investigates how do human beings behave? Why do they behave this way? How do human beings interact with each other? How do human beings interpret the world around them? And What kind of political, social and cultural institutions do they form?

The field of humanities include Modern languages, Classical languages, Linguistics, Literature, History, Jurisprudence, Philosophy, Archaeology, Comparative religion, Ethics, History, criticism and theory of the arts, Journalism, Psychology, Political science and such subject areas.

Bachelor of Arts programme in Journalism, English and Psychology offered by School of Arts and Humanities at REVA UNIVERSITY intends to develop English language skills and Journalism as a profession amongst its students.

Journalism is all about collecting information and disseminating the facts and figures to the public via print, television and Internet. Journalists present the news in a manner that is useful, informative and thought-provoking. Journalism careers include reporter, feature writer, intern, sub editor, designer, proof reader, news reader, news presenter, news analyst, news editor, editor and many such. The language skills and understanding psychology of people helps a Journalist to gain expertise in his/her profession.

As per the data available with the Government, a total of 1, 05,443 newspapers/periodicals are registered with the Registrar of Newspapers for India as on 31st March, 2015. There are more than 120 TV News channels and in addition there are huge opportunities to write blogs and news on internet. There are thousands of opportunities in corporate sector for compiling corporate news and publication. The media and entertainment sector is expected to cross Rs. 2 trillion by 2020 at a CAGR of 11.6%.

In this context, an undergraduate University Programme offered by **REVA UNIVERSITY** in Journalism, English and Psychology is relevant to meet the future human resources requirement of News and Media enterprises.

The programme focusses on Journalism, media studies, psychology, critical theory, English language and literature, in addition to various transferable skills particularly writing skills that are required for successful career development in Journalism.

### **Program Educational Objectives:**

**After few years of graduation, the graduates of B.A. (Journalism, English, Psychology) will be able to:**

**PEO-1:** Step into Higher Education and take up research in Universities at national and global level.

**PEO-2:** Become a team member in Public, Private, Corporate and Government Sector as techno managers, academicians, administrator or entrepreneurs, investigative agencies with efficient Communication and ethics.

**PEO-3:** Set up own enterprise and communicate with customers proficiently and adapt life skills for enhancing Business.

### **Program Specific Outcomes**

**On successful completion of the program, the graduates of B.A. (Journalism, English, Psychology) will be able to:**

PSO – 1: Demonstrate the knowledge in Journalism, English and Psychology.

PSO - 2: Analyze and apply skills in Journalism with effective communication by understanding the psychology of the people.

PSO - 3: Use different techniques to gather information in Journalism and report effectively.

### **Program Outcomes**

**After successful completion of the program, the graduates the graduates of B.A. (Journalism, English, Psychology) will be able to:**

- **PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge and in understanding Journalism, English and Psychology study.
- **PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.
- **PO 3: Problem solving:** Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one's learning to real life situations using curriculum content knowledge.
- **PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **PO 5: Research-related skills:** Be inquisitive with a sense of inquiry and capability for asking relevant/appropriate questions, and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and

draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

- **PO 6: Ethics:** Recognize different value systems including your own, understand the **moral dimensions** of your decisions, and accept responsibility for them.
- **PO 7: Cooperation/Team work:** Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **PO 8: Communication Skills:** Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups
- **PO 9: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

# BA (Journalism, English, Psychology – JEP) Program

## Scheme of Instruction and Detailed Syllabus

(effective from Academic Year 2019)

### Scheme of Instruction

Sl. No	Course Code	Title of the Course	HC/ SC/ CC/FC/	Credit Pattern				Contact Hrs
				L	T	P	Total	
<b>FIRST SEMESTER</b>								
1	B19BJ1010	Environmental Science	FC	1	1	-	2	3
2	B19BJ1020	Communicative English - I	CC	2	1	-	3	4
3	B19BJ1031	Language – I Kannada	CC	2	1	-	3	4
	B19BJ1032	Language – I: Hindi	CC	2	1	-	3	4
	B19BJ1033	Language – I: Additional English	CC	2	1	-	3	4
4	B19BJ1040	Journalism - I (Introduction to Media & Communication)	HC	2	0	2	4	5
5	B19BJ1050	English Literature (Chaucer – Pope) & Aspects of Language – I	HC	4	0	0	4	4
6	B19BJ1060	Psychology - I (Foundation of Psychology)	HC	2	-	2	4	5
		<b>Total Credits</b>		<b>13</b>	<b>3</b>	<b>4</b>	<b>20</b>	<b>25</b>
<b>SECOND SEMESTER</b>								
1	B19BJ2010	Indian Constitution and Human Rights	FC	2	-	0	2	2
2	B19BJ2020	Communicative English – II	CC	2	1	0	3	4
3	B19BJ2031	Language – II: Kannada	CC	2	1	0	3	4
	B19BJ2032	Language – II: Hindi	CC	2	1	0	3	4
	B19BJ2033	Language – II: Additional English	CC	2	1	0	3	4
4	B19BJ2040	Journalism - II (Reporting & Editing)	HC	2	0	2	4	5
5	B19BJ2050	English Literature (The Romantic Era) & Aspects of Language – II	HC	4	0	0	4	4
6	B19BJ2060	Psychology - II (Basic Psychological Process)	HC	2	0	2	4	5
7	B19BJ2070	Music/ Dance/ Yoga/ Sports/ Theatre	RULO	0	0	2	2	4
8	B19BJ2080	MOOC	RULO	2	0	0	2	2
	B19BJ2090	Internship / Certificate	HC					

		course*						
		<b>Total Credits</b>		<b>16</b>	<b>2</b>	<b>6</b>	<b>24</b>	<b>30</b>

Note: \*Students have to undergo internship of 4 weeks duration after the Second Semester examination; the marks of internship are calculated in the Third Semester.

<b>THIRD SEMESTER</b>								
1	B19BJ3011	Language – III: Kannada	CC	2	1	0	3	3
	B19BJ3012	Language – III: Hindi	CC	2	1	0	3	3
	B19BJ3013	Language – III: Additional English	CC	2	1	0	3	3
2	B19BJ3020	Journalism - III (Audio-Visual Production)	HC	2	0	2	4	5
3	B19BJ3030	English Literature (Victorian & Modern Ages) & Aspects of Language – III	HC	4	0	0	4	4
4	B19BJ3040	Psychology - III (Social Psychology)	HC	2	0	2	4	5
5	B19BJ3051	Media Studies**	OE	4	0	0	4	4
6	B19BJ3052	Guidance and Counseling**						
7	B19BJ3060	Employability Skills – I (placement)	RULO	2	0	0	2	2
8	B19BJ3070	MOOC	RULO	2	0	0	2	2
9	B19BJ3080	Internship/ Certificate Courses	HC	2	0	2	4	-
		<b>Total Credits</b>		<b>20</b>	<b>1</b>	<b>6</b>	<b>27</b>	<b>25</b>

**Note:** \*\* Two Open Electives, namely Media Studies and Guidance and Counseling are offered for students other than BA-JEP; the students of BA-JEP will have to choose one of the Open Elective offered by other Schools.

<b>FOURTH SEMESTER</b>								
1	B19BJ4011	Language IV: Kannada	CC	3	0	0	3	3
	B19BJ4012	Language IV: Hindi	CC	3	0	0	3	3
	B19BJ4013	Language IV: Additional English	CC	3	0	0	3	3
2	B19BJ4020	Journalism – IV (Fundamentals of Media Research)	HC	2	0	2	4	5
3	B19BJ4030	American Literature	HC	4	0	0	4	4
4	B19BJ4040	Psychology - IV (Developmental Psychology )	HC	2	0	2	4	5
5	B19BJ4050	Minor Research Project	HC	0	0	6	6	12
6	B19BJ4060	Employability Skills – II (placement)	RULO	2	0	0	2	2
		<b>Total Credits</b>		<b>13</b>	<b>0</b>	<b>10</b>	<b>23</b>	<b>31</b>

<b>FIFTH SEMESTER</b>								
1	B19BJ5010	Journalism -V (Media Laws & Ethics)	HC	2	2	0	4	4
2	B19BJ5021	Journalism -VI (A) (Advertising & Corporate Communication)	SC	2	0	2	4	4

	B19BJ5022	Journalism -VI (B) (Fundamentals of Photography)						
3	B19BJ5030	Literary Criticism	HC	3	1	0	4	4
4	B19BJ5041	Indian Writings in English – I	SC	4	0	0	4	4
	B19BJ5042	European & Non-European Writings – I						
6	B19BJ5050	Psychology – V (Industrial Psychology - I)	HC	2	0	2	4	4
7	B19BJ5061	Psychology – VI (A) (Abnormal Psychology - I)	SC	2	0	2	4	4
	B19BJ5062	Psychology –VI (B) (Health Psychology - I)						
8	B19BJ5070	Employability Skills – III	RULO	2	0	0	2	2
		<b>Total Credits</b>		<b>17</b>	<b>3</b>	<b>6</b>	<b>26</b>	<b>31</b>
<b>SIXTH SEMESTER</b>								
1	B19BJ6010	Journalism -VII (Media Management)	HC	4	0	0	4	4
2	B19BJ6021	Journalism -VIII (A) (New Media)	SC	2	0	2	4	5
	B19BJ6022	Journalism - VIII (B) (Development Communication)						
3	B19BJ6030	Introduction to Critical Theory	HC	4	0	0	4	4
4	B19BJ6041	Indian Writings in English – II	SC	4	0	0	4	4
	B19BJ6042	European & Non-European Writings – II						
5	B19BJ6050	Psychology – V (Industrial Psychology - II)	HC	2	0	2	4	5
6	B19BJ6061	Psychology-VIII (A) (Abnormal Psychology - II)	SC	2	0	2	4	5
	B19BJ6062	Psychology-VIII (B) (Health Psychology - II)						
		<b>Total Credits</b>		<b>18</b>	<b>0</b>	<b>6</b>	<b>24</b>	<b>27</b>
		<b>Total Credits of All Semesters</b>					<b>144</b>	

**Semester-wise Summary of Credit Distribution**

Semesters	No. of Credits	No. of Hours
First Semester	20	25
Second Semester	24	30
Third Semester	27	25
Fourth Semester	23	31
Fifth Semester	26	31
Sixth Semester	24	27
<b>Total Credits</b>	<b>144</b>	<b>169</b>

#### Distribution of Credits Based on Type of Courses

Semester	HC	SC	OE	RULO	FC	CC	TOTAL
<b>I</b>	12	0	0	0	2	6	20
<b>II</b>	12	0	0	4	2	6	24
<b>III</b>	16	0	4	4	0	3	27
<b>IV</b>	21	0	0	2	0	0	23
<b>V</b>	12	12	0	2	0	0	26
<b>VI</b>	12	12	0	0	0	0	24
<b>Total</b>	<b>85</b>	<b>24</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>15</b>	<b>144</b>

#### Distribution of Credits Based on L:T:P

Semester	L	T	P	Total	Total Hours
<b>I</b>	13	3	4	20	25
<b>II</b>	16	2	6	24	30
<b>III</b>	20	1	6	27	25
<b>IV</b>	13	0	10	23	31
<b>V</b>	17	3	6	26	31
<b>VI</b>	18	0	6	24	27
<b>Total</b>	<b>97</b>	<b>9</b>	<b>38</b>	<b>144</b>	<b>169</b>





# BA- Journalism, English, Psychology (JEP) Program

## DETAILED SYLLABUS

(effective from Academic Year 2019)

### FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ1020	Communicative English – I	HC	2	1	0	3	3

#### Course Description:

This is a 3 credit course for first semester consisting of 4 hours of teaching learning per week, inclusive of direct classroom teaching and practice in language lab.

#### Course Objectives:

- To attune young minds to concerns and issues which have a broad and wide scope of use and application to life.
- To acquire a functional use of language in context.
- To equip students to deliver formal and informal oral presentations to a variety of audiences in multiple contexts
- To enable students to construct effective written message in various formats and styles.
- To inculcate the habit of reading and writing leading to effective and efficient communication.

#### Course Outcomes:

On completion of the course, learners will be able to:

- Demonstrate ethical and political responsibilities in taking cognizance of issues relating to society, environment and media.
- Develop a process oriented approach to writing.
- Make use of grammatical skills developed during the course aptly.
- Utilize the target language effectively to focus on interpersonal skills and develop a good command over the language.

## Course Content:

### Unit-I: Functional English

12 Hours

Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs

Writing Skills: Paragraph Writing

Activities: Conversations; Leaving Phone Messages

Literature: Chief Seattle – The End of Leaving and Beginning of Survival

### Unit-Ii: Interpersonal Skills

12 Hours

Remedial Grammar: Present Simple & Present Continuous; Activity & State Verbs

Writing Skills: Official Letters

Activities: Making Apologies; Invitations & Making Arrangements

Literature: Ruskin Bond – Tiger in the Tunnel

### Unit-Iii: Multitasking Skills

12Hours

Remedial Grammar: Present Perfect; For, Since & How Long; -ed & -ing adjectives; Prefix & Opposites of Adjectives

Writing Skills: Note Making

Activities: Agreeing & Disagreeing with Opinions

Literature: Jesse Owens - My Greatest Olympic Prize

### Unit-Iv: Communication Skills

12 Hours

Remedial Grammar: Collocations; Prepositions

Writing Skills: Precise Writing

Activities: Offers, Suggestions & Requests

Literature: Avijit Pathak – Onscreen Magic

### Reference Books:

1. Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
2. Thorpe, Edgar and Showick Thorpe. *Basic Vocabulary*. Pearson Education India, 2012.
3. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
4. Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.
5. Rizvi, M. Ashraf. *Effective Technical Communication*. New Delhi: Tata McGraw-Hill, 2005.
6. Riordan, Daniel. *Technical Communication*. New Delhi: Cengage Publications, 2011.
7. Sen et al. *Communication and Language Skills*. Cambridge University Press, 2015.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ1031	Language: PÀÈÀÏqÀ - I	HC	3	1	0	4	4

### Course Outline:

ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸ ಹಾಗೂ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪಠ್ಯವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಕಲೆ ಮತ್ತು ವಿಜ್ಞಾನದ ವಿಚಾರಗಳಿಗೆ ಒತ್ತನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ಮೂರು ಕ್ರೆಡಿಟ್ ಹೊಂದಿದೆ.

### Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ಮೊದಲನೆಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಜನಪದ, ಪ್ರಾಚೀನ, ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯಗಳು, ಹೊಸಗನ್ನಡದ ಸಣ್ಣಕಥೆಗಳು ಹಾಗೂ ನಾಟಕ ಸಾಹಿತ್ಯವನ್ನು ಪಠ್ಯವನ್ನಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸದಭಿರುಚಿಯನ್ನು ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸನದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಸಂಸ್ಕೃತಿಗಳನ್ನು ಕನ್ನಡ, ಕರ್ನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.
- ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲ್ಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.
- ಅವರಲ್ಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವಿಮರ್ಶಾ ಗುಣ, ನಿರರ್ಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ.
- ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವಿಷಯಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

### Course Outcomes:

ಜನಪದ, ಪ್ರಾಚೀನ, ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯಗಳು, ಹೊಸಗನ್ನಡದ ಸಣ್ಣಕಥೆಗಳು ಹಾಗೂ ನಾಟಕ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ಥಿತ್ಯಂತರಗಳನ್ನು ಅದರ ಒಳನೋಟಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

- ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧಿ ವಿಚಾರಗಳೆಡೆ ಗಮನಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
- ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳು, ಸಮಸ್ಯೆಗಳನ್ನು ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನಿರ್ವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
- ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.

### Course Content:

Unit I ಜನಪದ ಮತ್ತು ಪ್ರಾಚೀನ ಕಾವ್ಯ

12 Hours

- |                            |           |
|----------------------------|-----------|
| 1. ಸತ್ಯವಂತೆ ಹಡೆದವ್ವ-       | ಜನಪದ ಗೀತೆ |
| 2. ನೆಲಸುಗೆ ನಿನ್ನ ವಕ್ಷದೊಳೆ- | ಪಂಪ       |
| 3. 'ಓಡು ಚಪಳೆ ಜಪದ ಮಣಿಯಂ-    | ನಾಗವರ್ಮ   |

4. ಚಿತ್ರಮಪಾತ್ರೇ ರಮತೆ ನಾರಿ- ಜನ್ನ

**Unit II ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯ**

**12 Hours**

- |   |             |
|---|-------------|
| 1. ಅಭಿಯುಮೋರ್ಮ ಕಾಲವಶದಿಂ ಮರ್ಯಾದೆಯಂ ದಾಂಟದೇ.... | ನಾಗಚಂದ್ರ    |
| 2. ವಚನಗಳು                                   | ಅಕ್ಕಮಹಾದೇವಿ |
| 3. ವಚನಗಳು                                   | ಬಸವಣ್ಣ      |
| 4. ಗುಂಡಯ್ಯನ ರಗಳೆ                            | ಹರಿಹರ       |

**Unit III ಸಣ್ಣ ಕಥೆಗಳು**

**12 Hours**

- |                                 |           |
|---------------------------------|-----------|
| 1. ದುಷ್ಟಬುದ್ಧಿಯುಂ ಧರ್ಮಬುದ್ಧಿಯುಂ | ದುರ್ಗಸಿಂಹ |
| 2. ಕಲ್ಯಾಣಿಯ ಕೋಣ                 | ಮಾಸ್ತಿ    |
| 3. ಯಾರೂ ಅರಿಯದ ವೀರ               | ಕುವೆಂಪು   |
| 4. ಸಮಸ್ಯೆಯ ಮಗು                  | ತ್ರಿವೇಣಿ  |

**Unit IV ನಾಟಕ**

**12 Hours**

ಟೊಳ್ಳುಗಟ್ಟಿ ಟಿ.ಪಿ. ಕೈಲಾಸಂ

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :**

1. ಮುಗಳಿ ರಂ.ಶ್ರೀ., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
2. ಸಂಗ್ರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಚಾರಿತ್ರಿಕ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪ್ರಕಾಶಕರು ಕರ್ನಾಟಕ ಜಾನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2008
3. ಸೀಮಾತೀತ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5 ಮತ್ತು 6, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2014
4. ಸಂಗ್ರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಕನ್ನಡ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪ್ರಕಾಶಕರು ಕರ್ನಾಟಕ ಜಾನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2007
5. ಹಂಪ ನಾಗರಾಜಯ್ಯ, ಸಾಂಗತ್ಯ ಕವಿಗಳು, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
6. ನಾರಾಯಣ ಪಿ.ವಿ, ಚಂಪೂ ಕವಿಗಳು, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
7. ಕಾಳೇಗೌಡ ನಾಗವಾರ, ತ್ರಿಪದಿ, ರಗಳೆ ಮತ್ತು ಜಾನಪದ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
8. ಸಂ. ಬೆನಗಲ್ ರಾಮ ರಾವ್ ಮತ್ತು ಪಾನ್ಯಂ ಸುಂದರ ಶಾಸ್ತ್ರೀ, ಪುರಾಣ ನಾಮ ಚೂಡಾಮಣಿ, ಪ್ರಕಾಶಕರು ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ. 2010
9. ಡಾ. ಚಿದಾನಂದ ಮೂರ್ತಿ, ವಚನ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013
10. ಸಂ. ಬಸವರಾಜು ಎಲ್. ಸರ್ವಜ್ಞನ ವಚನಗಳು, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2012
11. ಸಂ. ಬಸವರಾಜು ಎಲ್. ಅಕ್ಕನ ವಚನಗಳು, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 1997
12. ಸಂ ಮರುಳಸಿದ್ದಪ್ಪ ಕೆ, ನಾಗರಾಜ ಕಿ.ರಂ. ವಚನ ಕಮ್ಮಟ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
13. ನರಸಿಂಹಾಚಾರ್. ಡಿ.ಎಲ್., ಪಂಪ ಭಾರತ ದೀಪಿಕೆ, ಪ್ರಕಾಶಕರು ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು. 2012
14. ರಂಜಾನ್ ದರ್ಗಾ, ಶರಣರ ಸಮಗ್ರ ಕ್ರಾಂತಿ, ಪ್ರಕಾಶಕರು. ಲೋಹಿಯಾ ಪ್ರಕಾಶನ, ಬಳ್ಳಾರಿ. 2015
15. ದೇಶಪಾಂಡೆ ಎಸ್.ಎಲ್. ಬೇಂದ್ರೆ ಶರೀಫರ ಕಾವ್ಯಾಯಾನ, ಪ್ರಕಾಶಕರು ದೇಸಿ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು. 2013
16. ಸಂ. ಬಿ.ಎಸ್. ಕೇಶವರಾವ್. ಕೈಲಾಸಂ ಕನ್ನಡ ನಾಟಕಗಳು, ಪ್ರಕಾಶಕರು ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು. 2005
17. ಶಾಮರಾಯ ತ.ಸು., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು - 2014
18. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ1032	Language: Hindi-I	HC	3	1	0	3	4

### पाठ्यक्रम रूपरेखा :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का विकास करने हेतु तथा विभिन्न साहित्यिक प्रक्रियाओं द्वारा समाज, संस्कृति एवं जीवन के मूल्यों को समझने हेतु अभिकल्पित है।

### पाठ्यक्रम उद्देश्य :

- संदर्भानुसार उचित भाषा का प्रयोग करने की दक्षता को छात्रों में उत्पन्न करना।
- साहित्य के माध्यम से समाज एवं मानवीय मूल्यों को समझाकर, उन मूल्यों की रक्षा हेतु प्रेरित करना।
- छात्रों में पुस्तक पठन एवं लेखन की अकृतिम प्रवृत्ति स्थापित करना।
- अध्येताओं में साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करना।

### अधिगम परिणाम :

अध्ययन की समाप्ति पर अध्येता –

- सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
- साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।
- समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।

### अध्ययन विषय सूची / पाठ्यक्रम

**इकाई – 1:** कहानी, संस्मरण

**अध्यापन अवधियाँ :** 12 hrs.

1. कहानी – नशा – प्रेमचंद
2. कहानी – सुखमय जीवन – चंद्रधर शर्मा गुलेरी
3. संस्मरण – शरत के साथ बिताया कुछ समय – अमृतलाल नागर

**इकाई – 2:** कहानी, आत्मकथा

**अध्यापन अवधियाँ :** 12 hrs.

4. कहानी – मरने से पहले – भीष्म साहनी
5. कहानी – लाल हवेली – शिवानी
6. आत्मकथा – जेल- जीवन की झलक - गणेश शंकर विद्यार्थी

**इकाई – 3:** कहानी, व्यंग्य रचना

**अध्यापन अवधियाँ :** 12 hrs.

7. कहानी – चाय का एक प्याला – कैथरीन मैन्सफील्ड
8. व्यंग्य रचना – भेड़े और भेड़ियें – हरिशंकर परसाई

**अनुवाद :** अंग्रेज़ी – हिन्दी (शब्द एवं अनुच्छेद )

**संक्षेपण :** परिच्छेद का एक तिहाई भाग में।

**सन्दर्भ ग्रन्थ :**

- पाठ्य पुस्तक – रेवा विश्वविद्यालय
- सुबोध व्यवहारिक हिन्दी – डॉ. कुलदीप गुप्त
- अभिनव व्यवहारिक हिन्दी – डॉ. परमानन्द गुप्त
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- कार्यालय अनुवाद निदेशिका
- संक्षेपण और पल्लवन - के.सी.भाटिया&तुमन सिंग

**सूचना :** पाठ ३. प्रणाम और ६. निराला : एक आकर्षित व्यक्तित्व के स्थान पर ३. शरत के साथ बिताया हुआ कुछ समय और ६. जेल जीवन की झलक पाठ को चयन करके, पाठ्यक्रम में संशोधन किया गया है।

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ1033	Lang: Additional English-I	HC	3	1	0	3	4

#### Course Objectives:

1. To equip students with the ability to acquire the functional use of language in context.
2. To enable the students to explore and critique issues related to society and Ethics.
3. To develop in the students a genuine habit of reading and writing leading to effective and efficient communication.

#### Course Outcomes:

On completion of the course, learners will be able to:

1. Demonstrate ethical responsibilities in taking cognizance of issues relating to society and values.
2. Develop an understanding of literature in context.
3. Interpret and paraphrase their ideas logically and cohesively.
4. Illustrate the systems and ideologies inherent in the society.

## Course Contents:

### Unit-I: Values & Ethics

12 Hours

**Literature:**Rabindranath Tagore - Where the Mind is Without Fear,William Wordsworth – Three Years She Grew in Sun and Shower,Saki – The Lumber-room William Shakespeare – Extract from *Julius Caesar* (Mark Antony’s Speech)

**Language:**Vocabulary Building

### Unit-II: Natural & Supernatural

12 Hours

**Literature:**John Keats – La Belle Dame Sans Merci, Charles Dickens – The Signal Man,Hans Christian,Anderson - The Fir Tree,William Shakespeare – An Excerpt from *The Tempest*

**Language:**Collective Nouns

### Unit-III: Multitasking Skills

12 Hours

**Literature:** R.L. Stevenson – Travel,Elizabeth Bishop - The Question of Travel,H.G. Wells – The Magic Shop,Jonathan Swift – Excerpt from *Gulliver’s Travels Book – I*

**Writing Skills:**Travelogue

### Unit-IV: Success Stories

12 Hours

**Literature:** Emily Dickinson – Success is Counted Sweetest, Rupert Brooke – Success, Dr. Martin Luther King - I Have a Dream, Helen Keller – Excerpt from *The Story of My Life*

**Writing Skills:**Brochure &Leaflet

## References:

- Tagore, Rabindranath. *Gitanjali*. Rupa Publications, 2002.
- Wordsworth, William. *The Complete Works of William Wordsworth*. Andesite Press, 2017.
- Munro, Hector Hugh. *The Complete Works of Saki*. Rupa Publications, 2000.
- Shakespeare, William. *The Complete Works of William Shakespeare*. Sagwan Press, 2015.
- Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, ArunKolatkhar, DilipChitre, R. Parthasarathy*. Atlantic Publications, 2011.
- Dickens, Charles. *The Signalman and Other Horrors: The Best Victorian Ghost Stories of Charles Dickens: Volume 2*. Createspace Independent Publications, 2015.
- Anderson, Hans Christian. *The Fir Tree*. Dreamland Publications, 2011.
- Colvin, Sidney (ed). *The Works of R. L. Stevenson. (Edinburgh Edition)*. British Library, Historical Prints Edition, 2011.
- Bishop, Elizabeth. *Poems*. Farrar, Straus and Giroux, 2011.
- Swift, Jonathan. *Gulliver’s Travels*. Penguin, 2003.

- Dickinson, Emily. *The Complete Poems of Emily Dickinson*. Createspace Independent Publications, 2016.
- Brooke, Rupert. *The Complete Poems of Rupert Brooke*. Andesite Press, 2017.
- King, Martin Luther Jr. & James M. Washington. *I Have a Dream: Writings And Speeches That Changed The World*. Harper Collins, 1992.
- Keller, Helen. *The Story of My Life*. Fingerprint Publishing, 2016.
- Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
- Thorpe, Edgar and Showick Thorpe. *Basic Vocabulary*. Pearson Education India, 2012.
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ1040	<b>Introduction to Media and Communication</b>	HC	2	0	2	4	5

### Course Description:

The course titled Introduction to Media and Communication provides students the opportunity to explore the various elements in the communication process as well as get acquainted with communication models that explain how and why we communicate the way we do. Students explore the models that explain how communication influences our perspective of others, the world and ourselves. By examining media messages from print, electronic media and new media, students explore how the media create meaning and how technology shapes the ways we communicate.

### Course Objectives:

- To help the students explore the process of communication and study the various models of communication
- To delve into the history and aspects of print, electronic and new media
- To generate awareness of students about the media messages and their impact on everyday life.

### Course Outcomes:

On completion of this course, the student would be able to:

- List detailed understanding about process and elements in communication
- Define the process, models and levels of communication
- Relate to the various types of mass media



## **Course Content:**

### **Unit I: Process and Elements of Communication;**

**12 Hours**

Communication-Definition, nature, scope, process and elements of communication; Types of communications-verbal, non-verbal, intrapersonal, interpersonal, group, mass communication; Functions of communication; Models of communication: Aristotle's Rhetoric Model, The Lasswell model, Shannon and Weaver model, Osgood and Schramm circular model, Berlo's model.

### **Unit II: Folk and Print Media;**

**12 Hours**

Folk media, Types of Folk Media; Print media; Content pattern and characteristics of dailies and periodicals, tabloids, magazines; Brief history of Indian Journalism; Language press; News Agencies in India; Kannada Journalism.

### **Unit III: Broadcast Media & Films;**

**12 Hours**

Broadcast Media - Radio as a medium of communication- Brief history of radio; Programme pattern of Radio; FM Radio; Community radio; . Television as a medium of communication- Brief history of TV; Satellite communication; Cinema – Cinema as a medium of communication; Types of cinema; CBFC, FTII, and NFAI.

### **Unit IV: Issues in Journalism**

**12 Hours**

Current Issues in Media- New Media- Characteristics; Citizen Journalism; Role of Media in a Democracy- Public Sphere; Yellow Journalism; Breaking News; Trial by media; Media and Children; Media and Youth; Media and Women.

### **Practical Component:**

- Coverage of local issues in the media- Print/TV/Radio
- Case Study
- Group Discussion
- Wall Magazine
- Collage Making
- Glossary Terms
- **Media Visit:** Theatre festival/ Film festival/ Literary festival/ Poets meet/ Political rally/ Seminars/ Museums.

### **Reference Books:**

1. Vivian John. 2012. *The Media of Mass Communication*. New Delhi: PHI learning private limited.
2. J Kumar Keval. 2006. *Mass communications in India*. Mumbai: Jaico Publication.
3. Devi Meena. 2006. *Fundamentals Of Mass Media And Communication*. New Delhi: Alfa Publication.
4. Mcquail Denis. 2004. *Mass Communication Theory*. New Delhi: Sage Publication.

5. Chandra Ramesh. 2004. *Analysis of Media and Communication Trends*. New Delhi : Gyan Books publishers Pvt Ltd.
6. S Baran Stanly and K. Davis ,Dennis.1999. *Mass Communication Theory: Foundations Ferment and Future*. Singapore :Thomson Wads Worth.
7. PC Chatterji .1991. *Broadcasting in India*. New Delhi: Sage Publications.
8. BN Ahuja .1988. *History of Indian Press*. New Delhi: Surjeeth Publication.
9. Krishnamurthy Nadige. 1966. *Indian Journalism*. University of Mysore Prasaranga.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ1050	<b>English Literature &amp; Aspects of Language – I</b>	HC	3	1	0	3	4

### Course Description:

English literature and language is one of the most significant subjects for the concerned UG program. This course is designed to introduce the students to the basic ideas of literature, mostly focused on the British canon in order to develop their literary as well as cognitive skills which would be surely beneficial for them in their future literary as well as non-literary endeavours.

### Course Objectives:

- To introduce the students to the framework of different literary genres
- To introduce the students to the idea of literary ages and its significance.
- To introduce the students to the works of important authors from the medieval age to the neo-classical age.
- To develop in the students a skill of understanding basic cultural contexts into which the texts are systematically located.

### Course Outcomes:

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

- Identify the major poets from the medieval period up to the neo-classical period and their works in English Literature.
- Explain the major characteristics of Metaphysical Poetry.
- Outline the various issues presented in the prose of the period.
- Demonstrate complete familiarity with the features of Elizabethan theatre.
- Illustrate a good understanding of speech sounds in English and the structure of words.

### Course Content:

#### Unit 1: Poetry

**12 Hours**

*The Medieval Age:*

1. Chaucer - “Wife of Bath” (from *Prologue to the Canterbury Tales*)

*The Elizabethan Age:*

2. Edmund Spenser – Sonnet 75 (from the *Amoretti*)

3. William Shakespeare – Sonnet 118

*The Puritan Age:*

14. John Milton – Extract from *Paradise Lost* (Book – I)

*Metaphysical Poetry:*

5. John Donne – The Sunne Rising

6. George Herbert – The Altar

7. Andrew Marvell – To His Coy Mistress

*The Neoclassical Age:*

8. Alexander Pope – Extract from *The Rape of the Lock*

### **Unit II: Prose**

**12 Hours**

1. Francis Bacon – Of Travel; Of Studies

2. Joseph Addison – Silence

3. Dr. Samuel Johnson – Extract from *Preface to Shakespeare*

4. Oliver Goldsmith – Extract from *The Citizen of the World*

### **Unit III: Drama**

**12 Hours**

William Shakespeare – *Macbeth*

Christopher Marlowe – *Dr. Faustus*

### **Unit IV Language:**

**12 Hours**

1. Language

2. Speech Sounds in English

3. The Structure of Words

### **Reference Books:**

1. Chaucer, Geoffrey. *The Canterbury Tales*. Harper Press, 2012.
2. Warren, Robert Penn. *Six Centuries of Great Poetry*. Dell, 1992.
3. Shakespeare, William. *The Sonnets*. Macmillan, 2016.
4. Milton, John. *Paradise Lost*. Penguin, 2003.
5. Ricks, Christopher, *Metaphysical Poetry*. Penguin, 2006.
6. Kaul, RK. *The Rape of the Lock*. Oxford, 1997.
7. Bacon, Francis. *The Essays*. Penguin, 1985.
8. Addison, Joseph. *Addison and Steele*. Forgotten Books, 2018.
9. Sen, S. *Dr. Johnson: Preface to Shakespeare*. Unique Publishers, 1989.
10. Goldsmith, Oliver. *The Citizen of the World*. University Press of the Pacific, 2002.
11. Shakespeare, William. *Macbeth*. Oxford University Press, 2016.
12. Marlowe, Christopher, *Dr. Faustus*. Oxford University Press, 2010.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ1060	<b>FOUNDATIONS OF PSYCHOLOGY-I</b>	HC	2	0	2	4	5

**Course Description:**

This course is designed to give students an overview of what psychological science has discovered about human behavior and mental processes over the past century. An evolutionary, functional perspective will be applied across the many fields of psychology. Students will gain an understanding of the psychological phenomena that occur in daily life as well as the practical applications of psychological knowledge.

**Course Objectives**

In accordance with the American Psychological Association (APA) recommendations for undergraduate psychology learning objectives and outcomes, students will (1) learn the basic principles of traditional psychological content areas and (2) use the scientific method as an approach to critical thinking and sceptical inquiry. Accomplishing this objective involves:

- Demonstrating knowledge and understanding of theory and research in the general domains of psychology
- Understanding the overarching themes, questions, and conflicts in psychology
- Comparing and contrasting the major perspectives in psychology
- Understanding and evaluating basic research methods used by psychologists to address different hypotheses
- Evaluating the validity of conclusions derived from psychological research

**Course Outcomes:**

On completion of this course, the student would be able to:

Upon successful completion of this course, students will be able to:

- Differentiate among various subfields of psychology.
- Identify the primary research methods employed in the study of psychology
- Identify the primary objectives (goals) of psychology.

- Demonstrate knowledge of ethical principles and limitations of research in psychology.
- Critically evaluate sources of information in the field of psychology, including research articles published in major psychological journals.

### **Course Content:**

#### **Unit-I: The Science Of Psychology**

**12 hours**

- Definition and goals of Psychology, History of Psychology
- Modern perspectives of studying human behavior- Psychodynamic perspectives, Behavioral perspectives, Cognitive perspectives, Humanistic perspectives.
- Fields of psychology Applied –General psychology, Educational Psychology, Industrial psychology, clinical psychology, counseling psychology, social psychology, developmental psychology, Para psychology, Positive psychology.
- Psychological Research: The nature of Science and scientific approach, Introduction to qualitative and quantitative research.
- Types of Psychological Research: Descriptive research – observation method, survey method, interview method, case studies. Experimental Research.

#### **Unit-II: Physiological Basis of Behaviour**

**12 hours**

- Neuron and nerves (neural impulse, neuro transmitters)
- Nervous System: 1. Central Nervous System: Brain Structure of the brain, structure of the cortex, association areas of the cortex (Broca's area and wernicke's area). Techniques of studying brain.  
2. The peripheral nervous system: somatic & autonomic nervous system. (Sympathetic & Parasympathetic)
- Physiological context of memory
- Endocrine system: Endocrine glands and its influences on human behaviour.

#### **Unit-III: Learning, Memory and Forgetting**

**12 hours**

##### **A. Learning:**

- Meaning and definition of learning, factors influencing on learning.
- Theories of learning: 1.Thorndike's Trial and error learning and laws of learning.  
2. Classical conditioning and its principles, (acquisition, generalization, discrimination, extinction and spontaneous recovery) Applications of classical conditioning.
- Operant conditioning – Skinner's approach to operant conditioning (positive and negative reinforcement, and primary and secondary reinforcement). Applications of operant conditioning.
- Insight learning theory and its applications.

## **B. Memory and Forgetting**

- a) Nature of memory – (Memory Encoding, Attention Level of processing, Elaboration, Imaginary)
- b) Forgetting – nature and causes of forgetting (Decay theory, Interference theory, Memory dysfunction], types of forgetting.
- c) Improving memory: Mnemonics.

## **Unit-IV: Motivation And Emotion**

**12 hours**

### **A. Motivation**

- a) Meaning and nature of motivations – Homeostasis, Motivation cycle.
- b) Types of motives: Physiological motives – Hunger, thirst, sex. Social motives – Achievement, power affiliation
- c) Theories of motivation - Drive reduction approach, instinct approach, incentive approach, Humanistic approach (Maslow's theory)

### **B. Emotions:**

- a) Meaning, Nature of emotions
- b) Physiological and Psychological changes.
- c) Types of emotions.
- d) Cognitive mediational theory of emotion
- e) Emotional intelligence.

### **PRACTICAL – 1**

- 1. Directed observation and accuracy of report.
- 2. Habit interference
- 3. Emotional Intelligence
- 4. Cueing on recall
- 5. Maze learning.

### **References Books:**

- 1. Robert S. *Feldman* (2004) *understanding Psychology* 6th Edition Tata MrGram – Hill.
- 2. Saundra K Ciccarelli and Glenn E Meyer (2008), *Psychology*, South Asia Edition,
- 3. Robert A Baron (2001), *Psychology*, III Edition, Prentice Hall Publications
- 4. John. W. Santrock (2006), *Psychology Essentials*, 2<sup>nd</sup> Edition Tata Mc Graw Hill
- 5. Hillgord & Atkinson (2009), *Introduction to Psychology* Oxford IBH publishing Co. Pvt. Ltd.
- 6. Morgan, King (2004), *Introduction to Psychology*, VII Edition, 1989, Mc Graw Hill IBH Publication

## SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ2020	Communicative English - II	HC	2	1	0	3	3

### Course Outline:

This is a 3 credit course for second semester consisting of 4 hours of teaching learning per week, inclusive of direct classroom teaching and practice in language lab.

### Course Objectives:

- To prepare the students to become successful professionals by enhancing their communicative skills.
- To develop the grammatical base of the students which would serve them in the long run.
- To equip the students to form a strong command over vocabulary.

### Course Outcomes:

On completion of the course, learners will be able to:

- Develop professional communicative skills.
- Apply their acquired grammatical knowledge in broader spheres of linguistic usage.
- Utilize their communicative skills in multiple arenas of practical existence.

### Course Content:

#### Unit-I: Language Acquisition

12 Hours

Remedial Grammar: Questions & Negatives; Questions Tags

Writing Skills: Email Writing

Activities: Group Discussions

Literature: Alphonse Daudet - The Last Lesson

#### Unit-II: Persuasive Skills

12 Hours

Remedial Grammar: Past Simple & Past Perfect

Writing Skills: Report Writing

Activities: Book & Movie Reviews

Literature: Lord Alfred Tennyson – Ulysses

#### Unit-III: Cognitive Skills

12 Hours

Remedial Grammar: Present & Past Passive; Conditionals

Writing Skills: Creative Writing

Activities:Role Plays

Literature:O. Henry – The Gift of the Magi

#### Unit-IV: Employability Skills

12 Hours

Remedial Grammar:Reported Speech; Idioms

Writing Skills:Cover Letter & CV

Activities:Exchanging Information

Literature:Saki – The Open Window

#### Reference Books:

1. Bansal, R.K. and J.B. Harrison. *Spoken English*. Orient Blackswan, 2013.
2. Raman, Meenakshi and Sangeeta Sharma. *Technical Communication*. Oxford University Press, 2015.
3. Thorpe, Edgar and Showick Thorpe. *Objective English*. Pearson Education, 2013.
4. Dixson, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
5. Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.
6. Samson, T. (ed.) *Innovate with English*. Cambridge University Press, 2010.
7. Kumar, E Suresh, J. Savitri and P Sreehari (ed). *Effective English*. Pearson Education, 2009.
8. Goodale, Malcolm. *Professional Presentation*. Cambridge University Press, 2013.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ2031	Language: Kannada-II	HC	2	1	0	3	4

#### Course Outline:

ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸ ಹಾಗೂ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪಠ್ಯವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಕಲೆ ಮತ್ತು ವಿಜ್ಞಾನದ ವಿಚಾರಗಳಿಗೆ ಒತ್ತನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ಮೂರು ಕ್ರೆಡಿಟ್ ಹೊಂದಿದೆ.

#### Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಪ್ರಾಚೀನ, ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯಗಳು, ಲೇಖನಗಳು ಹಾಗೂ ಪ್ರವಾಸ ಕಥನ ಸಾಹಿತ್ಯವನ್ನು ಪಠ್ಯವನ್ನಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸದಭಿರುಚಿಯನ್ನು ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಸಂಸ್ಕೃತಿಗಳನ್ನು ಕನ್ನಡ, ಕರ್ನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.



- ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲ್ಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.
- ಅವರಲ್ಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವಿಮರ್ಶಾ ಗುಣ, ನಿರರ್ಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ
- ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವಿಷಯಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

### Course Outcomes:

ಪ್ರಾಚೀನ, ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯಗಳು, ಹೊಸಗನ್ನಡದ ಲೇಖನಗಳು ಹಾಗೂ ಪ್ರವಾಸ ಕಥನ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ಥಿತ್ಯಂತರಗಳನ್ನು ಅದರ ಒಳನೋಟಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

- ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧಿ ವಿಚಾರಗಳೆಡೆ ಗಮನಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
- ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳು, ಸಮಸ್ಯೆಗಳನ್ನು ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನಿರ್ವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
- ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.

### Course Content:

#### Unit-I ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯ 12 Hours

1. ಚಂದ್ರಮತಿ ವಿಲಾಪ ರಾಘವಾಂಕ
2. ಹಗೆಗಳನು ಹಿಂಡಿದನು ಮನದೊಳಗೆ ಕುಮಾರವ್ಯಾಸ
3. ಮುಳ್ಳಿಡಿದ ಮರನೇರಿದಂತಾದುದು ಲಕ್ಷ್ಮೀಶ
4. ಗೋರಕ್ಷ ಪ್ರಸಂಗ ಚಾಮರಸ

#### Unit II ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯ 12 Hours

1. ತ್ರಿಪದಿಗಳು ಸರ್ವಜ್ಞ
2. ಮುಂದಕ್ಕೆ ಲೇಸುಂಟು ನಮಗೆ ಹೆಳವನ ಕಟ್ಟಿ ಗಿರಿಯಮ್ಮ
3. ಗುರುವಿನ ಗುಲಾಮನಾಗುವ ತನಕ ಪುರಂದರ ದಾಸರು
4. ಕರೆದು ಕೊಟ್ಟನು ಶಾಪವನು ಕನಕದಾಸರು

#### Unit III ಲೇಖನಗಳು 12 Hours

1. ಮೋಕ್ಷ ಹುಡುಕುತ್ತ ಪ್ರೀತಿಯ ಬಂಧನದಲ್ಲಿ ಪಿ. ಲಂಕೇಶ
2. ರಾಮ-ಕೃಷ್ಣ-ಶಿವ ಲೋಹಿಯಾ
3. ಮಾನವೀಯತೆ ಅಂತಾರಲ್ಲಾ ದೇವನೂರು ಮಹಾದೇವ
4. ಭೂತಾಯಿ ಮುನಿದಾಳು ಮುರಾರಿ ಬಲ್ಲಾಳ

#### Unit IV ಪ್ರವಾಸ ಕಥನ 12 Hours

- ನನ್ನೊಳಗಿನ ಹಾಡು ಕ್ಯೂಬಾ ಜಿ.ಎನ್. ಮೋಹನ್

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :**

1. ಮುಗಳಿ ರಂ.ಶ್ರೀ., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
2. ಸೀಮಾಶೀತ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5 ಮತ್ತು 6, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2014
3. ಹಂಪ ನಾಗರಾಜಯ್ಯ, ಸಾಂಗತ್ಯ ಕವಿಗಳು, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
4. ಕಾಳೇಗೌಡ ನಾಗವಾರ, ತ್ರಿಪದಿ, ರಗಳೆ ಮತ್ತು ಜಾನಪದ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
5. ಸಂ. ಬೆನಗಲ್ ರಾಮ ರಾವ್ ಮತ್ತು ಪಾನ್ಯಂ ಸುಂದರ ಶಾಸ್ತ್ರಿ, ಪುರಾಣ ನಾಮ ಚೂಡಾಮಣಿ, ಪ್ರಕಾಶಕರು ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ. 2010
6. ಸಂ. ಬಸವರಾಜು ಎಲ್. ಸರ್ವಜ್ಞನ ವಚನಗಳು, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2012
7. ಮರುಳಸಿದ್ದಪ್ಪ ಕೆ, ಷಟ್ಪದಿ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
8. ಸಂ. ಸೇತುರಾಮ ರಾವ್ ಅ.ರಾ., ಶ್ರೀ ಲಕ್ಷ್ಮೀಶನ ಜೈಮಿನಿ ಭಾರತ(ಮೂಲ-ತಾತ್ಪರ್ಯ-ಸಚಿತ್ರ), ಪ್ರಕಾಶಕರು ಕಾಮಧೇನು ಪುಸ್ತಕ ಭವನ, ಬೆಂಗಳೂರು. 2010
9. ಸಂ. ಜಿ.ಎಸ್.ಭಟ್., ಕುಮಾರವ್ಯಾಸನ ಕರ್ಣಾಟ ಭಾರತ ಕಥಾಮಂಜರಿ ಪ್ರವೇಶ, ಪ್ರಕಾಶಕರು ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಸಾಗರ. 2006
10. ಕೀರ್ತನಾಥ ಕುರ್ತಕೋಟಿ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ, ಪ್ರಕಾಶಕರು ಕುರ್ತಕೋಟಿ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಧಾರವಾಡ. 2009
11. ಶಾಮರಾಯ ತ.ಸು., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು - 2014
12. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ2032	Language: Hindi-II	HC	2	1	0	3	3

**ಅಧ್ಯಯನ ವಿಷಯ ಸೂಚಿ / ಪಾಠ್ಯಕ್ರಮ**

**ಇಕಾರ್ಡ್ - 1:** ಪ್ರಾಚೀನ ಕವಿತಾ, ಆಧುನಿಕ ಕವಿತಾ

**ಅಧ್ಯಾಪನ ಅವಧಿಯಾ :** 12 hrs.

- 1.ಕಬೀರ ಕೆ ದೋಹೆ
- 2.ಕವಿತಾ -ಜಲಿಯಾಳಾ ಬಾಗ ಮೆಂ ಬಸಂತ- ಸುಭದ್ರಾಕುಮಾರಿ ಚೌಹಾನ
- 3.ಕವಿತಾ - ಸುಭಾಷ ಕಿ ಮೃತ್ಯು ಪರ - ಧರ್ಮವೀರ ಭಾರತೀ

**ಇಕಾರ್ಡ್ - 2:** ಮಧ್ಯಕಾಲೀನ ಕವಿತಾ, ಆಧುನಿಕ ಕವಿತಾ

**ಅಧ್ಯಾಪನ ಅವಧಿಯಾ :** 12 hrs.

- 4.ರಸಖಾನ ಕೆ ದೋಹೆ
- 5.ಕವಿತಾ - ಹಮಾರಿ ಜಿನ್ದಗಿ - ಕೆದಾರನಾಥ ಅಗ್ರವಾಲ
- 6.ಕವಿತಾ -ಚಲನಾ ಹಮಾರಾ ಕಾಮ ಹೈ।- ಶಿವಮಂಗಲ ಸಿಂಹ ಸುಮನ

**ಇಕಾರ್ಡ್ - 3:** ಮಧ್ಯಕಾಲೀನ ಕವಿತಾ, ಆಧುನಿಕ ಕವಿತಾ

**ಅಧ್ಯಾಪನ ಅವಧಿಯಾ :** 12 hrs.

7. मीराबाई के पद  
8. कविता – मेरे सपने बहुत नहीं हैं- गिरिराज कुमार माथुर  
9. कविता – अभी न होगा मेरा अंत – निराला

**इकाई – 4:** अनुवाद, निबंध  
**अनुवाद :** हिन्दी – अंग्रेजी

**अध्यापन अवधियाँ :** 12 hrs.

**निबंध :**

1. भारत में किसानों की स्थिति
2. निर्वाचन आयोग का महत्व
3. प्रेस की आजादी कितनी सार्थक
4. भारतीय नारी
5. साहित्य का उद्देश्य

**सन्दर्भ ग्रन्थ :**

- पाठ्य पुस्तक – रेवा विश्वविद्यालय
- सुबोध व्यवहारिक हिन्दी – डॉ. कुलदीप गुप्त
- अभिनव व्यवहारिक हिन्दी – डॉ. परमानन्द गुप्त
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- कार्यालय अनुवाद निदेशिका
- हिन्दी निबंध संग्रह

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ2033	<b>Language: Additional English-II</b>	HC	2	1	0	3	3

**Course Outline:**

This is a 3 credit course designed to help the learner gain a deeper understanding of the society and the world at large, which will be not only beneficial for his professional competence but also contribute towards his/her social and cultural development.

**Course Objectives:**

- To help the student understand the multiple values of the society.
- To develop a cultural understanding in the student to sharpen his/her social skills.
- To ensure a gradual development of literary interest in the student.

**Course Outcomes:**

On completion of the course, learners will be able to:

- Demonstrate a deep understanding of the society and its values.
- Develop a constructive understanding of the cultural dimensions of the human world.
- Make use of his understanding to become a responsible global citizen of tomorrow.

**Course Content:****Unit-I: Ecology & Environment****12 Hours**

Literature - Toru Dutt - Casuarina Tree

Robert Frost – Stopping by Woods on a Snowy Evening

William Wordsworth–Daffodils No More

C.V. Raman – Water – The Elixir of Life

Language: Degrees of Comparison

**Unit-II: Voices From The Margin****12 Hours**

Literature: Tadeusz Rozewicz – Pigtail

Jyoti Lanjewar – Mother

Sowendra Shekhar Hansda – The Adivasi Will Not Dance

Harriet Jacobs – Excerpt from *Incidents in the Life of a Slave Girl*

Language: Prefix and Suffix

**Unit-III: Women & Society****12 Hours**

**Literature:** Kamala Das – An Introduction

UshaNavrathnaram – To Mother

Rabindranath Tagore – The Exercise Book

Jamaica Kincaid – Girl

**Writing Skills:** Dialogue Writing

**Unit-IV: Popular Culture****12 Hours**

**Literature:** Rudyard Kipling – The Absent-minded Beggar

Sir Arthur Conan Doyle – The Hound of the Baskervilles

Aldous Huxley – The Beauty Industry

**Writing Skills:** Story Writing

**Reference Books:**

1. Agrawal, K.A. *Toru Dutt the Pioneer Spirit of Indian English Poetry - A Critical Study*. Atlantic Publications, 2009.
2. Latham, Edward Connery (ed). *The Poetry of Robert Frost*. Holt Paperbacks, 2002.

3. Gale, Cengage Learning. *A Study Guide for Tomas Rivera's The Harvest*. Gale, Study Guides, 2017.
4. Basu, Tejan Kumar. *The Life and Times of C.V. Raman*. PrabhatPrakashan, 2016.
5. Rozewicz, Tadeusz. *New Poems*. Archipelago, 2007.
6. Manohar, Murli. *Critical Essays on Dalit Literature*. Atlantic Publishers, 2013.
7. Hansda, SowvendraShekhar. *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
8. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Createspace Independent Publication, 2014.
9. Das, Kamala. *Selected Poems*. Penguin Books India, 2014.
10. Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Maple Press, 2012.
11. Gale, Cengage Learning. *A Study Guide for Jamaica Kincaid's Girl*. Gale, Study Guides, 2017.
12. Kipling, Rudyard. *The Absent-Minded Beggar*. Hardpress Publishing, 2013.
13. Doyle, Arthur Conan. *The Hound of the Baskervilles*. General Press, 2017.
14. Dixon, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
15. Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.
16. Samson, T. (ed.) *Innovate with English*. Cambridge University Press, 2010.
17. Kumar, E Suresh, J. Savitri and P Sreehari (ed). *Effective English*. Pearson Education, 2009.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ2040	<b>Reporting &amp; Editing</b>	HC	2	0	2	4	5

### Course Description:

The course Reporting & Editing is structured to prepare students for careers in newspaper, magazine, convergence, or journalism education. It caters to students who want to gain proficiency on the content-providing side of the media. By offering hands-on, engaging courses such as Reporting, Interview, Press Conference, Computer Assisted Reporting and Design for Print media, the Reporting and Editing program readies students to be leaders in their chosen field upon graduation.

### Course Objectives:

- To help the students understanding the process of news gathering or print media
- To impart skills in writing and editing media content- news story, press release, headlines, photo-captions
- To gain knowledge about the various beats of journalism

### Course Outcomes:

On completion of this course, the student would be able to:

- Develop skill in reporting for different beats and editing
- Develop practical knowledge on editing and proof reading
- Demonstrate the visual elements in print media

**Course Content:**

**Unit I: Attributes of Print Journalism;**

**12 Hours**

Journalism- Definition, nature and scope; News- Definition, elements, values, sources; Structure of a news story, lead, body; Types of leads; Inverted Pyramid style; Newsroom structure.

**Unit II: Techniques of Reporting ;**

**12 Hours**

Techniques of Reporting; Types and techniques; Beats of reporting-crime investigative, development, politics, sports, court, legislature, environment, business; Sources of news: Attribution and verification; Freelancing.

**Unit III: Principles of Editing;**

**12 Hours**

Introduction to editing; Principles of editing- Checking facts, correcting language, rewriting news stories, condensing stories; Headlines, Functions of headlines, Types of Headlines; Editorial page: structure, purpose, middles; Editorial Writing; Letters to the editor, Opinion pieces on OP. ED page.

**Unit IV: Design Elements in Newspapers;**

**12 Hours**

Cartoons and Caricatures: Political and Social; Info-graphics; Photo journalism-Types of photography: news, sports, profiles; photo editing; Typography; Caption writing; Caption writing.

**Practical Component:**

1. Reporting Exercise
2. Interview
3. Re-writing and Editing
4. Photo Editing and caption writing
5. Head Line writing
6. Page Lay out
7. News Letter
8. **Media Visit:** News paper/ Television channel offices.

**References Books:**

1. Desh Pandey, B.K. 2007. *Photo journalism*. New Delhi: Sonali Publication.
2. Carole Rich. 2005. *Writing and Reporting news*. Wadsworth Thompson Learning Inc.
3. Pilger John 2004 (Edt). *Tell me no lies*. London :Vintage Publishers.
4. Jon & Lawis(Eds).2003. *The Mammoth Book of Journalism*.London:Robinsm Publishers.

5. R. Smith, Schumeman(Edt). 2000. *Photographic Communication: Principles Problem and challenges of Photo Journalism*,New York : Hasing House.
6. Kamath MV. 1991. *Professional Journalism*, Vikas Publication.
7. Desai M V and Ninan Sevanti .1996. *Beyond Those Headlines*.Bangalore: Allied Publishers Limited.
8. Westley Bruce. 1980. *News Editing*, Oxford IBH.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ2050	<b>English Literature &amp; Language – II (Semester II)</b> British Literature (The Romantic Age) & Aspects of Language	HC	4	0	0	4	4

### Course Description:

The course is designed to elevate the level of the initial learning of the UG students. The students by now are well acquainted with the basic concepts of literature and language and therefore can address a little complex literary themes and topics to equip themselves to deal with hard core academic texts in the current as well as the upcoming semesters. The main focus is given to the literature falling under the umbrella domain of Romantic period with special reference to the romantic school of poetry. The completion of the course will ensure an overarching competence in Romantic poetry and prose amongst the students.

### Course Objectives:

- To enable the students to understand the context of the literary age and genre focused in the syllabus.
- To enable students understand and relate British literature chronologically in reference to select authors of the Romantic period.
- To appreciate the vivacity of the canon of British literature.

### Course Outcomes:

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

- Identify the major poets of the Romantic period and their works in English Literature.
- Outline the various issues presented in the prose of the period.
- Demonstrate complete familiarity with the features of novels of the Romantic period.
- Illustrate a good understanding of the structure of sentences and discourse.

## Course Content:

### Unit-I: Poetry

12 Hours

*The Age of Transition:*

1. William Blake – The Chimney Sweeper

*The Romantic Age:*

2. William Wordsworth – A Slumber did my spirit seal; Daffodils

3. Samuel Taylor Coleridge – Kubla Khan

4. Lord Byron – On This Day I Complete My Thirty-Sixth Year

5. Percy Bysshe Shelley – Ode to the West Wind

6. John Keats – Ode on a Grecian Urn

### Unit-II: Prose

12 Hours

1. Charles Lamb – Dream-Children: A Reverie

2. William Hazlitt – On the Feeling of Immortality in Youth

3. Percy Bysshe Shelley – Extract from *A Defence of Poetry*

4. Mary Wollstonecraft – Extract from *A Vindication of the Rights of Women*

### Unit-III: Fiction

12 Hours

1. Ann Radcliffe – *The Mysteries of Udolpho*

2. Jane Austen – *Pride and Prejudice*

### Unit-IV: Language

12 Hours

1. The Structure of Sentences

2. Discourse

### Reference Books:

1. Wordsworth, Jonathan. *The Penguin Book of Romantic Poetry*. Penguin, 2006.
2. Applebaum, Stanley. *English Romantic Poetry: An Anthology*. Dover, 1996.
3. Driver, Paul. *Poetry of the Romantics*. Penguin, 2000.
4. Blaisdell, Bob. *Great English Essays: From Bacon to Chesterton*. Dover, 2005.
5. Wollstonecraft, Mary, *Vindication of the Rights of Women*. Penguin, 2010.
6. Sinha, Susanta K. *English Essayists*. Oxford University Press, 1997.
7. Austen, Jane. *Pride and Prejudice*. Penguin, 2009.
8. Radcliffe, Ann. *The Mysteries of Udolpho*. Penguin, 2001.
9. Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
10. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.



Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ2060	Foundations of Psychology -II	HC	2	0	2	4	5

### Course Description:

This course is designed to give students an overview of what psychological science has discovered about human behavior and mental processes over the past century. An evolutionary, functional perspective will be applied across the many fields of psychology. Students will gain an understanding of the psychological phenomena that occur in daily life as well as the practical applications of psychological knowledge. This course is designed to give other basic aspects of psychology such as sensational aspects, perceptual process, attentional process, personality and its overview, thinking process and intellectual aspects of human being.

### Course Objectives:

- To introduce the student to the field of sensory processes, perceptual processes and attentional processes.
- To familiarize them with study of personality and its development.
- To help the student to collect and analyze about how our thinking processes involved in different cognitive abilities.
- To help the students with the study of intelligence and its different components.

### Learning Outcomes:

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

- Gain an understanding of the sensory aspects, perceptual processes, and attentional aspects of human beings.
- Able to understand the concept personality, factors influencing, different components of personality.
- Gain an understanding of how our thinking process involved in our cognitive abilities.
- Gain an understanding the concept of intelligence and its components.

### Course Content:

#### Unit-I: Sensation And Perception

12 hours

a) **Sensation** - Nature and steps in sensation.. Purposes of sensation, sensory receptors and the brain; Sensory adaptation. Types of sensation: **Vision**.

**b) Perception** – Nature and meaning of perception; Gestalt laws of perceptual organization, The Constancies (Size, Shape and Brightness); Depth perception; Errors in perception.

**c) Attention:** definition, Characteristics, Types of attention.

**Unit-II: Personality**

**12 hours**

1. Nature and definition of personality (Allport's definition).
2. Factors influencing on development of personality.
3. Approaches to personality theories.

Psychodynamic Perspectives: Freud and Jung's theory

Trait approaches: NEO-5 theory.

Social Learning theory: Bandura's theory of Personality.

Humanistic Approach: Roger's Theory.

4. Measurement of personality: Objective Measurement: Questionnaires, rating scales.  
Projective Techniques.

**Unit-III: Thinking**

**12 hours**

Nature and definition of thinking, Cognition. Forms of thinking: Concept formation, Categorization, Problem solving, Reasoning, Decision making, Creativity.

**Unit-IV: Intelligence**

**12 hours**

- a) Intelligence in historical perspective
- b) Broader conceptions of Intelligence: Spearman's two factor theory, Sternberg's triarchic theory, Multiple Intelligences, Guilford's theory.
- d) Types of intelligence tests.
- e) Role of Heredity and Environment in intelligence
- f) Extremes of Intelligence.

**Practicals-II**

1. Signal detection
2. Stroop effect
3. Bilateral Transfer
4. Muller Lyer Illusion
5. Concept Formation/Levels of Categorization

**References Books:**

1. Robert S. *Feldman* (2004) *understanding Psychology 6th Edition* Tata MrGram – Hill.
2. Sandra K Ciccarelli and Glenn E Meyer (2008), *Psychology, South Asia Edition*,
3. Robert A Baron (2001), *Psychology, III Edition*, Prentice Hall Publications
4. John. W. Santrock (2006), *Psychology Essentials, 2<sup>nd</sup> Edition* Tata Mc Graw Hill
5. Hillgord & Atkinson (2009), *Introduction to Psychology* Oxford IBH publishing Co. Pvt. Ltd.
6. Morgan, King (2004), *Introduction to Psychology, VII Edition, 1989*, Mc Graw Hill IBH Publication

### THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ3011	Language: Kannada-III	HC	2	1	0	3	4

#### Course Outline:

ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸ ಹಾಗೂ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪಠ್ಯವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಕಲೆ ಮತ್ತು ವಿಜ್ಞಾನದ ವಿಚಾರಗಳಿಗೆ ಒತ್ತನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ಮೂರು ಕ್ರೆಡಿಟ್ ಹೊಂದಿದೆ.

#### Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ಮೂರನೆಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಾದ ನವೋದಯ, ನವ್ಯ ಕಾವ್ಯ, ಸಣ್ಣಕಥೆಗಳು ಹಾಗೂ ನಾಟಕ ಸಾಹಿತ್ಯವನ್ನು ಪಠ್ಯವನ್ನಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸದಭಿರುಚಿಯನ್ನು ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಸಂಸ್ಕೃತಿಗಳನ್ನು ಕನ್ನಡ, ಕರ್ನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.
- ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲ್ಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.
- ಅವರಲ್ಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವಿಮರ್ಶಾ ಗುಣ, ನಿರರ್ಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ.
- ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವಿಷಯಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

#### Course Outcomes:

ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಾದ ನವೋದಯ, ನವ್ಯ ಕಾವ್ಯ, ಸಣ್ಣಕಥೆಗಳು ಹಾಗೂ ನಾಟಕ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ಥಿತ್ಯಂತರಗಳನ್ನು ಅದರ ಒಳನೋಟ ಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

- ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧಿ ವಿಚಾರಗಳೆಡೆ ಗಮನಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
- ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳು, ಸಮಸ್ಯೆಗಳನ್ನು ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನಿರ್ವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
- ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.

## Course Content:

### Unit I ನವೋದಯ ಕವಿತೆಗಳು

12 Hours

1. ಮುದಿಯ ರಾಮಗೌಡ ಬಿ. ಎಂ. ಶ್ರೀ
2. ಬೆಳಗು ದ.ರಾ. ಬೇಂದ್ರೆ
3. ಕಲ್ಕಿ ಕುವೆಂಪು
4. ರತ್ನ ಬೇವಾಸಿ ಜಿ. ಪಿ. ರಾಜರತ್ನಂ

### Unit II ನವೋದಯ ಹಾಗೂ ನವ್ಯ ಕವಿತೆಗಳು

12 Hours

1. ಅವಧೂತ ಸು.ರಂ.ಎಕ್ಕುಂಡಿ
2. ಮನೆಯಿಂದ ಮನೆಗೆ ಕೆ.ಎಸ್.ನ
3. ನನ್ನ ಹಣತೆ ಜಿ.ಎಸ್.ಎಸ್.
4. ಚಿರಂತನ ದಾಹ ಚನ್ನವೀರ ಕಣವಿ

### Unit III ಸಣ್ಣ ಕಥೆಗಳು

12 Hours

1. ಮುದ್ದಣ ಮನೋರಮೆ ಸಲ್ಲಾಪ ಮುದ್ದಣ
2. ದಾಳಿ ನಡೆದಾವ ಅಣ್ಣಾ ಅಮರೇಶ ನುಗಡೋಣಿ
3. ಕೊನೆಯ ಗಿರಾಕಿ ನಿರಂಜನ
4. ಅವನತಿ ತೇಜಸ್ವಿ

### Unit IV ನಾಟಕ

12 Hours

ಮೀಡಿಯಾ

ಅನುವಾದ.: ಕೆ. ಮರುಳ ಸಿದ್ದಪ್ಪ

### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಮುಗಳಿ ರಂ.ಶ್ರೀ., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
2. ಸೀಮಾತೀತ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5 ಮತ್ತು 6, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2014
3. ಡಾ. ಅರವಿಂದ ಮಾಲಗತ್ತಿ, ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿ ಮತ್ತು ದಲಿತ ಪ್ರಜ್ಞೆ ಪ್ರಕಾಶಕರು ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2014
4. ಡಾ. ಈ.ಎಸ್. ಆಮೂರ, ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ : ಕಾದಂಬರಿ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
5. ಕೀರ್ತನಾಥ ಕುರ್ತಕೋಟಿ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ, ಪ್ರಕಾಶಕರು ಕುರ್ತಕೋಟಿ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಧಾರವಾಡ. 2009
6. ಸಂ. ಬಿ.ಎಸ್. ಕೇಶವರಾವ್. ಕೈಲಾಸಂ ಕನ್ನಡ ನಾಟಕಗಳು, ಪ್ರಕಾಶಕರು ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು. 2005
7. ಶಾಮರಾಯ ತ.ಸು., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು - 2014
8. ಆಧುನಿಕ ಕನ್ನಡ ಕಾವ್ಯ ಭಾಗ-2, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2004
9. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ3012	Language: Hindi-III	HC	2	1	0	3	4

### अध्ययन विषय सूची / पाठ्यक्रम

**इकाई – 1:** नाटक : एक और द्रोणाचार्य – डॉ. शंकर शेष

**अध्यापन अवधियाँ :** 12 hrs.

लेखक परिचय

प्रथम दृश्य

द्वितीय दृश्य

**इकाई – 2:** नाटक : एक और द्रोणाचार्य

**अध्यापन अवधियाँ :** 12 hrs.

तृतीय दृश्य

चतुर्थ दृश्य

**इकाई – 3:** नाटक : एक और द्रोणाचार्य

**अध्यापन अवधियाँ :** 12 hrs.

पंचम दृश्य

छठा दृश्य

**इकाई – 4:** अनुवाद, जनसंचार माध्यम

**अध्यापन अवधियाँ :** 12 hrs.

**अनुवाद :** अंग्रेजी - हिन्दी ( समाचार पत्र से संबंधित )

**जनसंचार माध्यम :** स्वरूप, उद्भव और विकास |

**सन्दर्भ ग्रन्थ :**

- एक और द्रोणाचार्य – डॉ. शंकर शेष
- मीडिया लेखन एवं जनसंचार – डॉ. संजीव कुमार
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- कार्यालय अनुवाद निदेशिका
- मीडिया विमर्श – रामशरण जोशी

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ3013	<b>Language: Additional English-III</b>	HC	2	1	0	3	4

**Course Outline:**

This is a 3 credit course designed to help the learners gain competency in language and literature by exposing them to a variety of literary genres and in the process also develop their subjective perception of the society and the world at large.

**Course Objectives:**

- To ensure the development of the linguistic prowess of the students.
- To motivate the students to appreciate literature.
- To promote an appreciable reading habit among the students.

**Course Outcomes:**

On completion of the course, learners will be able to:

- Demonstrate a thorough understanding of sensitive and critical social issues.
- Develop their own ideas about their own society and culture.
- Express their own opinions in a coherent and communicable manner.

**Course Content:**

**Unit-I: Gender & Identity**

**12 Hours**

Anne Sexton – Consorting with Angels

Eugene Field – The Doll’s Wooing

Suniti Namjoshi – Extracts from *Feminist Fables*

Ruth Vanita & SaleemKidwai (ed) – *Same Sex Love in India* (Extract)

Charlotte Perkins Gilman – The Yellow

**Unit-II: Love & Romance**

**12 Hours**

Alfred Noyes – The Highway Man

William Shakespeare – Sonnet 116

Frank Richard Stockton – The Lady or the Tiger?

Oscar Wilde – The Nightingale and the Rose

William Shakespeare – *Excerpt from Romeo and Juliet* (Balcony Scene)

**Unit-III: War & Trauma**

**12 Hours**

Lord Alfred Tennyson – The Charge of the Light Brigade

TaufiqRafat – The Medal

Guy de Maupassant – Two Friends

Sadaat Hasan Manto – Toba Tek Singh

Bertolt Brecht – Excerpt from *Fear and Misery of the Third Reich*

**Unit-IV: Children’s Literature**

**12 Hours**

William Blake – The Chimney Sweeper

D.H. Lawrence – Discord in Childhood

Hans Christian Anderson – The Snow Queen

Anna Sewell – *The Black Beauty* (Extract)

Rudyard Kipling – *The Jungle Book* (Extract)

**Reference Books:**

1. Sexton, Anne. *The Complete Poems*. Houghton Mifflin, 1999.
2. Namjoshi, Suniti. *Feminist Fables*. Spinifex Press, 1998.
3. Vanita, Ruth & Saleem Kidwai (ed.) *Same Sex Love in India*. Penguin India, 2008.
4. Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Rockland Press, 2017.
5. Gale, Cengage Learning. *A Study Guide for Alfred Noyes's "The Highwayman"*. Gale, Study Guides, 2017. (Kindle Edition Available)
6. Shakespeare, William. *Poems and Sonnets of William Shakespeare*. Cosimo Classics, 2007.
7. Stockton, Frank Richard. *The Lady, or the Tiger?* Createspace Independent Publications, 2017.
8. Wilde, Oscar. *The Collected Works of Oscar Wilde*. Wordsworth Editions Ltd., 1997.
9. Shakespeare, William. *Romeo and Juliet*. Rupa, 2001.
10. Tennyson, Lord Alfred. *The Complete Works of Alfred Tennyson*. Forgotten Books, 2017.
11. Owen, Wilfred. *The Poems of Wilfred Owen*. Wordsworth Editions Ltd., 1994.
12. Maupassant, Guy de. *Guy de Maupassant-The Complete Short Stories*. Projapati, 2015.
13. Manto, Sadaat Hasan. *Manto: Selected Short Stories*. RHI, 2012.
14. Brecht, Bertolt. *Fear and Misery in the Third Reich*. Methuen Drama, 2012.
15. Ricks, Christopher. *Metaphysical Poetry*. Penguin, 2006.
16. Anderson, Hans Christian. *Fairy Tales by Hans Christian Anderson*. Read Books, 2010.
17. Sewell, Anna. *The Black Beauty*. Maple Press, 2014.
18. Kipling, Rudyard. *The Jungle Book*. Amazing Reads, 2018.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ3020	Audio-Visual Production	HC	2	0	2	4	5

**Course Description:**

The course Audio-Visual Production is devised for students to become trained in the nuances of electronic media. Students acquire skill in various media types like radio, television, film, etc. By gaining theoretical exposure with hands on demonstration of the practical components, the students will become proficient Radio Jockey, Script-writer for TV and Radio, film-maker for short-films, etc.

**Course Objectives:**

- To help the students understanding the process of generating content for electronic media
- To impart skills in script-writing, radio jockeying, conceptualizing and producing audio-visual packages
- To impart the aspects of aesthetics and visual grammar alongside the technicalities of producing the content.

**Course Outcomes:**

On completion of this course, the student would be able to:

- Apply skill in script-writing for radio and television
- Outline the aesthetics and visual grammar in the audio-visual medium
- Assess the various genres of film and organizations related to cinema in India

**Course Content:**

**Unit I: Radio Production**

**12 Hours**

Introduction to radio production; Writing for radio, Programme formats news, talk, features, interviews, discussions, documentaries, plays; Audio recording – types of microphones; Studio set up.

**Unit II: Script-writing for Radio and TV**

**12 Hours**

Scripting: Scripting for radio and television programs – storyboard; logging the shots; Screen play: Classical, A/v script.



**Unit III: Basics in TV Production;****12 Hours**

Visual Grammar: Composition, subject, light; Camera control devices- Attributes of a good picture; Different types of shots- shot composition- scenes- sequence; Camera perspectives camera angles- camera movements.

**Unit IV: Introduction to Film Studies****12 Hours**

Introduction to Film - Film as an art form; aesthetics of film; . Types of films; documentary; newsreel; Educational film; Animation film; Feature film; Mainstream cinema; Cinema and society. Promoting film culture in India –film society movement; FTII; NFAI; NFDC ;KCA; Films Division; Directorate of Film Festivals; Film awards; Film appreciation.

**Practical Component**

- Know Your camera
- Script writing- Radio news, Television news
- TV script/Radio Script/ Film Script
- Short Movie/Documentary Making

**References Books:**

1. Singhal Arvind and Rogers Everett M., 2007 *India's Communication Revolution*, Sage Pub.
2. Kumar Keval J., 1994. *Mass Communication in India*, Jaico Publishing House, Mumbai.
3. Chatterji, P.C. 1987. *Broadcasting in India* New Delhi: Sage Pub
4. Hasan Seema, 2010. *Mass Communication: Principles And Concepts*. CBS Publishers & Distributors,
5. Shamsi Nayyar, 2006. *Encyclopedia of Electronic Media*, Anmol Publications Pvt. Limited

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ3030	<b>English Literature &amp; Language – III (Semester III)</b> British Literature (Victorian & Modern) & Aspects of Language	HC	2	1	0	3	4

**Course Description:**

This course is designed to familiarize the students with literary works of significant authors from the Victorian and Modern period of the British literary canon. In order to master the history of English literature, this course is extremely important. After completion of this course, the students will have

a wholesome grasp over British literature in its full demeanor and he/she will be able to apprehend and appreciate other literary texts from multiple literary periods competently.

**Course Objectives:**

- To introduce the students to the literary works from Victorian and Modern period.
- To enable the students to understand key concepts of Victorianism and Modernism.
- To initiate them to the basic social and cultural theories of modern age.

**Course Outcomes:**

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

- Identify the major poets of the Victorian and Modern periods and their works in English Literature.
- Outline the various issues presented in the prose of the periods.
- Demonstrate complete familiarity with the features of novels of the Victorian period.
- Illustrate a good understanding of the various components of Speech and Writing and Tenor and Domain.
- Show a good understanding of Stylistic Analysis.

**Course Content:**

**Unit: I Poetry**

**12 Hours**

*The Victorian Age:*

1. Alfred Tennyson – Ulysses
2. Robert Browning – My Last Duchess
3. Christina Rossetti – Goblin Market
4. Mathew Arnold – Dover Beach

*Modern Poetry:*

5. W.B. Yeats – An Acre of Grass
6. W.H. Auden – The Shield of Achilles
7. T.S. Eliot – Prelude

**Unit: I Prose**

**12 Hours**

1. D.H. Lawrence – The Rocking-Horse Winner
2. R.L. Stevenson – An Apology for Idlers
3. Virginia Woolf – Extract from *A Room of One's Own*
4. Lewis Carroll – Excerpt from *Alice's Adventures in Wonderland*

**Unit: III Fiction**

**12 Hours**

1. Charles Dickens – *The Adventures of Oliver Twist*
2. Charlotte Bronte – *Jane Eyre*

**IV: Language****12 Hours**

1. Speech and Writing
2. Tenor and Domain
3. Introduction to Style
4. Stylistic Analysis: A Framework

**Reference Books:**

1. Cunningham, Valentine. *Victorian Poetry*. Blackwell, 2003.
2. Negri, Paul. *English Victorian Poetry: An Anthology*. Dover, 1998.
3. Yeats, W.B. *WB Yeats: Collected Poems*. Vintage, 1990.
4. Eliot, T.S. *The Complete Poems and Plays of T.S. Eliot*. Faber, 2004.
5. Sen, S. W.H. *Auden: Selected Poems*. Unique Publishers, 2015.
6. Lawrence, D.H. *The Rocking Horse Winner*. Perfection Learning, 1982.
7. Woolf, Virginia. *A Room of One's Own*. Penguin, 2002.
8. Dickens, Charles. *Oliver Twist*. Norton, 2009.
9. Bronte, Charlotte. *Jane Eyre*. Penguin, 2002.
10. Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
11. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ3040	<b>Social Psychology</b>	HC	2	0	2	4	5

**Course Description:**

Social Psychology will provide you with an introduction to the field of social psychology. Social psychology is a subfield of the science of psychology that focuses on the perceptions, thoughts, feelings, and behaviors of individuals and groups within a social context. This course introduces students to the theory and research on the social factors that influence individual and group behaviour. Prosocial behaviour, aggression, interpersonal attraction, attitudes, prejudice are among the topics covered in the course. The course will include both individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts. As this is a survey course, this class will give you a broad overview of the major theories and findings within social psychology.

**Course Objectives:**

- To introduce the historical and scientific origin and development of the field in the western and Indian context

- To help the students to demonstrate an understanding of the basic scientific method underlying social psychological research.
- To generate awareness about a general knowledge of the major theories and current findings within each of the research topics covered in this course.
- To delve in to major issues and concepts in the field of Social Psychology
- To help the students to recognize and appreciate how basic theory and experimental findings apply to everyday situations.

**Course Outcomes:**

*After the completion of this course, a student will be able to:*

- Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.
- Understand the historical and scientific origin and development of the field in the western and Indian context.
- Describe, discuss and analyze major issues and concepts in the field of Social Psychology.
- Demonstrate the ability to state the fundamental principles of Social Psychology.
- Describe 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.
- Comprehend the nature of scientific methods employed to study behaviour in the social context.

**Course Content:**

**Unit-I: Introduction**

**12 Hours**

- a) Definition; History- Origin and Development.
- b) Social psychology in India;
- c) Theories - Cognitive, Decision making, Interdependence, Socio-cultural, Evolutionary, and Mid-range theories.

**Unit-II: Social Perception**

**12 Hours**

- a) Self concept – Beginnings, Formation, Self- schemas and Multicultural perspective
- b) Self- presentation - False modesty, Self-handicapping, Impression management. Self-esteem- Development and Consequences.
- c) Perceiving persons- Attribution theories and biases, Integration, Confirmation bias

**Unit-III: Positive Social Relations And Negative Social Relations**

**12 Hours**

- a) Prosocial behavior – Helping influences - Personal, Interpersonal and Situational, Receiving help. Interpersonal attraction and affiliation – Characteristics of the individual, others and situational influences.

- b) Perceiving groups- Stereotypes – Cognitive foundations, how stereotypes distort perceptions; why stereotypes persist; Prejudices- Individual differences; Types of prejudices – Sexism and Racism; Reducing prejudice.

#### **Unit-IV: Social Influences**

**12 Hours**

Attitudes – Definition; Theories – Cognitive Dissonance and Dual Processing; Attitude and Behaviour; Attitude change.

Group - Basic features; Group performance – Types of tasks, Brainstorming; Group decision making; Group polarization, and Group think.

#### **Practicals-III**

- a. Learning Styles -VARK
- b. Student Problem Checklist
- c. Free Association
- d. Paired Association Learning
- e. Creativity

#### **Reference Books:**

1. Brehm, S.S. and Kassin, S.N. (1996) *Social Psychology*, 3rd edition. Boston : Houghton Mifflin Company.
2. Crisp, R.J. and Turner, R.N. (2007), *Essential Social Psychology*. New Delhi: Sage Publications India Pvt Ltd.
3. Misra, G. and Dalal, A.K. (2001). *Social Psychology in India: Evolution and Emerging trends*. Edited by Ajit.K.Dalal and Girishwar Misra. New Directions in Indian Psychology, Volume I: Social Psychology. New Delhi: Sage Publications India Pvt.Ltd.
4. Myers, D.G (2002) *Social Psychology*, 7th international edition. New York: McGraw Hill Companies.
5. Taylor, S.E., Peplau, L.A and Sears, D.O. (2006) *Social Psychology*, 12th edition. New Delhi: Pearson Prentice-Hall of India Pvt Ltd.
6. Baron, Robert A. and Byrne, D. (2001) *Social Psychology* 8th Edition (Reprint). New Delhi : Prentice-Hall of India Pvt Ltd.
7. Baumeister, R.F. and Bushman, B.J. (2008). *Social Psychology and Human nature*. Belmont, CA: Thomson Wadsworth

## FOURTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ4011	Language-Kannada-IV	HC	2	1	0	3	4

### Course Outline:

ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸ ಹಾಗೂ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪಠ್ಯವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಕಲೆ ಮತ್ತು ವಿಜ್ಞಾನದ ವಿಚಾರಗಳಿಗೆ ಒತ್ತನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ಮೂರು ಕ್ರೆಡಿಟ್ ಹೊಂದಿದೆ.

### Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ನಾಲ್ಕನೆಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಾದ ನವ್ಯ, ಸ್ತ್ರೀವಾದಿ ಹಾಗೂ ನವ್ಯೋತ್ತರ ಕಾವ್ಯ, ವಿವಿಧ ಲೇಖನಗಳು ಹಾಗೂ ಕಾದಂಬರಿ ಸಾಹಿತ್ಯವನ್ನು ಪಠ್ಯವನ್ನಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸದಭಿರುಚಿಯನ್ನು ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಸಂಸ್ಕೃತಿಗಳನ್ನು ಕನ್ನಡ, ಕರ್ನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.
- ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲ್ಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.
- ಅವರಲ್ಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವಿಮರ್ಶಾ ಗುಣ, ನಿರರ್ಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ.
- ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವಿಷಯಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

### Course Outcomes:

ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಾದ ನವ್ಯ-ನವ್ಯೋತ್ತರ ಕಾವ್ಯ, ವಿವಿಧ ಲೇಖನಗಳು ಹಾಗೂ ಕಾದಂಬರಿ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ಥಿತ್ಯಂತರಗಳನ್ನು ಅದರ ಒಳನೋಟ ಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

- ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧಿ ವಿಚಾರಗಳೆಡೆ ಗಮನಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
- ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳು, ಸಮಸ್ಯೆಗಳನ್ನು ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನಿರ್ವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
- ಸಾಮಾಜಿಕ ಅರಿವು ಮೂಡಿಸುತ್ತದೆ.
- ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.

## COURSE CONTENT:

### Unit I ನವ್ಯ-ಸ್ತ್ರೀವಾದಿ ಕವಿತೆಗಳು

12 Hours

1. ಕಟ್ಟುವವು ನಾವು ಅಡಿಗರು
2. ಬುದ್ಧಿವಂತರಿಗೆ ಕನಸು ಬಿದ್ದರೆ ಎ.ಕೆ.ರಾಮನುಜನ್
3. ಕುರಿಗಳು ಸಾರ್ ಕುರಿಗಳು ನಿಸಾರ್ ಅಹಮದ್
4. ನಾ ಬರಿ ಭೂಣವಲ್ಲ ಮಾಲತಿ ಪಟ್ಟಣಶೆಟ್ಟಿ

### Unit II ದಲಿತ-ಬಂಡಾಯ

12 Hours

1. ಸ್ವಾತಂತ್ರ ಗೀತೆ ಚಂಪಾ
2. ಜನಪದ ಕಥೆಗಳ ರಾಕ್ಷಸ ಕಂಬಾರ
3. ದಲಿತರು ಬರುವರು ದಾರಿಬಿಡಿ ಸಿದ್ದಲಿಂಗಯ್ಯ
4. ಕಟ್ಟಡದ ಕೆಲಸಗಾರರು ಎಚ್ ಎಸ್ ಶಿವಪ್ರಕಾಶ

### Unit III ಲೇಖನಗಳು

12 Hours

1. ಹಸಿರು ಹೊಸಕುವ ಗಣಿಗಳು ಯಲ್ಲಪ್ಪ ರೆಡ್ಡಿ
2. ವಚನಕಾರರ ವಿಚಾರ ಕ್ರಾಂತಿ ಜಿ.ಎಸ್.ಎಸ್
3. ಜಾಗತೀಕರಣದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಗಾಂಧೀಜಿಯ ಪ್ರಸ್ತುತತೆ ಸಿ. ನಾಗಣ್ಣ
4. ಬಂಡವಾಳ ಶಾಹಿ ನೆಲೆ ಬರಗೂರು

### Unit IV ಕಾದಂಬರಿ

12 Hours

- ಸಂಸ್ಕಾರ ಅನಂತಮೂರ್ತಿ

### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಮುಗಳಿ ರಂ.ಶ್ರೀ., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
2. ಸೀಮಾತೀತ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5 ಮತ್ತು 6, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2014
3. ಹಂಪ ನಾಗರಾಜಯ್ಯ, ಸಾಂಗತ್ಯ ಕವಿಗಳು, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
4. ರಂಜನ್ ದರ್ಗಾ, ಶರಣರ ಸಮಗ್ರ ಕ್ರಾಂತಿ, ಪ್ರಕಾಶಕರು. ಲೋಹಿಯಾ ಪ್ರಕಾಶನ, ಬಳ್ಳಾರಿ. 2015
5. ವಸಿಷ್ಠ, ರತ್ನಾಕರವರ್ಣಿಯ ಭರತೇಶ ವೈಭವ, ಪ್ರಕಾಶಕರು ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 1999
6. ಡಾ. ಅರವಿಂದ ಮಾಲಗತ್ತಿ, ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿ ಮತ್ತು ದಲಿತ ಪ್ರಜ್ಞೆ ಪ್ರಕಾಶಕರು ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2014
7. ಡಾ. ಈ.ಎಸ್. ಅಮೂರ, ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ : ಕಾದಂಬರಿ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
8. ಕೀರ್ತನಾಥ ಕುರ್ತಕೋಟಿ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ, ಪ್ರಕಾಶಕರು ಕುರ್ತಕೋಟಿ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಧಾರವಾಡ. 2009
9. ಶಾಮರಾಯ ತ.ಸು., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ತಳುಕಿನ ವೆಂಕಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು - 2014
10. ಸಂ. ಡಾ! ಸಿ. ಆರ್. ಚಂದ್ರಶೇಖರ್, ಮುಂದಾಳುತನದ ಲಕ್ಷಣಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಹೇಗೆ?, ಪ್ರಕಾಶಕರು ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಷನ್ಸ್ ಪ್ರೈವೇಟ್ ಲಿಮಿಟೆಡ್. 2010
11. ಆಧುನಿಕ ಕನ್ನಡ ಕಾವ್ಯ ಭಾಗ-2, ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2004
12. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ4012	Language-Hindi-IV	HC	2	1	0	3	4

### अध्ययन विषय सूची / पाठ्यक्रम

**इकाई – 1:** खंड काव्य – संशय की रात - नरेश मेहता

**अध्यापन अवधियाँ :** 12 hrs.

कवि परिचय

प्रथम सर्ग

द्वितीय सर्ग

**इकाई – 2:** खंड काव्य – संशय की रात

**अध्यापन अवधियाँ :** 12 hrs.

तृतीय सर्ग

चतुर्थ सर्ग

**इकाई – 3:** खंड काव्य – संशय की रात

**अध्यापन अवधियाँ :** 12 hrs.

पंचम सर्ग

छठा सर्ग

सप्तम सर्ग

**इकाई – 4:** व्याकरण : अलंकार , सिनिमा रिव्यू

**अध्यापन अवधियाँ :** 12 hrs.

**व्याकरण :** अलंकार

**सिनिमा रिव्यू :**

दंगल ,हिन्दी मीडियम, सत्याग्रह और चेक दे इंडिया ।

**सन्दर्भ ग्रन्थ :**

1. संशय की एक रात – नरेश मेहता
2. हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
3. आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
4. हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
5. शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
6. भारतीय संस्कृति के आधार - विद्यानिवास मिश्रा
7. रामायण की कहानियाँ - हर्षा शर्मा
8. रस छंद और अलंकार - कृष्णदेव शर्मा और सुरेश अग्रवाल



Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ4013	LANGUAGE- ADDITIONAL ENGLISH-	HC	2	1	0	3	4

**Course Outline:**

This is a 3 credit course designed to help the learners gain competency in language and literature by exposing them to a larger variety of literary genres and themes to encourage their interests in critical social and cultural issues within literary as well as non-literary domains.

**Course Objectives:**

- To introduce the students to the multiplicity of literature from all over the world.
- To contribute in the emotional and social development of the students.
- To develop in the students an ability to appreciate cultural and social diversity.

**Course Outcomes:**

On completion of the course, learners will be able to:

- Demonstrate a visible understanding of the significant issues of the society.
- Summarize the basic as well as the latent concepts of the texts provided in the syllabus and do justice to them.
- Explain the major and minor themes of the select texts and their significance in the broader context of real life.

**Course Content:**

**Unit-I: Myths & Mythology**

**12 Hours**

John W. May – Narcissus

W.B. Yeats – The Second Coming

Devdutt Pattanaik - *Shikhandi and the Other Stories They Don't Tell you* (Extracts)

Iravati Karve – *Yuganta* (Extract)

**Unit-II: Family & Relationships**

**12 Hours**

Nissim Ezekiel – Night of the Scorpion

Langston Hughes – Mother to Son

Vijay Dan Detha – Double Life

Kate Chopin – The Story of an Hour

Henrik Ibsen – *A Doll's House* (Extract)

**Unit-III: Horror & Suspense**

**12 Hours**

Nissim Ezekiel – Night of the Scorpion

Langston Hughes – Mother to Son

Vijay Dan Detha – Double Life  
 Kate Chopin – The Story of an Hour  
 Henrik Ibsen – *A Doll's House* (Extract)

**Unit-IV: Education**

**12 Hours**

The Dalai Lama – The Paradox of Our Times  
 Kamala Wijeratne – To a Student  
 Sudha Murthy – In Sahyadri Hills, a Lesson in Humility  
 Booker T. Washington – Extract from *Up from Slavery* (Chapter 3: The Struggle for Education)  
 FrigyesKarinthy – *Refund*

**Reference Books:**

1. Finneran, Richard J. *The Collected Works of W.B. Yeats*(Volume I: The Poems: Revised Second Edition). Simon & Schuster, 1996.
2. Pattanaik, Devdutt. *Shikhandi: And Other 'Queer' Tales They Don't Tell You*. Penguin Books, 2014.
3. Karve, Irawati. *Yuganta: The End of an Epoch*. Orient Blackswan, 2007.
4. Ezekiel, Nissim. *Collected Poems* (With A New Introduction By John Thieme). OUP, 2005.
5. Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
6. Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. Simon & Schuster, 2004.
7. Ibsen, Henrik. *A Doll's House*. Maple Press, 2011.
8. Poe, Edgar Allan. *The Complete Poetry of Edgar Allan Poe*. Penguin USA, 2008.
9. Stoker, Bram. *Dracula*. Fingerprint Publishing, 2013.
10. Ray, Satyajit. *The Complete Adventures of Feluda* (Vol. 2). Penguin Books Ltd., 2015.
11. Lama, Dalai. *Freedom In Exile: The Autobiography of the Dalai Lama of Tibet*. Little, Brown Book Group, 1998.
12. Murthy, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin India, 2006.
13. Wsahington, Booker T. *Up from Slavery*. Infinity, 2015.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ4020	<b>Fundamentals of Media Research</b>	HC	2	0	2	4	5

**Course Description:**

The course is aimed at acquainting and initiating the student to the nuances – theoretical & practical – involved in research. Each student is assigned a supervisor who will supervise and guide the project/dissertation of not less than 35 - 40 pages which the student is required to submit at the end of semester in the prescribed format. This will aid the students in gaining a proper insight into

research in communication studies and devising the project will impart clarity in the nuances of doing research.

**Course Objectives:**

- To expose students to the theory and mechanics of conducting research
- To provide students with knowledge on the fundamental aspects of research

**Course Outcomes:**

On completion of the course, the student will be able to

- Outline the process of research
- Propose a research topic independently

**Course Content:**

**Unit I: Introduction to Media Research**

**12 Hours**

Introduction to research concepts- Definition, types & need for research; ‘Scientific’ research and its basic principles empiricism, verifiability, generalization; Fundamental vs. Applied Research; Quantitative vs. Qualitative data; Role of research in the media.

**Unit II: Elements of Research**

**12 Hours**

Review of Literature; Research Approaches or designs: Experiment; Survey, Content Analysis; Case Study; Data collection techniques: Questionnaire, Interview, Schedule; Sampling techniques.

**Unit III: Research Presentation**

**12 Hours**

Data processing, Analysis, presentation and interpretation of data; Use of graphics in data presentation; Research writing - Research proposal; Chapterization of thesis: Components and style; Preparation of Bibliography, Index’

**Unit IV: Research in media audiences and the ‘effects’ debate**

**12 Hours**

Magic bullet to limited effects; Users and Gratifications model; Cultivation analysis; Audience reception.

**Practical Component**

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

**References Books**

1. Berger J. 2000 *Media and Communication Research Methods: An Introduction To Qualitative And Quantitative Approaches*, California Sage Publication.

2. Wimmer, Roger D. and Dominick, Joseph R. 2000. *Mass Media Research: An Introduction*, Singapore Wadsworth Publishing
3. Kothari, C.R , 1990 *Research Methodology: Methods and Techniques*, New age International Ltd. Publishers.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ4030	American Literature	HC	4	0	0	4	4

**Course Description:**

American literature is closely steeped in history and this course therefore is specifically designed to acquaint the students with literary narratives or texts framed in history for a wider understanding of the domain of American Literature at large.

**Course Objectives:**

- To help the students understand the relationship between history and literature.
- To help the learners to become acquainted the development of American literature and its rich variations.

**Course Outcomes:**

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

- Demonstrate the development of the American literature.
- Identify the major American poets and their works.
- Outline the various issues presented in American prose.
- Demonstrate complete familiarity with the features of the American novel and drama.
- Make use of American film texts to get a good grasp of issues related to America.

**Course Content:**

**Unit-I: Poetry**

**12 Hours**

1. Walt Whitman – O Captain! My Captain!
2. Emily Dickinson – The Chariot
3. Robert Frost – Birches
4. Langston Hughes – Let America Be America Again
5. Sylvia Plath – Disquieting Muses
6. Allen Ginsberg – Supermarket in California

**Unit-II: Prose**

**12 Hours**

1. Nathaniel Hawthorne – Rappaccini’s Daughter
2. Philip Roth – Defender of the Faith

3. Frederick Douglass – Extract from *Narrative of the Life of Frederick Douglass, an American Slave*
4. Chief Seattle – *Speech*

**Unit-III: Drama / Fiction**

**12 Hours**

1. Tennessee Williams – *The Glass Menagerie*
2. Scott Fitzgerald – *The Great Gatsby*

**Unit-IV: American Film Texts**

**12 Hours**

1. Margaret Mitchell – *Gone With the Wind*
2. Henry James – *Golden Bowl*

**Reference Books:**

1. Whitman, Walt. *The Complete Works of Walt Whitman*. Asia Pacific, 2013.
2. Collins, Billy. *The Selected Poems of Emily Dickinson*. Modern Library, 2000.
3. Frost, Robert. *The Collected Poems*. Vintage Classics, 2013.
4. Rampersad, Arnold. *The Collected Poems of Langston Hughes*. Vintage, 1995.
5. Plath, Sylvia. *Sylvia Plath Selected Poems*. Faber, 2003.
6. Ginsberg, Allen. *Selected Poems 1947-1995*. Penguin, 2001.
7. Hawthorne, Nathaniel. *The Complete Works of Nathaniel Hawthorne*. Asia Pacific, 2017 (Kindle edition)
8. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Digireads, 2001.
9. Blaisdell, Bob. *Great Speeches by Native Americans*. Dover, 2000.
10. Fitzgerald, F. Scott. *The Great Gatsby*. Collins, 2010.
11. Williams, Tennessee. *A Streetcar Named Desire*. Penguin, 2009.
12. Mitchell, Margaret. *Gone with the Wind*. Maple, 2015.
13. James, Henry. *The Golden Bowl*. Wordsworth Editions, 2000.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ4040	Developmental Psychology	HC	2	0	2	4	5

**Course Description:**

This course is a study of human growth and development. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. Course work includes projects which emphasize research. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in social/behavioral sciences.

**Course Objectives:**

- Explain the importance of studying life-span development.
- Describe the history of interest in the life-span perspective and indicate how contemporary concerns have arisen from previous views.
- Discuss the nature of development as a pattern of movement or change occurring throughout the life span.
- Define and distinguish between biological processes, cognitive processes, and socio-emotional processes.
- Understand the major developmental periods from conception to death.
- Understand, compare, and contrast the key development theories
- Define and distinguish between theory, hypotheses, and the scientific method, and understand the different research measures used by developmental psychologists.
- Understand the standard ethics of developmental research.

**Course Outcomes:**

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

- Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan.
- Evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.
- Evaluate how ethnicity, culture, class, and gender influence lifespan development.
- Explain the impact of biological/genetic influences on physical growth, cognition and behavior.
- Assess how current research supports and critiques the major theories of development.
- Demonstrate the developmental aspects such as physical development, cognitive development, psychosocial development and emotional development in each stage of human life span.

**Course Content:****Unit-I: Introduction And Prenatal Development****12 Hours**

- a) Concept of human development-Introduction, stages of life span development.
- b) Aspects of human development- Physical, social, cognitive, moral.
- c) Factors influencing human development-Ecological factors, hereditary factors.
- d) Overview of theories of human development- Erickson, Piaget, Kohlberg.
- e) **Conceiving a new life**-Fertilization; Multiple Births
- f) **Mechanisms of Heredity**- Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance.

- g) Chromosomal and Gene linked abnormalities. – Chromosomal Abnormality-Down syndrome; **Sex-linked chromosomal abnormalities** - Klinefelters, fragile X, Turner's, XYY; **Gene linked abnormalities** - PKU, Sickle Cell Anaemia.
- h) **Stages of prenatal development.**
- i) Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound.
- j) Birth Process- Stages of Child Birth .

**Unit-II: Infancy to Childhood**

**12 Hours**

- a) Newborn appearance, reflexes, assessment and states
- b) Physical and motor development, cognitive and language development, psychosocial development: Emotions.

**Unit-III: Puberty And Adolescence**

**12 Hours**

- a) Puberty: Meaning, biological changes: Sexual maturation, growth spurt, primary and secondary sexual characteristics; responses to physical change; Development of identity;
- b) Adolescent relationships: Family, Peers.

**Unit-IV: Adulthood**

**12 Hours**

- a) Physical development
- b) Foundations of intimate relationships: friendship, love, and sexuality; Marriage: Marital adjustment and conditions influencing it. Parenthood: adjustment to parenthood.
- c) Occupational adjustment: Stable and unstable patterns, preparation for retirement, work retirement and leisure in late adulthood.
- d) Psychosocial changes: Coping with Mid-life crisis, Primary and secondary ageing.
- e) Psychosocial aspects: lifestyle and social issues: Personal relationships: Relationship with adult children, great-grandparenthood.
- f) Stages and patterns of grieving.

**Practicals-IV**

1. Self-Concept Rating Scale (R.K.Saraswat )
2. Happiness Inventory
3. Concept Formation for height and size
4. Two Point Threshold
5. Size and weight Illusion

**Reference Books:**

1. Diane E Papalia (1998), Human Development 7th International Edition, Mc Graw Hill Publications
2. Lois Hoffman (1988), Developmental Psychology Today 5th Edition, Mc Graw Hill Inc.

3. Elizabeth B Hurlock(1987), Developmental Psychology-a life-span approach 5 th Edition, Tata Mc Graw Hill publication
4. Laura E Berk (1999), Child Development Prentice Hall of India
5. Hetherngton & Parke (1999), Child Psychology. 5 th International Edition, Mc Graw, Hill
6. John W. Santrock (1999) Life Span Development, 7 th Ed. Mc Graw Hill Publication

### FIFTH SEMESTER

Course Code	COURSE TITLE	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ5010	<b>Media Laws And Ethics -V</b>	HC	2	0	2	4	4

#### **Course Description:**

The purpose of this course is to provide students with a model by which to analyze, understand, and act upon the law and ethical considerations which journalists face. The course will consist of the writings of the Supreme Court, the Ethical rules of the Society of Professional Journalists, and actual events to build an analytical model. There is no profession more important to a democracy than journalism -when vigilant and diligent and resolute. In order to perform that role, the students are required to understand both the law and the ethics that govern it.

#### **Course Objectives:**

- To provide students with knowledge on the laws and ethics in journalism
- To equip the students with legal understanding of legal issues impacting them on the field.
- To make students aware of the legal limits when reporting on sensitive and controversial issue of the day

#### **Course Outcomes:**

At the conclusion of this course, students will be able to:

- List best contemporary ethical and professional journalism practices
- Define basic legal terminology.
- Explain the workings of the Indian civil and criminal justice system.
- Define the limits of legal rights.
- Assess when to seek legal counsel when needed and explain current legal issues impacting journalists
- Appraise how to avoid claims of defamation and invasion of privacy

#### **Course Content:**

**Unit I: Indian Constitution**

**12 Hours**



Preamble; Directive principles; Fundamental Rights and duties; Article 19-1(a) and (b) - with reference to Freedom of the Press- reasonable Restrictions.

**Unit II: Media Laws****12 Hours**

Press and registration of books Act; Working Journalist Act- Defamation; Civil and criminal defamation; Contempt of court; Right to Information Act; Copy right Act ; Intellectual property rights; Cyber Laws; cable network Resolution; Film Censorship; Cinematograph Act 1952; Prasar Bharathi Act.

**Unit III: Issues in Media****12 Hours**

Information Society; ICT revolution-Knowledge society; NWICO; Media and Globalization; Implications.

**UNIT-IV: Ethics in Media****12 Hours**

Control; Press commission's (I&II) recommendations  
Press council- code of conduct for journalists  
Broadcasting Code-Right to privacy-INS-KMA-AINEC

**Practical Component**

- Case study Presentation
- RTI
- News Analysis of Court and Parliamentary Proceedings
- Visit to High Court/ Vidhana Soudha

**Reference Books:**

1. Singh Sanjay Kumar. 2013.*Press Laws and ethics of Journalism*. Anmol Publication Pvt Ltd.
2. Malar and M neela .2012. *Media laws and ethics*. New Delhi: PHI learning private limited.
3. Sharma Kumar Ajay. 2012. *Journalism laws*. New Delhi: Random Publications.
4. Singh Yatindara Justice .2005. *Cyber Laws*.Delhi Universal Law Publishing.
5. Basu DD. 2002. *Law of the Press*. New Delhi: Prentice Hall.
6. Seib Philip & Fitzpatrick Kathy.2000. *Journalism Ethics*. New York : Harcourt Brace College Publishers.
7. T Mecluskey Matha.1997. *Feminism, Media and The Law*. New York:Focus Press.
8. K SVenkateshwaran .1993. *Mass Media Laws and Regulations in India*. Singapore : AMIC.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ5021	Advertizing and Corporate Communication-VI	SC	2	0	2	4	4

**Course Description:**

The course Advertising and Corporate Communication will make the students aware of the advertising environment in the 21st Century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness. Within corporate communications classes, students focus on the management, strategic planning, and implementation of marketing, communication, and public relations techniques all to resolve corporate dilemmas. Corporate communications course focuses on researching problems, setting objectives, identifying audiences, designing messages, choosing communication channels, and evaluating results for all types of organizations. Ethical decision making, on-line communication, and career opportunities are also analyzed via case studies in the field. The course will be a combination of informal lecture and small-group discussion, case analysis, and guest lecture.

**Course Objectives:**

- To introduce the students to the Concepts and Principles of Advertising, Ad Agency Management and Brand Management
- To take the students through the roles and scopes of PR in management, its various tools and the emerging importance of the discipline in varying areas.
- To look at the evolution of Corporate Communication and its expanded role in organizational and marketing communication

**Course Outcomes:**

At the conclusion of this course, students will be able to:

- Outline the process of producing advertisements
- Construct and analyze audience research, media research, and environmental scanning
- Devise public relation strategy for the organization image and well-being
- Formulate corporate communication strategy for crisis management, brand management, etc.

**Course Content:**

**Unit-I : Introduction to Advertising**

**12 Hours**

Advertising- Definition, Nature and scope  
 Origin and development of advertising  
 Social and Economic Effects of Advertising

Ad Agency- structure and Function.

### **Unit-II : Elements in Advertising**

**12 Hours**

Mediums of advertising: Print, Radio and television

New trends in advertisement; Designing advertisement: Copy writing, elements of ad copy, layout

Ethics in advertising

Types of advertising

Advertising appeals

Campaigns- Media planning strategy, media mix, Media selection, Ad budgeting.

### **Unit-III: Introduction to Public Relations**

**12 Hours**

Public Relations- Meaning & Definition, nature, scope; Functions

Origin and development of public relations in India

Public opinion; Publicity; Propaganda

Role and responsibility of a public relation practitioner.

### **Unit-IV: Aspects of Public Relations**

**12 Hours**

Organizing a press conference

Media relations: Press releases, house journals – Internal and Externals, Pamphlets and brochures,

Presentation skills

Social Media in PR: corporate blogs and social networking

Ethical issues in PR- Employee relations, share holder relations, distributor-dealer relations, community relations, consumer relations. lobbying and fundraising

Professional organizations in PR.

### **Practical Component**

- Poster making (Social message)
- Brochure
- Display Ad (Product and Service)
- Preparing Press Release

### **References Books:**

1. J V Vilanilam .2011.*Public Relations in India*, Sage Publications.
2. Choonawala S A and Sethia K C (Edt).2005. *Foundations of Advertising theory & Practice*, Bangalore: Himalaya Publishing.
3. Wells and Morlaty Burfert (Edt). 2003. *Advertising: Principle & Practice*.New Delhi:Prentice Hall.
4. Chandrakandan . 2002. *Public Relations*, Authors press.
5. Percy LarR ry.2002. *Strategic Advertisement Management*, Europe Prentice Hall ISBN.
6. R Staffer Marla (Edt).2001. *Advertising Promotion and New Media*, USA :Times Mirror Co.

7. Wells William.2001. *Advertising, Principles and Practice*, London: Prion Books Ltd.
8. Ahuja & chabra. 2001. *Public Relations*. New Delhi : Surjit Publications.
9. F Arens Williams.2000. *Contemporary Advertisement*,USA: Times Mirror Education Group.
10. Singh Bir. (Edt). 2000. *Advertising Management* .New Delhi: Anmol Publications.
11. Percy Larry (Edt). 2000. *Strategic advertisement Management*. New Delhi: Suraj Publications.
12. Pandey,Meena. 1989. *Foundation of Advertising Theory and Practice*.Bombay: Himalaya Publishing house.
13. M Scott, Cutlip.1985 *Effective Public relations*. Prentice Hall.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ5022	<b>Fundamentals of Photography-VI</b>	SC	2	0	2	4	4

### **Course Description:**

This course will introduce students to the basic principles and techniques of b/w and color digital photography. Hands-on class demonstration and training will be ranging from the technical to the artistic, employing both straightforward and creative camera and computer procedures.

The teaching style will incorporate several formats including seminar-type presentations, hands-on practice, group discussions, critiques, and independent research.

### **Course Objectives:**

- To make the students concentrate on building the fundamental skills needed to produce images for publication in today's media.
- To ensure that students successfully acquire a basic knowledge of how to operate their cameras
- To equip students with skills that allow the use of technology to the advantage as visual storytellers.

### **Course Outcomes:**

At the conclusion of this course, students will be able to:

- Demonstrate a competent mastery of using a digital camera to produce images that are ready for publication in professional media.
- Create compelling images that communicate the intended message with accurate captions which are publishable in professional publications.
- Plan to gather and use audio to enhance the communicative value of a visual package.

## **Course Content:**

### **Unit-I : Introduction To Photography**

**12 Hours**

Photography, its role & importance and history

Types of camera- TLR, SLR, Polaroid, Underwater Camera & Digital Camera

Parts & functions of camera- Aperture, Shutter speed, ISO, Focal No. & Focal Length, Depth of Field, Shallow Depth of Field;

Camera accessories: Tripod, Monopod, Filters, Lens hood and Rigs

### **Unit-II: Aspects of Photography**

**12 Hours**

Lens- Definition, Concept & Characteristics of lens

Types of lens- wide angle, normal & Tele; Special lens- zoom, fish eye & macro Lens;

Filter- definition & concept; Characteristics and types of filters

Planning a shoot, studio, location, set props and casting

### **Unit-III: Principles of Photography**

**12 Hours**

Lighting: Sources of light: Natural & Artificial

Elements of composition- Rule of Third, Rule of Thumb, Diagonal and S-shaped compositions, Repetition and Rhythm, Moving towards the centre

Cropping and Editing

### **Unit-IV: Issues Related to Photojournalism**

**12 Hours**

Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports, Advertising, Tabletop and Night photography;

Text vs. Photograph; Essentials of a press photograph

Qualities of a good photojournalist

Visual story telling - Photo-features, Photo – essays

Writing captions

Different problems related to Photography

### **Practical Component**

- Shooting exercise in artificial lights and natural light
- Photo feature on a specific topic by using self-clicked photographs with Digital Camera.
- Photographs should be of postcard size. A photo feature must comprise of 10 – 12 photographs.
- Each student shall be required to take photographs in the following categories:
  - 1) Night Photography
  - 2) Architecture
  - 3) Portrait

4) Landscape

5) Fashion

Create and design a photo album with text, captions; Individual assignment; minimum 12 prints in A4 pages in multi color, spiral binding

### Reference Books:

1. London, Barbara and Stone, Jim. 2012, *A Short Course in Digital Photography*. Pearson
2. Ang, Tom. 2008, *Digital Photography Masterclass*, DK Publishing

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ5030	English Literature-V Literary Criticism	HC	4	0	0	4	4

### Course Description:

This course has been designed to offer the students a comprehensive knowledge of western literary criticism with an emphasis on select prominent thinkers and their significant ideas. The course has also been developed in order to groom the students towards a profound critical approach towards literature.

### Course Objectives:

- To acquaint the students with the basic ideas of literary criticism.
- To introduce the students to the development of literary criticism.
- To expose the students to the diversity of literary criticism.

### Course Outcomes:

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

- Develop an initial association with literary criticism of different era.
- Explain the major characteristics of Greek Literary Criticism.
- Demonstrate a good understanding of Elizabethan, Neo-Classical and Romantic Criticism.
- Outline the major features of Victorian, Modern and Postmodern Criticism.

### Course Content:

#### Unit-I: Introduction

12 Hours

Function of literature and literary criticism

3. Brief history of literary criticism

**Unit-II: Introduction to Greek Literary Criticism****12 Hours**

1. Introduction to Greek Literary Criticism
2. Plato: *The Republic* (Extract)
3. Aristotle: *Poetics* (Extract)

**Unit-III: Elizabethan, Neo-Classical and Romantic Criticism****12 Hours**

1. Introduction to Elizabethan, Neo-Classical and Romantic Criticism
2. Dryden: *Essay of Dramatic Poesy* (Extract)
3. William Wordsworth & Samuel T. Coleridge: Preface to *Lyrical Ballads* (Extract)

**Unit: IV Victorian, Modern and Postmodern Criticism**

1. Introduction to Victorian, Modern and Postmodern Criticism
2. Matthew Arnold: *The Study of Poetry* (Extract)
3. T.S. Eliot: Tradition and Individual Talent (Extract)
4. Lawrence E. Cahoon: What Postmodernism Means

**Reference Books:**

1. Habib, M.A.R. *Literary Criticism from Plato to the Present: An Introduction*. Wiley India, 2012.
2. Plato, *The Republic*. Maple, 2013.
3. Aristotle, *Poetics*. Penguin, 1996.
4. Sen, S. *John Dryden: An Essay of Dramatic Poesy*. Unique Publishers, 2009.
5. Wordsworth, William & S.T. Coleridge. *Lyrical Ballads*. Penguin, 2006.
6. Arnold, Mathew. *Culture and Anarchy and Other Selected Prose*. Penguin, 2015.
7. Eliot, T.S. *Sacred Wood:Essays on Poetry and Criticism*. Nabu Press, 2013.
8. Cahoon, Lawrence E. *From Modernism to Postmodernism*. Wiley-Blackwell, 1995.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ5041	<b>English Literature-VI Indian Writings in English – I</b>	SC	4	0	2	4	4

**Course Description:**

This course has been designed to introduce the students to the works of Indian Writings in English. In the modern world, it is extremely important to know and appreciate one's roots and therefore this course shall help the students to frame their own ideologies and identities and at the same time make them aware of the richness of Indian literature and culture.



**Course Objectives:**

- To introduce the students to Indian Writing in English, particularly to writings in translations.
- To introduce the students to literary and political issues that Indian writing in English has undergone since the beginning of its nascence.

**Course Outcomes:**

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

- Explain the various issues dealt by classical and modern poets of Indian Writings in English.
- Analyze the major features in the fictional narratives of Indian Writings in English.
- Demonstrate familiarity with concerns specific to India as presented in non-fictional works by Indians writing in English.

**Course Content:****Unit-I: Poetry****12 Hours**

1. Kalidasa – Canto I “Summer” (from *Ritusamhara*)
2. Kabir – If God be within the mosque...
3. Mira Bai – Your Slander is Sweet
4. Ramprasad Sen – O Longing Mind
5. Sumitra Nandan Pant – Fruits of the Earth
6. Fiaz Ahmed Fiaz – The Colour of the Moment
7. Kuvempu – Kalki
8. Sitakant Mahapatra – Father

**Unit-II: Short Fiction****12 Hours**

1. Munshi Premchand – The Shroud
2. Saadat Hasan Manto – Thanda Gosht
3. Lalithambika Antarjanam – Revenge Herself

**Unit-III: Essays****12 Hours**

1. Rabindranath Tagore – Religion of the Forest
2. A.K. Ramanujan – Is There an Indian Way of Thinking?

**Unit-IV: Drama/ Novel****12 Hours**

1. Girish Karnad – *Hayavadana*
2. R.K. Narayan – *The Guide*

**Reference Books:**

1. Kale, MR. *The Ritusamhara*. Bharatiya Kala Prakashan, 2007.
2. Dharwadker, Vinay. *Kabir*. Penguin, 2003.
3. Bly, Robert. *Mirabai: Ecstatic Poems*. Aleph Book, 2017.
4. Sen, Ramprasad. *Grace and Mercy in her Wild Hair: Selected Poems to the Mother Goddess*. Hohm Press, 1999.
5. Kiernan, V.G. *Poems by Faiz Ahmed Faiz*. Oxford, 2000.
6. George, KM. *Modern Indian Anthology: Surveys and Poems*. Sahitya Akademi, 1992.
7. Manto, Saadat Hasan & Aatish Taseer. *Manto: Selected Short Stories*. RHI, 2012.
8. Narasimhachar, Sudha. *Selected Stories of Munshi Premchand*. Unicorn Books, 2016.
9. Holmstorm, Lakshmi. *The Inner Courtyard: Stories by Indian Women*. Rupa, 1991.
10. Tagore, Rabindranath. *Rabindranath Tagore Omnibus*. Rupa, 2003.
11. Ramanujan, A.K. *The Collected Essays of A.K. Ramanujan*. Oxford University Press, 1999.
12. Narayan, R.K. *The Guide*. Indian Thought Publications, 2007.
13. Karnad, Girish. *Hayavadana*. Oxford, 1997.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ5042	<b>English Literature-VI European &amp; Non-European Literature – I</b>	SC	2	0	2	4	4

**Course Description:**

The widening of the domain of English literature all across the globe has made it extremely important to acquaint the students of English literature to the vast oeuvre of non-canonical literature. This course in particular is designed to introduce the students to the large bodies of European and Non-European literature.

**Course Objectives:**

- To acquaint the students with literature from all over the world and initiate them to the basic concepts and ideas of non-canonical literature.
- To expose the students to a large body of literature in order to develop in them a greater understanding of multiple socio-political histories and culture.

**Course Outcomes:**

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

- Demonstrate a good understanding of various issues presented in poetry from all over the world.
- Develop an initial association with the fictional works of literary stalwarts from various nations.

- Outline the characteristic features of Greek drama.
- Summarize the history of Hitler’s regime.

**Course Content:**

**Unit - I: Poetry**

**12 Hours**

1. Homer – from *The Iliad*
2. Dante – from *The Inferno*
3. Federico Garcia Lorca – Absent Soul (from *Lament for Ignacio Sanchez Mejias*)
4. Bertolt Brecht – To Those Born Later
5. Anna Akhmatova – Extract from *The Requiem*
6. Czeslaw Milosz – In Warsaw

**Unit-II: Short Fiction**

**12 Hours**

1. Leo Tolstoy – God Sees the Truth, But Waits
2. Franz Kafka – A Hunger Artist
3. Jean-Paul Sartre – The Wall

**Unit - III: Essays**

**12 Hours**

1. Simon Goldhill – Introduction from *Greek Tragedy*
2. William L Shirer - *The Rise and Fall of the Third Reich: A History of Nazi Germany* (Extract)

**Unit-IV: Drama/ Novel**

**12 Hours**

1. Sophocles – *Oedipus Rex*
2. Anton Chekov – *The Cherry Orchard*

**Reference Books:**

1. Homer. *The Iliad*. Penguin,2003.
2. Alighieri, Dante. *Inferno*. Collins, 2011.
3. Lorca, Federico Garcia. *Collected Poems*. Penguin, 2001.
4. Akhmatova, Anna. *Akhmatova: Poems*. Everyman’s Library, 2006.
5. Brecht, Bertolt. *Selected Poems*. Mariner Books, 1947.
6. Milosz ,Czeslaw. *New and Collected Poems: 1931-2001*. Penguin, 2006.
7. Tolstoy, Leo. *God Sees the Truth, But Waits*. Creative Classics, 1986.
8. Kafka, Franz. *A Hunger Artist*. Twisted Spoon Press, 1996.
9. Sartre, Jean Paul. *The Wall*. Hal Leonard Corp, 1995.
10. Aeschylus, Euripides and Sophocles. *Greek Tragedy*. Penguin, 2004.
11. Shirer, William L. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. RHUK, 1991.
12. Sophocles. *The Three Theban Plays*. Penguin, 1984.
13. Chekhov, Anton. *Plays*. Penguin, 2002.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ5050	Industrial Psychology-1	HC	2	0	2	4	4

**Course Description:**

Industrial psychology combines the principles of psychology with a methodical investigation of various work settings. Often referred to as industrial-organizational psychology, this discipline analyzes numerous aspects of the working world and the attitudes of individuals toward their respective careers. Industrial psychology concerns itself with the application of psychological concepts to the work environment. Professionals who hold degrees in the discipline often perform consulting work for companies.

**Course Objectives:**

1. Students will acquire knowledge required for the practice of industrial-organizational psychology and human resource management.
2. Students will develop skills required to engage in the practice of industrial-organizational psychology and human resource management.
3. Students will acquire methodological and analytic knowledge and skills that enable them to function as scientist-practitioners in industrial-organizational psychology and human resource management.

**Course Outcomes:**

Upon successful completion of this course, students will be able to:

1. Demonstrate a solid fundamental knowledge of psychology as a discipline. This will include both knowledge of the history of the field, but also of the current facets, theoretical perspectives, and the divisions within the broad field of Psychology.
2. Be proficient scientists. This includes being knowledgeable about forming hypotheses, collecting, analyzing and interpreting the data necessary to test the hypotheses, and thinking critically about the obtained results. This will necessarily include both classroom didactic training and conducting an empirically based thesis.
3. Be proficient in the domains that comprise the core of I-O Psychology, which include: 1) ethical, legal, and professional contexts, 2) measurement of individual differences, 3) criterion theory and development, 4) job and task analysis, 5) employee selection, 6) performance appraisal, 7) training and development, 8) work motivation, and 9) attitude theories.
4. Be knowledgeable in the practice of I-O psychology by applying the concepts in the field of I-O psychology to the functioning of organizations.

## **Course Content:**

### **Unit-I: Introduction To Organizational Psychology**

**12 Hours**

- a. Definition, Goals, Forces and Fundamental concepts -Nature of people and nature of organization. Areas of Industrial psychology.
- b. Two classical studies-A).Time and motion study -Nature and characteristics, Use of Therbligs. Principles, psychological implications and shortcomings
- c. Hawthorne studies –Nature, Implications and criticisms. Importance of Time and Motion studies and Hawthorne studies.

### **Unit-II: Job Analysis And Selection**

**12 Hours**

- a. Job Analysis: Definition and methods – Questionnaire method, Checklist method, Individual interview method, Observation, Group interview method, Technical conference method, Diary method, Work participation method and Critical incident method.
- b. Selection: Application blanks.Psychological tests used in selection – intelligence tests, personality tests, interest tests and aptitude tests.( mention two in each area).
- c. Interview – guided interview, unguided interview, stress interview and group interview.

### **Unit-III: Motivation and Reward Systems**

**12 Hours**

- a. Motivation- Goal setting- elements, Content Theories of Motivation – Herzberg’s-Motivator-Hygiene (Two factors) Theory, Alderfer’s- E-R-G Model.
- b. Reward system- Financial and Non-financial incentives.
- c. Economic Incentive Systems: Purposes & Types- Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay.

### **Unit-IV: Training and Managing Communications**

**12 Hours**

- a. Training: Nature of Training; Goals of organizational training. Methods /approaches to training.
- b. Communication: Communication Fundamentals, Two-way Communication Process-Potential Problems; Communication Barriers – Impact of Barriers on Communication Process. Types of Communication.

### **Practicals -V: Industrial Psychology**

1. David’s Battery of Differential Aptitudes-I
2. David’s Battery of Differential Aptitudes-II
3. Comprehensive Interest Schedule
4. Tweezer Dexterity Test.
5. Revan’s Progressive Matrices.

## **Reference Books:**

1. Schultz D.P. And Schultz E.S –Psychology & Work Today Eighth Edition, Pearson Education, Inc. And Dorling Kindersley Publishing Inc.
2. John W Newstrom- Organizational behaviour-Human Behaviour At Work. Twelfth Edition Tata Mcgraw-Hill Publishing Company Limited. New Delhi.
3. Girishbala Mohanty-Industrial Psychology and Organisational Behaviour, Kalyani Publishers, Ludhiana

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ5061	Abnormal Psychology-1	SC	2	0	2	4	4

### Course Description:

This course provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. Course work includes projects. *This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in social/behavioral sciences.*

### Course Objectives:

1. Students will learn the categories and descriptions of the leading mental disorders.
2. Students will learn the different theoretical models explaining the causes of the disorders, and the empirical evidence linking biological, cognitive, emotional, behavioral, and social/cultural factors with each disorder.
3. Students will learn how mental disorders are assessed, and the leading evidence-based methods of treatment.
4. Students will learn how to use critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues, including hypothetical clinical cases.

### Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Compare and contrast biological, psychological, family, and social views of the causes and treatment of abnormal behavior.
2. Identify and compare major scientific methods for gathering and analyzing information to describe abnormal behavior.

3. Identify the difference between organic and functional disorders.
4. List and/or recognize the characteristics of specific anxiety, somatoform, mood, eating, sleep, sexual-identity, substance abuse, personality, schizophrenic and cognitive disorders.
5. Recognize ethical therapeutic practices according to the American Psychological Association Guidelines.

**Course Content:**

**Unit-I: Introduction to Psychopathology**

**12 Hours**

- a. Modern concepts of abnormality,
- b. Issues of diagnosis: The medical model, Etiology of mental health problems: Genetic models, Biological models, Psychological models, Socio-cultural models; Diathesis-stress model.

**Unit-II: The Psychological Perspectives on Abnormal Behaviour**

**12 Hours**

- a. The psychoanalytic approach: Freud, Freud's contemporaries and descendants, the practice of psychoanalysis.
- b. Behavioural approaches: Behaviour therapy.
- c. Cognitive approaches: Cognitive behavioural therapy.
- d. Humanistic approaches: Humanistic therapy.

**Unit-III: Diagnosis**

**12 Hours**

- a. Cornerstones of Diagnosis: Reliability, Validity.
- b. Classification and Diagnosis: The Diagnostic System of the American Psychiatric Association (DSM-V), Specific Criticisms of the DSM.

**Unit-IV: Psychological Assessment**

**12 Hours**

- a. Clinical Interviews, Assessment of Stress, Personality Tests, Intelligence Tests, Behavioral and Cognitive Assessment.
- b. Neurobiological Assessment: Neuropsychological Assessment, Psycho physiological Assessment.
- c. Research Methods in the Study of Psychopathology: Science and Scientific Methods; Approaches to Research on Psychopathology.

**Reference Books:**

1. Alloy, L.B., Riskind, JH., and Manos, M.J. (2006). Abnormal Psychology – Current Perspectives. 9<sup>th</sup> Edition. New Delhi: Tata McGraw- Hill Edition.
2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed., text revision). Washington, DC: Author.
3. Barlow, D.H. and Durand, M.V. (2000). Abnormal Psychology. 2<sup>nd</sup> Edition. New Delhi: Thomson Publication.

4. Bootzin,R.B.,Acocella,J.R. and Alloy,L.B. (1993). Abnormal Psychology–Current perspectives. 6<sup>th</sup> Edition, International Edition,Tata Graw –Hill Inc., USA.
5. Carson, R.C., Butcher, J.N and Mineka ,S.(2004). Abnormal psychology. 13<sup>th</sup> Edition. New Delhi: Pearson Education.
6. Davidson and Neal (1996). Abnormal psychology. Revised 6<sup>th</sup> Edition, John Wiley Sons World Health Organization. (2008). ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.). New York, NY: Author.
7. Sue,D.,Sue,,D and Sue.S. (1990). Understanding Abnormal Behaviour. 3<sup>rd</sup> Edition, Houghton Mifflin Co.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ5062	<b>Health Psychology-1</b>	SC	2	0	2	4	4

### **Course Description:**

This is an advanced course in psychology designed to give a broad overview of the field of health psychology. Health psychology is a relatively young, diverse, and multidisciplinary field that examines the mind-body connection and many factors that influence the individual’s well-being. In this course, students will explore how biological, psychological and social factors are connected and how they may influence health consequences. Following this bio-psychosocial approach, potential biological, psycho physiological, and behavioral pathways to health and disease will be explored. By the end of the course, I hope that students would gain fundamental knowledge of the field of health psychology, develop skills for critically evaluating health psychology research, and understand how health psychology may be applied to promote their own well-being.

### **COURSE OBJECTIVES**

Students are expected to develop an understanding of health psychology and gain skills in the following:

1. To critically examine the interactions between psychological, behavioral, social, and biological factors on health.
2. To articulate the basic premises and theories of health psychology.
3. To describe and appraise intervention approaches for various physical illnesses in relation to psychology.
4. To discuss the role of psychologists involved in health settings.

### **COURSE OUTCOMES :**

Upon successful completion of this course, students will be able to:



1. Elucidate the biological, cognitive and socio-cultural factors influence health-related behaviour.
2. Evaluate strategies for coping with stress - for example, stress inoculation therapy, hardiness training, yoga and meditation.
3. Understand factors related to the development of substance abuse or addictive behaviour.
4. Examine prevention strategies and treatments for substance abuse and addictive behaviour - for example, family therapy, drugs and bio-psychosocial treatments.
5. Analyze factors related to overeating and the development of obesity.
6. Identify prevention strategies and treatments for overeating and obesity.

## **Course Content:**

### **Unit-I: Introduction**

**12 Hours**

- a) Definition of Health Psychology, History of Health Psychology; The Bio-Medical model
- b) Illness cognition; the meaning of being healthy; Levinthal's self-regulatory model of illness cognition till stage 3.
- c) Doctor–patient communication and the role of health Professionals' health beliefs.

### **Unit-II: Stress and Illness**

**12 Hours**

- a) Stress: What is stress? Theories of Stress – (Cannon, Selye, Lazarus); Subjective correlates of stress.
- b) Coping with stress; nature of coping; coping strategies; measuring coping; Social support.
- c) The impact of chronic stress, which factors moderate the stress–illness link? Personality and illness. Control and social support in stress and illness.

### **Unit-III: Addictive Behaviour – A Perspective**

**12 Hours**

- a) Addiction.
- b) Factors involved in learning addictive behaviour; Stages of substance abuse;
- c) Interventions to promote cessation.

### **Unit-IV: Modification and Enhancement of Health Behaviour**

**12 Hours**

- a) Modification – Changing Health Habits; Cognitive-Behavioural Approaches to Health Behaviour Changes.
- b) Health Enhancing Behaviour – Exercise, Maintaining a Healthy Diet, Food Habits, Weight Control.

### **Practicals-VI**

#### **Assessment of Personality**

1. Eysenk's personality questionnaire
2. Bell's adjustment inventory
3. Type A and Type B behavioural pattern
4. Quality of Life

5. Big-5 personality factors

**References Books:**

1. Jane Ogden (2010) Health Psychology – a text book, 4th edition, Tata McGraw Hill Education Private Limited, New Delhi.
2. Shelley E. Taylor (2006) Health Psychology – 6th Edition, Tata McGraw Hill Education Private Limited, New Delhi.
3. Steve R. Baumgardner & Marie K. Crothers (2009) Positive Psychology, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.
4. M. Robin Dimatteo & Leslie R. Martin (2002) Health Psychology –, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.
5. Alan Carr- Positive Psychology, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.

## SIXTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ6010	Media Management-VII	HC	2	0	2	4	4

### Course Description:

This course is designed to provide students with detailed insight into the structures, management, processes, economics of and controversies surrounding the management of media industries. The course will be valuable as a part of career preparation for the students interested in working in the administration and management of media industries and in sectors like advertising, media sales and public relations.

### Course Objectives:

- To enable in the students an understanding of the organizational and economic structures of print and electronic media industries
- To familiarize the students with new technologies and their impact on the media landscape
- To acquaint the students with issues affecting the management of media enterprises

### Course Outcomes:

By the end of the course Students will be able to-

- Analyze individual media business foundations and understand the economic drivers of the media economy
- Perceive the evolution of media in the last 25 years and on key current trends
- Develop an integrated marketing plan using a wide variety of media components that will take a comprehensive approach to a marketing challenge
- Develop hands-on experience as content marketers using journalistic and digital techniques

### Course Content:

#### Unit – I: Introduction To Media Management

**12 Hours**

Principles of management - Definitions scope and functions

Management process

Essentials of management

FDI influences on media

#### Unit – II: Ownership Patterns in Media

**12 Hours**

Media Organizations and Structure - Organizational structures of Indian media

Print and electronic media; ownership patterns of Indian media  
Organizational structure and management of Indian news agencies.

**Unit – III: Audience Measurement**

**12 Hours**

Media evaluation -Circulation and revenue

Readership measurement systems, ABC, NRS, INS, RNI.

Viewership measurement systems - TRP, TAM, INTAY and other rating systems.

**Unit – IV: Issues Related to Media Management**

**12 Hours**

Global competition on Indian Media Committees

Reports for committees/commissions; S K Patil committee report; Ashok Chanda committee report; BG Varghese committee report, Khosla committee report; Joshi committee report; P R Ramaiah committee report.

**Practical Component**

- Visit to the Media Organization
- Media Evaluation- Readership, Circulation and Popularity
- Report Writing and Presentation

**References Books**

1. Khandekar, Vanita Kohli .2006. *The Indian Media Business*. New Delhi: Sage Publication.
2. James Redmind and Robert. 2004. *Media Organization Management*. Biztantra: London Response Books,
3. Stanton, W.J. and Futrell, Charles .2003. *Fundamental &Marketing*. New Delhi : MC Graw Hill.
4. Cabera, E F and Bonache. 1999. An Expert H. R. *System for Aligning Organizational Culture &Strategy*. New York: Academic Press.
5. Gouldon, Thons, 1997. *News Management*. London: Willian Heiremamm Ltd.
6. C, Halzer. 1991. *Total Quality Management*. London: Champra & Hall.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ6021	NEW MEDIA-VII	SC	2	0	2	4	4

**Course Description:**

This course provides the students with a critical introduction to the emerging “wired” or “cyber” technologies and the economic and political implications of the same. In this course, the students will learn about the historical development of the Internet and other forms of new media and examine the

repercussions of the digital revolution for our communities, identities, politics, and our daily lives. Students will further learn how to create a web page and how to blog.

**Course Objectives:**

- Through a variety of online and offline projects, students will develop the skills needed to be an active participant in the new media culture.
- To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the Internet

**Course Outcomes:**

At the end of this course, the students will be able to-

- Define and discuss key theoretical concepts related to new media studies
- Develop technical proficiency to be an active participant in the new media culture.
- Identify and assess the social, cultural and political implications of new media production and consumption process.

**Course Content:**

**Unit – I: Introduction To New Media**

**12 Hours**

Introduction to New Media- Meaning and characteristics

Interactivity and New Media

Economics of New Media

Intranet to Internet; Information & Knowledge Society

Social Media, Youth and Social Networking; Ethical issues with Social Networking

**Unit – II: Impact Of New Media On Journalism**

**12 Hours**

Understanding New Media- Impact of new media on journalism

Difference of elements between web journalism, traditional journalism and other media

Characteristics of the online writer/journalist; Trends in web/online journalism

Journalism ethics and restraint in new media-Accuracy, Privacy, Fairness, Linking, Journalistic integrity, Questions of Plagiarism;

**Unit – III: Writing For The Web**

**12 Hours**

Linear vs. nonlinear form

Writing for the screen vs. writing for print

Web page writing and editing techniques

Website vs. web-portal

Web site planning, design and the writer- Basic HTML for writers;

Audience analysis; Content planning, structure; Copyright issues;

Visual Design; Web page elements

## **Unit – IV: New Media And Society**

**12 Hours**

Networked Societies

Social relationship and Identity-Online and Offline

E-Governance; Innovations in E-Governance

New Media as Surveillance Technology

Activism in Cyber Space

### **Practical Component**

- An observational field project on use of New media in Panchyats/ rural areas.
- Creating a news portal.
- Learning the basics of the production of a podcast.
- Actively participate in a Cyber Media campaign or do a report on Cyber Activism
- Observational studies on Surveillance technologies, Youth and Social Networking

### **References Books:**

1. Hand Book of New Media by Lievrouw and Livingston, Sage (Student Edition)
2. Stephen McDowell & Kartik Pashupati (nd) ‘India's Internet policies: ownership, control, and purposes’; Unpublished Paper.
3. Kahn, R and D Kellner, 2004 “New Media and Internet Activism: From The Battle of Seattle to Blogging’ *New Media & Society*, Vol. 6, No. 1, 87-95
4. Castells, Manuel. 2004 *The Network Society: a cross-cultural perspective*, Edward Elgar, MA (Chapter 1. Informationalism, networks, and the network society: a theoretical blueprint pp.3-45. )
5. Gill, S.S 2004, *India's Information Revolution: A Critique*; Rupa, Delhi, 2004.
6. Van Dijk, J. A. G. M. 2005 “ *The Network Society : Social Aspects of New Media*”, Sage Publications,
7. Why activists cannot afford to neglect the Internet by Arun Mehta from *The Public Domain Sarai Reader 01* (P 140-146)
8. Lister, Martin : K. Kelly; J. Dovey S Giddings; & I Grant: 2008, *New Media: A Critical Introduction* , 2nd Routledge, London
9. Everett, A. (2003). Digitextuality and click theory: Theses on convergence media in the digital age. In A. Everett, ed. & J. Caldwell (Eds.), *New media: Theories and practices of digitextuality* (pp. 1–28). New York: Routledge.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ6022	<b>DEVELOPMENT COMMUNICATION-VIII</b>	SC	2	0	2	4	4

**Course Description:**

This course is designed to provide the students with detailed insight into the significance of communication for development. Students in the process shall gain an understanding of how communication strategies in different medium of traditional and mainstream media can help in developmental purposes.

**Course Objectives**

- To help the students understand the concept of development.
- To explain students the indicators of development.
- To interpret development issues, particularly in Indian perspective

**Course Outcomes:**

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

- List the indicators of development
- Classify developmental issues plaguing the developing nations
- Demonstrate communication strategies to tackle developmental issues

**Course Content:**

**Unit – I: Concept Of Development**

**12 Hours**

.Definition, meaning and process of development

Ingredients (5Ms) of development and money generation, MNCs and foreign aid

Characteristics of developing countries i. High dependence on primary sector ii. Unemployment, population iii. Low productivity iv. Low level of living

**Unit – II: Indicators Of Development**

**12 Hours**

Economic and social indicators of development: i. GDP/GNP ii. Human Development Index iii. Physical Quality of Life Index

Other indicators: i. Communication as an indicator ii. Democracy as an indicator iii. Human Rights as an indicator

**Unit – III: Development Issues**

**12 Hours**

Poverty Alleviation

Women and child development

Health and Family Welfare  
Tribal rights on forest

#### **Unit – IV: Media & Development**

**12 Hours**

Use of traditional media for development  
Role of print media in development  
Contribution of radio & TV to development  
ICT for Development

#### **Practical Component**

- Prepare Case Study of a Welfare Scheme
- Devise and conduct a street play on a social issue outside the campus
- Make a PSA on a social cause of your choice (Print or Electronic)

#### **Reference Books:**

1. Melkote, Srinivas R, 1991. *Communication for Development in the Third World: Theory and Practice*. Sage Publications
2. Arvind and Rogers, Everett M. 1989, *India's Information Revolution*, Sage Publications, New Delhi
3. Usha Rani, N. 1996. *Folk Media for Development*, Karnataka Book Publishers

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs./ Wk.</b>
B19BJ6030	<b>English Literature &amp; Language-VII: Introduction to Literary Theory</b>	HC	4	0	0	4	4

#### **Course Description:**

This course has been designed to introduce the students to critical theory, a twentieth century literary phenomenon. The course shall expose to them certain significant strategies to engage with literary texts across the globe at the basic level. The course shall also pay special attention to select theoreticians from the body of western critical theory.

#### **Course Objectives:**

- To introduce the students to the basic ideas of critical theory.
- To expose the students to certain eminent schools of critical theory.
- To develop in the students a deep interest for critical theory.

#### **Course Outcomes:**



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

- Interpret the various characteristic features of Feminist Criticism.
- Demonstrate their familiarity with Marxist Criticism.
- Explain the major ideas related with Postcolonial theory and criticism.
- Show a good understanding of the ways in which literary criticism can be applied in practice.

**Course Content:**

**Unit-I: Feminist Criticism**

**12 Hours**

1. Peter Barry: Feminist Criticism (from *Beginning Theory*)
2. Elaine Showalter: Towards a Feminist Poetics (Extract)
3. Susie Tharu and K. Lalitha: Introduction from *Women Writing: Volume I 600 B.C. to the Early Twentieth Century*

**Unit-II: Marxist Criticism**

**12 Hours**

1. Peter Barry: Marxist Criticism (from *Beginning Theory*)
2. Terry Eagleton: *Marxism and Literary Criticism* (Extract)
3. Howard, Jean E. and Scott Cutler Shershow (Ed): *Marxist Shakespeares* (Extract)

**Unit-III: Postcolonialism**

**12 Hours**

1. Hans Bertens: Extract from *Literary Theory: The Basics* (Postcolonial Criticism)
2. Edward Said: *Orientalism* (Introduction)
3. Leela Gandhi: *Postcolonial Theory – A Critical Introduction* (Extract)

**Unit-IV: Literary Criticism in Practice**

**12 Hours**

1. Excerpts from *A Handbook of Critical Approaches to Literature* by Wilfred L Guerien et al)  
Three readings of “To His Coy Mistress” – Traditional, Formalist, and Feminist

**Reference Books:**

1. Barry, Peter. *Beginning Theory*. Viva Books, 2010.
2. Tharu, Susie and K. Lalitha. *Women Writing in India: Volume I 600 B.C. to the Early Twentieth Century*. OUP, 1997.
3. Eagleton, Terry. *Marxism and Literary Criticism*. Routledge, 2002.
4. Howard, Jean E. and Scott Cutler Shershow (Ed): *Marxist Shakespeares*. Routledge, 2000.
5. Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2013.
6. Said, Edward W. *Orientalism*. Penguin India, 2001.
7. Gandhi, Leela. *Postcolonial Theory – A Critical Introduction*. OUP, 1998.
8. Guerien, Wilfred L (et al). *A Handbook of Critical Approaches to Literature*. OUP USA, 2005.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ6041	<b>ENGLISH LITERATURE &amp; Language- VIII: Indian Writings in English - II</b>	SC	4	0	0	4	4

### Course Description:

This course is the higher level of the former course on Indian Writings in English. In the course design, the texts are carefully selected in order to equip and empower the students to develop an intense understanding of the postcolonial body of Indian English literature that would trigger in them an urge to critically analyze the literary works but also the socio-cultural issues which contributed to the development of the Indian English Literature.

### Course Objectives:

- To intensify the knowledge of the students in the field of Indian Writings in English.
- To develop in the students a greater understanding of the literary and political issues that Indian Writings in English addresses in the cotemporary period.
- To develop in the students the ability to critically address postcolonial issues.

### Course Outcomes:

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

- Explain the various issues dealt by contemporary poets of Indian Writings in English.
- Analyze the major features in the fictional narratives of Indian Writings in English.
- Demonstrate familiarity with concerns specific to India as presented in non-fictional works by Indians writing in English.

### Course Content:

#### Unit-I: Poetry

**12 Hours**

1. Nissim Ezekiel – Goodbye Party for Miss Pushpa T.S.
2. Keki Daruwala – Migrations
3. Kabita Sinha – Eve Speaks to God
4. K. Satchidandan – Gandhi and the Poem
5. Chandrashekara Kambar – Fiend of Folktales
6. Jyoti Lanjewar – Mother

#### Unit-II: Short Fiction

**12 Hours**

1. O.V. Vijayan – After the Hanging
2. Githa Hariharan – The Remains of the Feast

### 3. Tamsula Ao – The Jungle Major

#### Unit-III: Essays

12 Hours

1. Sudhir Kakar – Feminine Identity in India (Extract from *The Inner World*)
2. Rajeshwari Sunder Rajan - Language Debate (Extract from *Lie of the Land*)

#### Unit-IV: Drama/ Novel

12 Hours

1. Mahesh Dattani – *Dance Like a Man*
2. Mahasweta Devi – *Mother of 1084*

#### Reference Books:

1. Dattani, Mahesh. *Dance Like a Man*. Penguin, 2006.
2. Devi, Mahasweta. *Mother of 1084*. Penguin, 2014.
3. Kakar, Sudhir. *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford, 2012.
4. Hariharan, Githa. *The Art of Dying*. Penguin, 1993.
5. Vijayan, O.V. *After the Hanging and Other Short Stories*. Penguin, 1990.
6. Ezekiel, Nissim. *Collected Poems*. Oxford, 2005.
7. Daruwala, Keki. *Collected Poems 1970-2005*. Penguin, 2006.
8. Satchidanandan, K. *While I Write: New and Selected Poems*. HarperCollins, 2011.
9. Merhotra, A.K. *The Oxford Indian Anthology of Twelve Modern Indian Poets*. Oxford, 1997.
10. Ao, Tamsula. *These Hills Called Home: Stories from a War Zone*. Penguin India, 2005.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ6042	<b>English Literature &amp; Language-VIII: European &amp; Non-European Literature - II</b>	SC	4	0	0	4	4

#### Course Description:

This course is specially designed to engage the students into the wider discourse of European and Non-European literatures, specifically to develop in them a critical awareness of the world literature at large. Another motive behind such an intense framing is that the students would be more sensitive to the issues of the world literature, history and politics after the completion of the course.

#### Course Objectives:

- To develop the students to respond to the works of the significant authors of the European and Non-European Literature.
- To sensitize the students towards the socio-political and cultural issues as represented in the select European and Non-European literary texts.

**Course Outcomes:**

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

- Demonstrate a good understanding of the issues that contributed to the development of the discourse of world literature.
- Explain the various issues presented in postcolonial and neo-colonial poetry from all over the world.
- Develop an initial association with the fictional works of postcolonial writers from various nations.
- Outline the characteristic features of postcolonialism.

**Course Content:**

**Unit-I: Poetry**

**12 Hours**

1. Pablo Neruda – I am Explaining a Few Things
2. A.D. Hope – Australia
3. Margaret Atwood – Helen of Troy Does Countertop Dancing
4. Zulfikar Ghose – This Landscape, These People
5. Gabriel Okara – You Laughed and Laughed and Laughed
6. Yasmine Gooneratne – On an Asian Poet Fallen Among Americans

**Unit-II: Short Fiction**

**12 Hours**

1. Katherine Mansfield – The Garden Party
2. Gabriel Garcia Marquez – A Very Old Man with Enormous Wings
3. Jorge Luis Borges – The Gospel According to Mark

**Unit-III: Essays**

**12 Hours**

1. Ngugi - Abolition of English Department
2. Loomba, Ania. *Colonialism/ Postcolonialism* (Extract)

**Unit-IV: Drama/ Novel**

**12 Hours**

1. Chinua Achebe – *Things Fall Apart*
2. Jean Rhys – *Wide Sargasso Sea*

**Reference Books:**

1. Neruda, Pablo. *The Essential Neruda: Selected Poems*. City Light Books, 2014.

2. Hope, A.D. *A.D. Hope: Selected Prose and Poetry*. Halstead, 2000.
3. Atwood Margaret. *Eating Fire: Selected Poetry 1965-1995*. Little Brown Book Group, 2010.
4. Ghose, Zulfikar. *50 Poems*. OUP Pakistan, 2010.
5. Okara, Gabriel. *Gabriel Okara: Collected Poems*. University of Nebraska Press, 2016.
6. Marquez, Gabriel Garcia. *Collected Stories*. Penguin, 2000.
7. Mansfield, Katherine. *The Garden Party and Other Stories*. Penguin, 2007.
8. Rhys, Jean. *Wide Sargasso Sea*. Penguin, 2000.
9. Achebe, Chinua. *Things Fall Apart*. Penguin, 2001.
10. Loomba, Ania. *Colonialism/ Postcolonialism*. Routledge, 2016.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B19BJ6050	<b>Industrial Psychology-II</b>	HC	2	0	2	4	4

### **Course Description:**

Industrial psychology combines the principles of psychology with a methodical investigation of various work settings. Often referred to as industrial-organizational psychology, this discipline analyzes numerous aspects of the working world and the attitudes of individuals toward their respective careers. Industrial psychology concerns itself with the application of psychological concepts to the work environment. Professionals who hold degrees in the discipline often perform consulting work for companies.

### **Course Objectives:**

1. Students will acquire knowledge required for the practice of industrial-organizational psychology and human resource management.
2. Students will develop skills required to engage in the practice of industrial-organizational psychology and human resource management.
3. Students will acquire methodological and analytic knowledge and skills that enable them to function as scientist-practitioners in industrial-organizational psychology and human resource management.

### **Course Outcomes:**

Upon successful completion of this course, students will be able to:

1. Demonstrate a solid fundamental knowledge of psychology as a discipline. This will include both knowledge of the history of the field, but also of the current facets, theoretical perspectives, and the divisions within the broad field of Psychology.

2. Analyze psychological research in the field of organizational behavior in terms of forming hypotheses, collecting, analyzing and interpreting the data necessary to test the hypotheses, and thinking critically about the obtained results.
3. Comprehend the domains that comprise the core of I-O Psychology, which include: 1) ethical, legal, and professional contexts, 2) measurement of individual differences, 3) criterion theory and development, 4) job and task analysis, 5) employee selection, 6) performance appraisal, 7) training and development, 8) work motivation, and 9) attitude theories.
4. Practice of I-O psychology by applying the concepts in the field of I-O psychology to the functioning of organizations.

**Course Content:**

**Unit-I: Performance Appraisal**

**12 Hours**

1. Performance Appraisal: Definition, Need for Performance Appraisal,
2. Techniques of Performance Appraisal Methods –(a) Objective Performance Appraisal methods. b) Judgmental Performance Appraisal Methods; 360\* Feedback. Bias in Performance Appraisal. How to Improve Performance Appraisals.

**Unit-II: Job Satisfaction, Industrial Morale & Leadership**

**12 Hours**

- a). Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Factors influencing on job satisfaction.
- b) Industrial Morale: Nature and characteristics, importance of industrial morale.
- c) Leadership – definition and nature, styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders, Team work, Team cycle and team building.

**Unit-III: Employee Attitudes and Their Effects**

**12 Hours**

The Nature of Employees Attitudes - Job satisfaction, Job Involvement, Organizational Commitment, Work Moods.

1. The Nature of Employees Attitudes - Job satisfaction, Job Involvement, Organizational Commitment, Work Moods.
2. Effects of Employee Attitudes - Employee Performance, Turnover, Absence & Tardiness, Theft, Violence, Other Effects.

**Unit-IV: Employee Stress And Employee Counseling**

**12 Hours**

1. Employee stress: Definition of Employee Stress, Extreme Products of Stress, Causes of Stress, Stress & Job Performance, Individual differences in Stress Response. Approaches to Stress Management.
2. Employee Counseling –Nature of counseling, Functions of Counseling, Types of Counseling

**PRACTICAL -VII : DESSERTATION WORK: Based on their Interest.**

**References:**

1. Schultz D.P. and Schultz E.S –Psychology & Work Today Eighth Edition ,Pearson Education, Inc. and Dorling Kinderssley Publishing Inc.
2. John W Newstrom- Organizational Behaviour-Human Behaviour at Work. Twelfth Edition Tata McGraw-Hill Publishing Company Limited.New Delhi.
3. Girishbala Mohanty-Industrial Psychology and Organisational Behaviour, Kalyani Publishers, Ludhiana

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ6061	Abnormal Psychology-II	SC	2	0	2	4	4

**Course Description:**

This course provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. Course work includes projects. *This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in social/behavioral sciences.*

**Course Objectives:**

1. Students will learn the categories and descriptions of the leading mental disorders.
2. Students will learn the different theoretical models explaining the causes of the disorders, and the empirical evidence linking biological, cognitive, emotional, behavioral, and social/cultural factors with each disorder.
3. Students will learn how mental disorders are assessed, and the leading evidence-based methods of treatment.
4. Students will learn how to use critical reasoning skills to apply theoretical concepts and empirical evidence to the understanding of mental health issues, including hypothetical clinical cases.

**Course Outcomes:**

Upon successful completion of this course, students will be able to:

1. Compare and contrast biological, psychological, family, and social views of the causes and treatment of abnormal behavior.
2. Identify and compare major scientific methods for gathering and analyzing information to describe abnormal behavior.
3. Identify the difference between organic and functional disorders.
4. List and/or recognize the characteristics of specific anxiety, somatoform, mood, eating, sleep, sexual-identity, substance abuse, personality, schizophrenic and cognitive disorders.
5. Recognize unethical therapeutic practices according to the American Psychological Association Guidelines.

**Course Content:**

**Unit-I: Anxiety Disorders**

**12 Hours**

- a. Generalized anxiety disorder, Phobic disorders, Panic disorder, Obsessive-compulsive disorder (OCD)
- b. Treatment of anxiety disorders.

**Unit-II: Somatoform Disorders**

**12 Hours**

Somatoform Disorders: Pain Disorder, Body Dysmorphic Disorder, Hypochondriasis, Somatization Disorder, Conversion Disorder, Treatment of Somatoform Disorders.

**Unit-III: Mood Disorders**

**12 Hours**

Mood Disorders: Clinical Descriptions and Epidemiology of Mood Disorders, Etiology of Mood Disorders, Treatment of Mood Disorders.

**Unit-IV: Schizophrenia & Brain Disorders**

**12 Hours**

- a. Schizophrenia: Clinical Descriptions of Schizophrenia, Etiology of Schizophrenia, Treatment of Schizophrenia.
- b. Brain disorders and other cognitive impairments: Dementia, Delusion, Delirium & Mental retardation: Microcephaly, Hydrocephaly, Macrocephaly.

**Reference Books:**

1. Alloy, L.B., Riskind, JH., and Manos, M.J. (2006). Abnormal Psychology – Current Perspectives. 9<sup>th</sup> Edition. New Delhi: Tata McGraw- Hill Edition.
2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed., text revision). Washington, DC: Author.
3. Barlow, D.H. and Durand, M.V. (2000). Abnormal Psychology. 2<sup>nd</sup> Edition. New Delhi: Thomson Publication.
4. Bootzin, R.B., Acocella, J.R. and Alloy, L.B. (1993). Abnormal Psychology–Current perspectives. 6<sup>th</sup> Edition, International Edition, Tata Graw –Hill Inc., USA.



5. Carson, R.C., Butcher, J.N and Mineka ,S.(2004). Abnormal psychology. 13<sup>th</sup> Edition. New Delhi: Pearson Education.
6. Davidson and Neal (1996). Abnormal psychology. Revised 6<sup>th</sup> Edition, John Wiley Sons World Health Organization. (2008). ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.). New York, NY: Author.
7. Sue,D.,Sue,,D and Sue.S. (1990). Understanding Abnormal Behaviour. 3<sup>rd</sup> Edition, Houghton Mifflin Co.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B19BJ6062	Health Psychology-II	SC	2	0	2	4	4

### Course Description:

This is an advanced course in psychology designed to give a broad overview of the field of health psychology. Health psychology is a relatively young, diverse, and multidisciplinary field that examines the mind-body connection and many factors that influence the individual's well-being. In this course, students will explore how biological, psychological and social factors are connected and how they may influence health consequences. Following this bio-psychosocial approach, potential biological, psycho physiological, and behavioral pathways to health and disease will be explored. By the end of the course, I hope that students would gain fundamental knowledge of the field of health psychology, develop skills for critically evaluating health psychology research, and understand how health psychology may be applied to promote their own well-being.

### Course Objectives:

Students are expected to develop an understanding of health psychology and gain skills in the following:

1. To critically examine Eating behavior and disorders.
2. To articulate the basic premises and theories of pain.
3. To describe and appraise human sexual behavior, sexual disorders and prevention of sexual disorders.
4. To discuss the life style disorders and its orevention.

### Course Outcomes :

Upon successful completion of this course, students will be able to:

1. Demonstrate factors influencing on eating behavior, types of eating disorders and prevetion of eating disorders.

2. Evaluate the factors influencing the pain and find out the preventive measure to reduce the pain.
3. Comprehend the concept of sex and its disorders and intervention measures.
4. Analyse the human life style disorders and preventive measures to live a positive life.

**Course Content:**

**Unit-I: Eating Behaviour and Exercise**

**12 Hours**

- a. Eating Behaviour: what is a healthy diet?, the causes of body dissatisfaction-Social factors, psychological factors; DIETING.
- b. Exercise: developing the contemporary concern with exercise behaviour, the physical & psychological benefits of exercise.

**Unit-II: Pain**

**12 Hours**

- a) Nature of pain; early pain theories; the gate control theory of pain;
- b) The role of psychosocial factors in pain perception; subjective –affective – cognitive processes.
- c) The role of psychology in pain treatment; CBT.
- d) Managing pain – biofeedback, relaxation technique, hypnosis, acupuncture, distraction, guided imagery.

**Unit-III: Sex**

**12 Hours**

Developing the contemporary research perspectives on sex, sex as a risk in the context of STDs/HIV and AIDS, the broader social context-Sex education, Power relations between men and women, Social norms of the gay community, Discourses about sex.

**Unit-IV: Life Style Disorders, Hiv And Cancer**

**12 Hours**

- a) CHD (Coronary Heart Disease) – Nature of CHD; Cardiovascular reactivity, hostility and CHD; Women and CHD; Depression and CHD, Type A behaviour.
  - 1) Hypertension – An overview – Stress and Personality
  - 2) Diabetes – Types; Implications;
- b) HIV and AIDS
- c) CANCER: Introduction to cancer, The prevalence of cancer, The psychosocial factors in the initiation and promotion of cancer, Psychological consequences of cancer, Psychology and the alleviation of symptoms.

**Practicals -VIII: Assessment**

1. Beck's Depression Inventory.
2. Beck's Anxiety Inventory
3. General Health Questionnaire.

4. 16 Personality factors.
5. Multiphasic Personality Questionnaire.

**Reference Books:**

1. Jane Ogden (2010) Health Psychology – a text book, 4th edition, Tata McGraw Hill Education Private Limited, New Delhi.
2. Shelley E. Taylor (2006) Health Psychology – 6th Edition, Tata McGraw Hill Education Private Limited, New Delhi.
3. Steve R. Baumgardner & Marie K. Crothers (2009) Positive Psychology, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.
4. M. Robin Dimatteo & Leslie R. Martin (2002) Health Psychology –, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.
5. Alan Carr- Positive Psychology, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.

## **CAREER DEVELOPMENT AND PLACEMENT**

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of psychology and journalism is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and

communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and march forward to make better career. The School of Applied sciences also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. Special training is also arranged for those interested in entrepreneurial venture. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has also signed MOU's with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.

## School of Arts and Humanities

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## DO'S AND DON'TS

### DO'S

- Maintain discipline and respect the rules and regulations of the university
- Be regular and punctual to classes
- Study regularly and submit assignments on time
- Be respectful to your colleagues/friends and hostel staff/management.
- Read the notice board (both at your college and the hostel) regularly.
- Utilize your Personal Computer for educational purpose only.
- Follow the code of conduct.
- Visit Health Center on the campus whenever you are unwell.
- Be security conscious and take care of your valuables especially Cash, Mobile Phones, Laptop and other valuables.
- Carry your valuables along with you whenever you proceed on leave/vacation.
- Use electric appliances, lights and water optimally.
- Keep the campus clean and hygienic.

### DON'TS

- Ragging inside / outside the campus.
- Possession of Fire arms and daggers etc.
- Use of Alcohols, Toxic drugs, sheesha, gutkha and hashish/heroin etc.

Use of Crackers, explosives and ammunition etc.  
Smoking and keeping any kind of such items.  
Misusing college & hostel premises/facilities for activities other than studies.  
Playing loud music in the room which may disturb studies of colleagues / neighbours.  
Making noise and raising slogans.  
Keeping electrical appliances, other than authorized ones.  
Involvement in politics, ethnic, sectarian and other undesirable activities.  
Proxy in any manner.  
Use of mobiles in the classrooms.

- Note:** 1. Rules are revised / reviewed as and when required.  
2. Healthy suggestions are welcome for betterment of Institution