

| (POORNIMA UNIVERSITY) | | | | | | | | |
|---|---|---------------------------------|---------------|---------------|--------------------|-----|-------|---------|
| School of Science & Humanities | | | | | | | | |
| B. A. (Honors) 2021-24 | | | | | | | | |
| Teaching Scheme for First Year First Semester | | | | | | | | |
| Course Code | Course Name | Teaching Scheme (Hrs. per Week) | | | Marks Distribution | | | Credits |
| | | Lecture (L) | Tutorials (T) | Practical (P) | IE | ESE | Total | |
| A. | University Core Courses | | | | | | | |
| A.1 | Theory | | | | | | | |
| BULCHM1101 | Human Values & Professional Ethics | 2 | - | - | 40 | 60 | 100 | 2 |
| A.2 | Practical | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| B. | Department Core Courses | | | | | | | |
| B.1 | Theory | | | | | | | |
| BHHCHH1101 | Introduction to Literary Studies | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH1102 | Indian Classical Literature | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH1103 | Indian Writing in English | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH1104 | Introduction to Psychology | 3 | - | - | 40 | 60 | 100 | 3 |
| BHHCHH1105 | Development Psychology | 3 | - | - | 40 | 60 | 100 | 3 |
| B.2 | Practical | | | | | | | |
| BHHCHH1201 | Psychology Lab | - | - | 3 | 60 | 40 | 100 | 1.5 |
| C. | Department Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| D. | Open Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| E. | Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC) | | | | | | | |
| BHHCHM1106 | General English | 2 | - | - | 40 | 60 | 100 | 2 |
| F | Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| G. | Social Outreach, Discipline & Extra-Curricular Activities | | | | | | | |
| BHHCHH1601 | Talent Enrichment Programme (TEP-I) | - | - | 1 | 50 | - | 50 | 1 |
| | Total | 22 | - | 4 | | | | 24.5 |
| | Total Teaching Hours | 26 | | | | | | |

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| School of Science & Humanities | | | | | | | | |
| B. A. (Honors) 2021-24 | | | | | | | | |
| Teaching Scheme for First Year Second Semester | | | | | | | | |
| Course Code | Course Name | Teaching Scheme (Hrs. per Week) | | | Marks Distribution | | | Credits |
| | | Lecture (L) | Tutorials (T) | Practical (P) | IE | ESE | Total | |
| A. | University Core Courses | | | | | | | |
| A.1 | Theory | | | | | | | |
| BULCSA2101 | Environmental Studies | 2 | - | - | 40 | 60 | 100 | 2 |
| A.2 | Practical | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| B. | Department Core Courses | | | | | | | |
| B.1 | Theory | | | | | | | |
| BHHCHH2101 | Poetry, Drama (16 th -17 th Centuries), and Rhetoric & Prosody | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH2102 | American Literature | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH2103 | Popular Literature | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH2104 | Introduction to Biopsychology | 3 | - | - | 40 | 60 | 100 | 3 |
| BHHCHH2105 | Introduction to Indian Psychology Thought | 3 | - | - | 40 | 60 | 100 | 3 |
| B.2 | Practical | | | | | | | |
| BHHCHH2201 | Psychology Lab | - | - | 3 | 60 | 40 | 100 | 1.5 |
| B. | Department Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| C. | Open Elective | | | | | | | |
| | As per Annexure | 2 | - | - | 40 | 60 | 100 | 2 |
| D. | Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC) | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| E. | Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| F. | Social Outreach, Discipline & Extra-Curricular Activities | | | | | | | |
| BHHCHH2601 | Talent Enrichment Programme (TEP-II) | - | - | - | 50 | - | 50 | 1 |
| | Total | 22 | - | 3 | | | | 24.5 |
| | Total Teaching Hours | 25 | | | | | | |

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|--|---|------------------------------------|------------------|-------------------|-----------------------|-----|-------|-----------|
| School of Science & Humanities | | | | | | | | |
| B. A. (Honors) 2021-24 | | | | | | | | |
| Teaching Scheme for Second Year Third Semester | | | | | | | | |
| Course Code | Course Name | Teaching Scheme (Hrs. per Week) | | | Marks Distribution | | | Credits |
| | | Lecture (L) | Tutorials (T) | Practicals (P) | IE | ESE | Total | |
| A. | University Core Courses | | | | | | | |
| A.1 | Theory | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| A.2 | Practical | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| B. | Department Core Courses | | | | | | | |
| B.1 | Theory | | | | | | | |
| BHHCHH3101 | British Literature(18 th Century) | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH3102 | British Romantic Literature | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH3103 | Women's Writing | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH3104 | Community Psychology | 3 | - | - | 40 | 60 | 100 | 3 |
| BHHCHH3105 | Cognitive Psychology | 3 | - | - | 40 | 60 | 100 | 3 |
| B.2 | Practical | | | | | | | |
| BHHCHH3201 | Psychology Lab | - | - | 2 | 60 | 40 | 100 | 1 |
| C. | Department Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| D. | Open Elective | | | | | | | |
| | As per Annexure | 2 | - | - | 60 | 40 | 100 | 2 |
| E. | Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC) | | | | | | | |
| BULCHU3201 | Communication Skills-I | - | - | 2 | 60 | 40 | 100 | 1 |
| F. | Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship | | | | | | | |
| BHHCCE3202 | Office Automation Tool | - | - | 2 | 60 | 40 | 100 | 1 |
| G. | Social Outreach, Discipline & Extra-Curricular Activities | | | | | | | |
| BHHCHH3601 | Talent Enrichment Programme (TEP-III) | - | - | - | 50 | - | 50 | 1 |
| | Total | 20 | - | 6 | | | | 24 |
| | Total Teaching Hours | 26 | | | | | | |

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| School of Science & Humanities | | | | | | | | |
| B. A. (Honors) 2021-24 | | | | | | | | |
| Teaching Scheme for Second Year Fourth Semester | | | | | | | | |
| Course Code | Course Name | Teaching Scheme (Hrs. per Week) | | | Marks Distribution | | | Credits |
| | | Lecture (L) | Tutorials (T) | Practical (P) | IE | ESE | Total | |
| A. | University Core Courses | | | | | | | |
| A.1 | Theory | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| A.2 | Practical | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| B. | Department Core Courses | | | | | | | |
| B.1 | Theory | | | | | | | |
| BHHCHH4101 | Modern European Drama | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH4102 | Postcolonial Literatures | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH4103 | Modern Indian Writing in English Translation and Travel Writing | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH4104 | Foundation of Social Psychology | 3 | - | - | 40 | 60 | 100 | 3 |
| BHHCHH4105 | Psychology of Health and Yoga | 3 | - | - | 40 | 60 | 100 | 3 |
| B.2 | Practical | | | | | | | |
| BHHCHH4201 | Psychology Lab | - | - | 2 | 60 | 40 | 100 | 1 |
| C. | Department Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| D. | Open Elective | | | | | | | |
| | As per Annexure | 2 | - | - | 60 | 40 | 100 | 2 |
| E. | Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC) | | | | | | | |
| BULCHU4201 | Communication Skills-II | - | - | 2 | 60 | 40 | 100 | 1 |
| F. | Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship | | | | | | | |
| BHHCE4203 | Computer Hardware and Troubleshooting Laboratory | - | - | 2 | 60 | 40 | 100 | 1 |
| G. | Social Outreach, Discipline & Extra- Curricular Activities | | | | | | | |
| BHHCHH4601 | Talent Enrichment Programme (TEP-IV) | - | - | - | 50 | - | 50 | 1 |
| | Total | 20 | - | 6 | | | | 24 |
| | Total Teaching Hours | 26 | | | | | | |

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| B. A. (Honors) 2021-24 | | | | | | | | |
| Teaching Scheme for Third Year Fifth Semester | | | | | | | | |
| Course Code | Course Name | Teaching Scheme (Hrs. per Week) | | | Marks Distribution | | | Credits |
| | | Lecture (L) | Tutorials (T) | Practical (P) | IE | ESE | Total | |
| A. | University Core Courses | | | | | | | |
| A.1 | Theory | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| A.2 | Practical | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| B. | Department Core Courses | | | | | | | |
| B.1 | Theory | | | | | | | |
| A. | Core Courses | | | | | | | |
| BHHCHH5101 | British Literature :Post-WWII | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH5102 | Literary Theory | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH5103 | Literary Criticism and History of the English Language | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH5104 | Intervention on Lifestyle disorders | 3 | - | - | 40 | 60 | 100 | 3 |
| BHHCHH5105 | Psychology and Mental Health | 3 | - | - | 40 | 60 | 100 | 3 |
| B.2 | Practical | | | | | | | |
| BHHCHH5201 | Psychology Lab | - | - | 2 | 60 | 40 | 100 | 1 |
| C. | Department Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| D. | Open Elective | | | | | | | |
| | As per Annexure | 2 | - | - | 40 | 60 | 100 | 2 |
| E. | Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course(AECC) | | | | | | | |
| BULCHU5201 | Professional Skills-I | - | - | 2 | 60 | 40 | 100 | 1 |
| F. | Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship | | | | | | | |
| BHHCHH5401 | Industrial Training & Seminar | - | - | 2 | 60 | 40 | 100 | 1 |
| G. | Social Outreach, Discipline & Extra-Curricular Activities | | | | | | | |
| BHHCHH5601 | Talent Enrichment Programme (TEP-V) | - | - | - | 50 | - | 50 | 1 |
| | Total | 20 | - | 6 | | | | 24 |
| | Total Teaching Hours | 26 | | | | | | |

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| School of Science & Humanities | | | | | | | | |
| B. A. (Honors) 2021-24 | | | | | | | | |
| Teaching Scheme for Third Year Sixth Semester | | | | | | | | |
| Course Code | Course Name | Teaching Scheme (Hrs. per Week) | | | Marks Distribution | | | Credits |
| | | Lecture (L) | Tutorials (T) | Practical (P) | IE | ESE | Total | |
| A. | University Core Courses | | | | | | | |
| A.1 | Theory | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| A.2 | Practical | | | | | | | |
| | Nil | - | - | - | - | - | - | - |
| B. | Department Core Courses | | | | | | | |
| B.1 | Theory | | | | | | | |
| A. | Core Courses | | | | | | | |
| BHHCHH6101 | Academic Writing and Composition | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH6102 | Anglo-American Writing from 1930 | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH6103 | Literature of the Indian Diaspora | 4 | - | - | 40 | 60 | 100 | 4 |
| BHHCHH6104 | Fundamental of Clinical Psychology –I | 3 | - | - | 40 | 60 | 100 | 3 |
| BHHCHH6105 | Psychology of Relationships | 3 | - | - | 40 | 60 | 100 | 3 |
| B.2 | Practical | | | | | | | |
| BHHCHH6201 | Psychology Lab | - | - | 2 | 60 | 40 | 100 | 1 |
| B. | Department Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| C. | Open Elective | | | | | | | |
| | NIL | - | - | - | - | - | - | - |
| D. | Humanities and Social Sciences including Management courses (HSSM) OR Ability Enhancement Compulsory Course (AECC) | | | | | | | |
| BULCHU6201 | Professional Skills-I | - | - | 2 | 60 | 40 | 100 | 1 |
| E. | Skill Enhancement Courses (SEC) OR Project work, Seminar and Internship | | | | | | | |
| BHHCHH6401 | Dissertation | - | - | 4 | 60 | 40 | 100 | 2 |
| F. | Social Outreach, Discipline & Extra-Curricular Activities | | | | | | | |
| BHHCHH6601 | Talent Enrichment Programme (TEP-VI) | - | - | - | 50 | - | 50 | 1 |
| | Total | 18 | - | 8 | | | | 23 |
| | Total Teaching Hours | 26 | | | | | | |

COURSE OUTCOMES

Students will be able:

CO103.1: To Demonstrate a broad understanding of selected texts from the period

CO103.2: To understand the basics features developments, historical contexts, and writing style of the writers prescribed.

CO103.3: To Identify, analyse, and describe the critical ideas, values and themes.

CO103.4: To evaluate critical and theoretical approaches towards the texts.

CO103.5: To Interpret and appreciate of selected texts from the genre of British literature.

A.OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit Hours |
|----------|-------------------------------|----------------------------------|
| 1. | William Congreve | 7 |
| 2. | Jonathan Swift | 7 |
| 3. | Samuel Johnson & Thomas Gray: | 6 |
| 4. | Jane Austen | 7 |
| 5. | Background Readings | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|---|
| 1. | William Congreve |
| | <ul style="list-style-type: none"> • Introduction of Unit • William Congreve: <i>The Way of the World</i> • Conclusion of Unit |
| 2. | Jonathan Swift |
| | <ul style="list-style-type: none"> • Introduction of Unit • Jonathan Swift: <i>Gulliver's Travels</i> • Conclusion & Summary of the Unit • Conclusion of Unit |
| 3. | Samuel Johnson and Thomas Gray |
| | <ul style="list-style-type: none"> • Introduction of Unit • Samuel Johnson: 'London' • Thomas Gray: 'Elegy Written in a Country Churchyard' • Conclusion of Unit |
| 4. | Jane Austen |
| | <ul style="list-style-type: none"> • Introduction of Unit • Jane Austen : <i>Pride and Prejudice</i> • Conclusion of Unit |
| 5. | Background Prose Readings |

| | |
|---|---|
| . | <ul style="list-style-type: none"> • Introduction of Unit • The Enlightenment and Neoclassicism • Restoration Comedy • The Novel and the Periodical Press • Conclusion of Unit |
|---|---|

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|---------|---|----------------|---------|------------------------|
| 1. | A Short View of the Immorality and Profaneness of the English Stage | Jeremy Collier | 1996 | London: Routledge |
| 2. | ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in Literature and Social Order in Eighteenth-Century England, ed. Stephen Copley | Daniel Defoe | 1984 | London: Croom Helm |
| 3. | ‘Essay 156’, in The Rambler, in Selected Writings: Samuel Johnson, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; Rasselas Chapter 10; ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from “The Life of Pope”, in The Norton Anthology of English Literature, vol.1, ed. Stephen Greenblatt | Samuel Johnson | 8th ed. | New York: Norton, 2006 |

COURSE OUTCOMES

Students will be able:

CO102.1: To demonstrate a broad understanding of selected texts from the period

CO102.2: To understand the basics features developments, historical contexts, and writing style of the writers prescribed.

CO102.3: To identify, analyze, and describe the critical ideas, values and themes.

CO102.4: To evaluate critical and theoretical approaches towards the texts.

CO102.5: To interpret and appreciate of selected texts from the genre of British romantic literature.

A.OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit Hours |
|----------|--|-------------------------------------|
| 1. | William Blake & Robert Burns | 6 |
| 2. | William Wordsworth & Samuel Taylor Coleridge | 7 |
| 3. | Lord George Gordon Noel Byron, Percy Bysshe Shelley & John Keats | 8 |
| 4. | Mary Shelley | 6 |
| 5. | Background readings | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|---|
| 1. | William Blake & Robert Burns |
| | <ul style="list-style-type: none"> • Introduction of Unit • William Blake: ‘The Lamb’; ‘The Chimney Sweeper’ (from The Songs of Innocence and The Songs of Experience); ‘The Tyger’ (The Songs of Experience); • Introduction’ (The Songs of Innocence) • Robert Burns: ‘A Bard’s Epitaph’; ‘A Red, Red Rose’ • Conclusion of the Unit |
| 2. | William Wordsworth & Samuel Taylor Coleridge |
| | <ul style="list-style-type: none"> • Introduction of Unit • William Wordsworth: ‘Daffodils’; The French Revolution as it appeared to Enthusiasts at its Commencement • Samuel Taylor Coleridge: ‘Kubla Khan’; • Conclusion of the Unit |
| 3. | Lord George Gordon Noel Byron, Percy Bysshe Shelley & John Keats |
| | <ul style="list-style-type: none"> • Introduction of Unit • Lord George Gordon Noel Byron: ‘Childe Harold’: canto III, verses 36–45 (lines 316–405) |

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| | <ul style="list-style-type: none"> • Percy Bysshe Shelley: ‘Ode to the West Wind’ , ‘Hymn to Intellectual Beauty’ • John Keats: ‘Ode to a Nightingale’; ‘To Autumn’ • Conclusion of the Unit |
| 4. | Mary Shelley |
| | <ul style="list-style-type: none"> • Introduction of Unit • Mary Shelley : <i>Frankenstein</i> • Conclusion of the Unit |
| 5 | Background Readings |
| | <ul style="list-style-type: none"> • Introduction of Unit • Reason and Imagination • Conceptions of Nature • The Gothic • The Romantic Lyric • Conclusion of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|---------|--|-------------------------|-------------------|------------------------|
| 1. | ‘Preface to Lyrical Ballads’, in <i>Romantic Prose and Poetry</i> , ed. Harold Bloom and Lionel Trilling (New York: | William Wordsworth | 1973 | OUP |
| 2. | ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’, in <i>Romantic Prose and Poetry</i> , ed. Harold Bloom and Lionel Trilling | John Keats | 1973 | New York: OUP |
| 3. | ‘Preface’ to <i>Emile or Education</i> , tr. Allan Bloom | Jean-Jacques Rousseau | 1991 | Harmondsworth: Penguin |
| 4. | <i>Biographia Literaria</i> | Samuel Taylor Coleridge | ed. George Watson | London: Everyman, 1993 |

COURSE OUTCOMES

Students will be able to:

CO103.1: Demonstrate a broad understanding of selected texts from the genre

CO103.2: Understand the basic features, developments, historical contexts, and writing style of the writers prescribed.

CO103.3: Identify, analyse, and describe the critical ideas, values and themes.

CO103.4: Evaluate critical and theoretical approaches towards the texts.

CO103.5: Interpret and appreciate the sensibilities involved in selected texts of the women writers.

A. OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit Hours |
|----------|---|-------------------------------------|
| 1. | Emily Dickinson, Sylvia Plath & Eunice De Souza | 7 |
| 2. | Alice Walker | 7 |
| 3. | Charlotte Perkins Gilman, Katherine Mansfield, Mahashweta Devi | 7 |
| 4. | Mary Wollstonecraft | 7 |
| 5. | Background readings | 5 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|-----------|---|
| 1. | Emily Dickinson, Sylvia Plath & Eunice De Souza |
| | <ul style="list-style-type: none"> • Introduction of Unit • Emily Dickinson: ‘Because I could not stop for death’; ‘In a Library’. • Sylvia Plath : ‘Lady Lazarus’ • Eunice De Souza : ‘Advice to Women’; ‘Bequest’ • Conclusion of the Unit |
| 2. | Alice Walker |
| | <ul style="list-style-type: none"> • Introduction of Unit • Alice Walker: The Color Purple • Conclusion of the Unit |
| 3. | Charlotte Perkins Gilman, Katherine Mansfield, Mahashweta Devi |
| | <ul style="list-style-type: none"> • Introduction of Unit • Charlotte Perkins Gilman: ‘The Yellow Wallpaper’ • Katherine Mansfield” ‘Bliss’ • Mahashweta Devi: ‘Draupadi’, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002) • Conclusion of the Unit |

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| 4. | Mary Wollstonecraft |
| | <ul style="list-style-type: none"> • Introduction of Unit • Mary Wollstonecraft: A Vindication of the Rights of Woman (New York: Norton, 1988) • Conclusion of the Unit |
| 5 | Background readings |
| | <ul style="list-style-type: none"> • Introduction of Unit • The Confessional Mode in Women's Writings • Race, Caste and Gender • Social Reform and Women's Rights • Conclusion of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|---------|--|--------------------------------|--------------------|---------------------------|
| 1. | <i>A Room of One's Own</i> | Virginia Woolf | 1957 | New York: Harcourt |
| 2. | 'Introduction', in <i>The Second Sex</i> , tr. Constance Borde and Shiela Malovany-Chevallier | Simone de Beauvoir | 2010 | London: Vintage |
| 3. | 'Introduction', in <i>Recasting Women: Essays in Colonial History</i> | Kumkum Sangari and Sudesh Vaid | 1989 | New Delhi: Kali for Women |
| 4. | 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in <i>Contemporary Postcolonial Theory: A Reader</i> | Chandra Talapade Mohanty | ed. Padmini Mongia | New York: Arnold, 1996 |

COURSE OUTCOMES

Students will be able to:

CO104.1: Apply psychological content and skills to professional work, exhibit self- regulation, refine project management skills, enhance teamwork ability, and develop life direction.

CO104.2: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.

CO104.3: to read current literature related to a specific psychological topic and writes a paper discussing and evaluating this research.

CO104.4: Be able to design, conduct, and evaluate research that addresses psychological questions.

CO104.5: Demonstrate effective written and oral skills in various formats and for various purposes.

A. OUTLINE OF THE COURSE

| Unit No. | Title Of The Unit | Time required for the Unit (Hours) |
|-----------------|--|---|
| 1 | Introduction to Community Psychology | 8 |
| 2 | Core Values in Community Psychology | 6 |
| 3 | Communities as Setting for Health Promotion | 6 |
| 4 | Interventions for Community Development and Empowerment | 6 |
| 5 | Interventions for Community Empowerment | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|-------------|--|
| 1. | Introduction to Community Psychology |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Definition of community psychology; types of communities – locality based and relational • Models: ecological level analysis of community, conceptual level model. • Conclusion of the Unit |
| 2. | Core values in Community Psychology |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths, • Community functions – learning, socialization, and supportive functions. • Conclusion of the Unit |
| 3. | Communities as Setting for Health Promotion |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Introduction of the Unit • Need and process of community organization and building for health promotion Programming, Community Programme for child and maternal health, for physical challenged and old age in the Indian context • Conclusion of the Unit |
| 4. | Interventions for Community Development |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Concept and practices for community development, Case studies of community intervention Programmemes by the governmental and nongovernmental organizations in Indian context such as, rural panchayat Programmemes, children’s education, citizen right, self-help group, social accounting • Conclusion of the Unit. |
| 5. | Interventions for Community Empowerment |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Concept and practices for community empowerment • Project should be prepared for community empowerment • Conclusion of the Unit. |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|----------------|---|---|----------------|--------------------------------|
| 1 | Empowerment Evaluation | Fetterman,D.M., Kaftarian S.J. & Wandersman A | 1996 | Sage Publication. |
| 2 | Community Psychology: Linking Individuals and Communities | Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. | Latest | Wadsworth Cengage Learning. |
| 3 | An Introduction to Community Health | Mc Kenzie, J. F. Pinger, R. R. & Kotecki, J. E. | 2005 | Jones and Bartlett Publishers. |

COURSE OUTCOMES

Student will be able to:

- CO105.1: To develop an understanding of processes involved in learning and cognition.
- CO105.2: Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena.
- CO105.3: Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, socio cultural, etc.)
- CO105.4: Be able to design, conduct, and evaluate research that addresses psychological questions.
- CO105.5: To articulate the basic principles, major theories, and research concerning learning and cognition.

A. OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit (Hours) |
|----------|--------------------------------------|------------------------------------|
| 1 | Introduction to Cognitive Psychology | 8 |
| 2 | Attention and Consciousness | 6 |
| 3 | Memory Processes-I | 6 |
| 4 | Memory Processes-II | 6 |
| 5. | Reasoning and Decision Making | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|--|
| 1. | Introduction to Cognitive Psychology |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Nature, History, and Methods in Cognitive Psychology • Approaches-Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive neuropsychology • Paradigms of Cognitive Psychology: Information-Processing Approach • Connectionist Approach • Evolutionary Approach • Ecological Approach • Conclusion of the Unit |
| 2. | Attention and Consciousness |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Types: Selective Attention, Divided Attention and Sustained Attention, • Theories: Early and Late Selection • Capacity and Mental Effort Models |

| | |
|-----------|---|
| | <ul style="list-style-type: none"> • Consciousness: Nature • Types and Functions • Conclusion of the Unit |
| 3. | Memory Processes-I |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Encoding, Storage and retrieval • Metaphors of Memory: Sensory, Short-term and Long-term • Working Memory and Mnemonics. • Conclusion of the Unit |
| 4 | Memory Processes-II |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Everyday Memory: Autobiographical Memory • Eyewitness Memory • Prospective Memory • Conclusion of the Unit |
| 5. | Reasoning and Decision Making |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Types of Reasoning: Inductive and Deductive • Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models • Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability • Representativeness, Framing Effect and Hindsight Bias • Conclusion of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|----------------|--|-----------------------------|----------------|-----------------------------|
| 1 | Cognitive psychology: In and out of the laboratory | Galotti, K. M. | 2008 | Wadsworth, Cengage Learning |
| 2 | Cognitive Psychology: Connecting Mind, Research, and Everyday Experience | Goldstein, E.B, Belmont, CA | 2014 | Wadsworth Cengage. |
| 3 | Fundamentals of cognitive psychology | Hunt, R. R., & Ellis, H. C. | 2004 | Tata McGraw-Hill. |

COURSE OUTCOMES

Students will be able to:

CO 201.1: Students identify and critically evaluate psychological research methods.

CO 201.2: Students analyze empirical data.

CO 201.3: Students identify and critically evaluate psychological research methods.

CO201.4: Students assess the significance and importance of research reports.

CO 201.5: Students communicate clearly and effectively in a written format.

LIST OF ACTIVITIES

| Sr. No. | Details of Practical |
|----------------|--|
| 1. | Activity No. 1: Person Perception |
| 2. | Activity No. 2: Attribution Style |
| 3. | Activity No. 3: Attitude |
| 4. | Activity No. 4: Sociometry |
| 5. | Activity No. 5: Social Distance |
| 6. | Activity No. 6: Work Environment |
| 7. | Activity No. 7: SWOT Analysis |
| 8. | Activity No. 8: Group Effectiveness |

COURSE OUTCOMES

Students will be able to:

CO201.1: Demonstrate depth of understanding, observing complexity, improve insight and develop independent thought and persuasiveness.

CO201.2: Determine the main ideas of the text by using key details and compare & contrast the most important points with the help of their perspective.

CO201.3: Practice the qualities of writing style by applying the concepts of sentence conciseness, accuracy, readability, coherence and by avoiding wordiness or ambiguity.

CO201.4: Distinguish words and phrases as per their intonation patterns and interpret the audios based on different situations

CO201.5: Demonstrate the understanding of impactful conversational skills, presentation skills & telephonic conversation by considering the need of the audience.

A. OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit (Hours) |
|----------|------------------------------------|------------------------------------|
| 1 | Intrapersonal/Interpersonal Skills | 8 |
| 2 | Reading Skills | 2 |
| 3 | Writing Skills | 4 |
| 4 | Listening Skills | 2 |
| 5. | Speaking Skills | 8 |

B. DETAILED SYLLABUS

| LIST OF LABS | |
|--------------|---|
| 1. | Self – Awareness & Self-Introduction |
| 2. | Goal Setting: Ambition induced, interest induced or environment conditioned |
| 3. | Cultivating Conversational Skills |
| 4. | Role Plays : Selection of varied plots, characters & settings |
| 5. | Reading skills I: Newspaper Reading & General Article Reading |
| 6. | Writing Skills I: Story Making by jumbled words |
| 7. | Understanding and Applying Vocabulary |
| 8. | Listening Skills I: Types and practice by analyzing situational listening |
| 9. | Speaking Skills I: JAM |
| 10. | PowerPoint Presentation Skills-I |
| 11. | Telephonic Etiquettes and Communication |
| 12. | Recognizing, understanding and applying communication style (Verbal/Non-Verbal) |

COURSE OUTCOME

Students will be able to:

CO203.1: Understand the concepts of hardware and software components of computers.

CO203.2: Acquire the knowledge of basics of computer and data representation

CO203.3: Create ms-word document and use of different key in that document.

CO203.4: Understand the use of mathematical tool and hyperlink.

CO203.5: Create a mail id and write an e-mail.

LIST OF EXPERIMENTS:

| | |
|---|---|
| 1 | Prepare a document about any tourist destination of your choice with appropriate pictures and editing features. |
| 2 | Prepare a News Paper Layout. Insert appropriate pictures wherever necessary. Use the following Features: Three Column and Four Column setting Set One or Two Advertisements. Use Bullets and Numbering |
| 3 | Create a Document consisting of Bio-data. It includes A table giving your qualification and/or experience of work. Table should be Bordered and Shaded. A Multilevel list giving your areas of interest and further areas of interest. The subareas should be numbered as „a“, „b“, etc while the areas should be numbered as „1“, „2“, etc. The information should be divided in “General” and “Academic” sections. The header should contain “BIO-DATA” while the footer should have page numbers in the format Page 1 of 10. Assign a password for the document to protect it from unauthorized access. |
| 4 | Assume that you are coordinating a seminar in your organization. Write a letter to 10 different IT companies asking them to participate in the seminar using mail merge facility. |
| 5 | Prepare a document which contains template of marks card of students. Assume that there are 10 students. The footer for the document should be, Poornima University Jaipur |
| 6 | Prepare a document about any topic In mathematics which uses mathematical symbols. (At least 5 mathematical symbols should be used). Assign a password for the document to protect it from unauthorized access. Demonstrate the use of Hyperlink Option. Sets margins to your document, a font of size and double spaced document. |
| 7 | Open a new workbook, save it as JavaCoffeeBar.xls. In sheet1 write following sales data for Java Coffee bar to show their First 6 months sales. Select cellB4:D4 and change the horizontal alignment to center and text to 90 degree. All titles should be in bold Format all cells numbers to currency style and adjust width as necessary. Add border to data. Select the cell range A1:H1, merge and center these cells. Apply same format to A2:H2. Give border, shading and pattern to data in sheet Apply different font settings for all titles in sheet Apply green color and bold setting to sales above 10000 (use conditional formatting) Rename current worksheet as First Half Sales |
| 8 | Prepare a worksheet to maintain student information. The work sheet should contain Roll Number, Name and marks in 5 subjects. (Max Marks is 100). Validate the marks. Calculate the total marks. Assign the grade according to the following. Poornima University, Jaipur Assign grade „A“ if the total marks is above 450. From 401 to 449 assign the grade as “B”. From 351 to 400 assign the Grade as C. From 300 to 350 the grade to be assigned is „D“. For the total marks less than 300 No grade is |

| | |
|----|--|
| | assigned. A student eligible to get a grade only when he gets 40 and above in all the subjects. In such cases the grade is “FAIL”. (Assume that there are 10 students). |
| 9 | Prepare a pay-bill using a worksheet. The work sheet should contain Employee Id, Name, Designation, Experience and Basic Salary and Job ID. If Job Id is 1 then DA is 40% of the basic salary. HRA is Rs. 4500. If Job Id is 2 then DA is 35% of the basic salary. HRA is Rs. 3500. If Job Id is 3 then DA is 30% of the basic salary. HRA is Rs. 2500. If Job Id is 4 then DA is 25% of the basic salary and HRA isRS.2500. For all the other Job ids DA is 20% of the basic salary and HRA is Rs.1500. For all the above Job ids PF to be deducted is 4%. For the job ids between 1-4Rs. 100 to be deducted as Professional Tax. Find the net pay. |
| 10 | For the above employee worksheet perform the following operations 1. Use filter to display the details of employees whose salary is greater than 10,000. 2. Sort the employees on the basis of their net pay 3. Use advance filter to display the details of employees whose designation is “Programmer” and Net Pay is greater than 20,000 with experience greater than 2 yrs. |
| 11 | Using Excel project the Product sales for any five products for five years. Compute the total sales of each product in the five years. Compute the total sales of all the products in five year. Compute the total sales of all products for each year. Represent annual sale of all the products using Pie-Chart. Represent annual sales of all products using Bar Chart. Represent sale of a product for five years using Pie-Chart. Label and format the graphs |
| 12 | Assume that you are going to give a presentation about Information Technology. (Choose some latest technologies). The presentation should have minimum 10slides. Insert appropriate images wherever necessary. Use proper formatting Diagrams and tables. Show the usage of action buttons, hyperlinks, and animations. |

Code: BHHCHH3601 TALENT ENRICHMENT PROGRAMME (TEP) -III 1 Credit

OVERVIEW AND OBJECTIVES The objective of Discipline and TEP is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University.

TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Discipline and Talent Enrichment Programme (TEP) shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as 1 credit course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance.

COURSE OUTCOMES

Students will be able to:

CO101.1: Demonstrate a broad understanding of selected texts from the genre.

CO101.2: Understand the basic features, developments, historical contexts, and writing style of the writers prescribed.

CO101.3: Identify, analyse, and describe the critical ideas, values and themes.

CO101.4: Evaluate critical and theoretical approaches towards the texts.

CO101.5: Interpret and appreciate the selected Dramas under the genre.

A. OUTLINE OF THE COURSE:

| Unit No. | Title of the Unit | Time required for the Unit Hours |
|----------|---------------------|-------------------------------------|
| 1. | Henrik Ibsen | 7 |
| 2. | Bertolt Brecht | 7 |
| 3. | Samuel Beckett | 7 |
| 4. | Eugene Ionesco | 7 |
| 5. | Background readings | 5 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|--|
| 1. | Henrik Ibsen |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Henrik Ibsen: A Doll's House • Conclusion of the Unit |
| 2. | Bertolt Brecht |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Bertolt Brecht: The Good Woman of Szechuan • Conclusion of the Unit |
| 3. | Samuel Beckett |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Samuel Beckett: Waiting for Godot • Conclusion of the Unit |
| 4. | Eugene Ionesco |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Eugene Ionesco: Rhinoceros • Conclusion of the Unit |
| 5 | Background Prose Readings |
| . | <ul style="list-style-type: none"> • Introduction of the Unit • Politics, Social Change and the Stage • Tragedy and Heroism in Modern European Drama • The Theatre of the Absurd • Conclusion of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|---------|---|-------------------------|-------------------------|-----------------------|
| 1. | <i>An Actor Prepares</i> , chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmonds worth: Penguin, 1967) | Constantin Stanislavski | | |
| 2. | 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in Brecht on <i>Theatre: The Development of an Aesthetic</i> | Bertolt Brecht | ed. and tr. John Willet | London: Methuen, 1992 |
| 3. | 'On Modern Tragedy', in <i>The Death of Tragedy</i> | George Steiner | 1995 | London: Faber |

COURSE OUTCOMES

Students will be able:

CO102.1: To Demonstrate a broad understanding of selected texts from the genre

CO102.2: To understand the basics features developments, historical contexts, and writing style of the writers prescribed.

CO102.3: To Identify, analyze, and describe the critical ideas, values and themes.

CO102.4: To evaluate critical and theoretical approaches towards the texts.

CO102.5: To Interpret and appreciate the sensibilities involved in selected texts of the post colonial writers.

A.OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit Hours |
|----------|---|----------------------------------|
| 1. | Chinua Achebe | 7 |
| 2. | Gabriel Garcia Marquez | 7 |
| 3. | Bessie Head,Ama Ata Aidoo and Grace Ogot: | 7 |
| 4. | Pablo Neruda,Derek Walcott, David Malouf and Mamang Dai | 7 |
| 5. | Background readings | 5 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|--|
| 1. | Chinua Achebe |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Chinua Achebe: Things Fall Apart • Conclusion of the Unit |
| 2. | Gabriel Garcia Marquez |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Gabriel Garcia Marquez: Chronicle of a Death Foretold • Conclusion of the Unit |
| 3. | Bessie Head,Ama Ata Aidoo and Grace Ogot: |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Bessie Head : ‘The Collector of Treasures’ • Ama Ata Aidoo: ‘The Girl who can’ • Grace Ogot: ‘The Green Leaves’ • Conclusion of the Unit |
| 4. | Pablo Neruda,Derek Walcott, David Malouf and Mamang Dai |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Pablo Neruda: ‘Tonight I can Write’; ‘The Way Spain Was’ • Derek Walcott: ‘A Far Cry from Africa’; ‘Names’ • David Malouf: ‘Revolving Days’; ‘Wild Lemons’ |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Mamang Dai : ‘Small Towns and the River’; ‘The Voice of the Mountain’ • Conclusion of the Unit |
| 5. | Background readings |
| | <ul style="list-style-type: none"> • Introduction of the Unit • De-colonization, Globalization and Literature • Literature and Identity Politics • Postcolonial Literature • Conclusion of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|----------------|---|------------------------|--|---|
| 1. | ‘The Negro and Language’, in <i>Black Skin, White Masks</i> | Franz Fanon | tr. Charles Lam Markmann | London: Pluto Press, 2008 |
| 2. | ‘The Language of African Literature’, in <i>Decolonising the Mind</i> | NgugiwaThiong’o | | London: James Curry, 1986 |
| 3. | <i>New Readings</i> | Gabriel Garcia Marquez | ed. Bernard McGuirk and Richard Cardwell | Cambridge: Cambridge University Press, 1987 |

COURSE OUTCOMES

Students will be able:

CO103.1: To demonstrate a broad understanding of selected texts from the genre

CO103.2: To understand the basics features developments, historical contexts, and writing style of the writers prescribed.

CO103.3: To identify, analyze, and describe the critical ideas, values and themes.

CO103.4: To evaluate critical and theoretical approaches towards the texts.

CO103.5: To interpret and appreciate the sensibilities involved in selected texts of the Indian English writers.

A.OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit Hours |
|----------|---|----------------------------------|
| 1. | Premchand, Ismat Chughtai, Gurdial Singh and Fakir Mohan Senapati | 6 |
| 2. | Rabindra Nath Tagore G.M. Muktibodh Amrita Pritam and Thangjam Ibopishak Singh | 6 |
| 3. | Dharamveer Bharati | 6 |
| 4. | G. Kalyan Rao | 7 |
| 5. | Background Readings | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|--|
| 1. | Premchand, Ismat Chughtai, Gurdial Singh and Fakir Mohan Senapati |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Premchand: ‘The Shroud’, in Penguin Book of Classic Urdu Stories, ed. M. Assaduddin • Ismat Chughtai :‘The Quilt’, in Lifting the Veil: Selected Writings of Ismat Chughtai, tr. M. Assaduddin • Conclusion of the Unit |
| 2. | Rabindra Nath Tagore G.M. Muktibodh Amrita Pritam and Thangjam Ibopishak Singh |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Rabindra Nath Tagore ‘Light, Oh Where is the Light?’ and ‘When My Play was with thee’, in Gitanjali: A New Translation with an Introduction by William Radice (New Delhi: Penguin India, 2011). • G.M. Muktibodh ‘The Void’, (tr. Vinay Dharwadker) and ‘So Very Far’, (tr. Tr.Vishnu Khare and Adil Jussawala), in The Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000). • Amrita Pritam ‘I Say Unto Waris Shah’, (tr. N.S. Tasneem) in Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992). |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Thangjam Ibopishak Singh ‘Dali, Hussain, or Odour of Dream, Colour of Wind’ and ‘The Land of the Half-Humans’, tr. Robin S. Ngangom, in <i>The Anthology of Contemporary Poetry from the Northeast</i> • Conclusion of the Unit |
| 3. | Dharamveer Bharati |
| | <ul style="list-style-type: none"> • Introduction of the Unit • DharamveerBharatiAndhaYug, tr. AlokBhalla • Conclusion of the Unit |
| 4. | G. Kalyan Rao |
| | <ul style="list-style-type: none"> • Introduction of the Unit • G. Kalyan Rao Untouchable Spring, tr. Alladi Uma and M. Sridhar • Conclusion of the Unit |
| 5 | Background Readings: |
| | <ul style="list-style-type: none"> • Introduction of the Unit • The Aesthetics of Translation • Modernity in Indian Literature • Caste, Gender and Resistance • Conclusion & Summary of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|---------|--|-----------------|---------|--|
| 1. | ‘Decolonising the Indian Mind’, tr. Harish Trivedi | Namwar Singh | Latest | <i>Indian Literature</i> , no. 151 (Sept./Oct. 1992). |
| 2. | Annihilation of Caste in <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i> , vol. | B.R. Ambedkar | Latest | Maharashtra: Education Department, Government of Maharashtra, 1979 |
| 3. | ‘A Link Literature for India’, in <i>Translation as Discovery</i> | Sujit Mukherjee | 1994 | Hyderabad: Orient Longman, 1994 |
| 4. | ‘Introduction’, from <i>After Amnesia</i> in <i>The G.N. Devy Reader</i> | G.N. Devy | 2009 | New Delhi: Orient Black Swan |

COURSE OUTCOMES

Students will be able:

CO105.1: Explain the historical trends in the discipline of psychology.

CO105.2: Describe the major empirical findings in psychology.

CO105.3: Be able to describe the basic characteristics of the science of psychology and explain different research methods used by psychologists.

CO105.4: Describe the ethical principles pertaining to all aspects of the science and practice of psychology.

CO105.5: To become familiar with the theories concerning human behavior in a social context.

A. OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit (Hours) |
|----------|---------------------------------------|------------------------------------|
| 1. | Introduction of Social Psychology | 8 |
| 2. | Applications of Social Psychology | 6 |
| 3. | Social Cognition and Attitudes | 6 |
| 4. | Affective Processes in Social Context | 6 |
| 5. | Group Process and Collective Behavior | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|---|
| 1. | Introduction of Social Psychology |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Definition and nature of social psychology, • Brief history of social psychology • Methods of social psychology • Quantitative and qualitative methods • Conclusion of the Unit |
| 2. | Applications of Social Psychology |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media • Conclusion of the Unit |
| 3. | Social Cognition and Attitudes |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Social cognition and information processing: Schemas, stereotypes and cognitive strategies, Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management, Attitudes: Nature and measurement, attitude change, Attribution: nature and applications • Conclusion of the Unit |

| | |
|-----------|--|
| 4. | Affective Processes in Social Context |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), • Pro-social behavior, Aggression and social violence, Interpersonal attraction • Conclusion of the Unit |
| 5 | Group Processes and Collective Behavior |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Group: Nature and group formation • Group and performance: Social facilitation • Social loafing and social conformity • Leadership: Qualities of leaders, types of leadership: • Democratic, autocratic • Laissez-faire and nurturant task leader • Collective Behavior: Crowd • Conclusion of the Unit |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|---------|-------------------|--|---------|-----------------------|
| 1 | Social Psychology | Baron, R. A., Byrne, D., & Bhardwaj, G | 2010 | Pearson , New Delhi |
| 2 | Social Psychology | Hogg, M. A., & Vaughan, G. M. | 2005 | Pearson Prentice Hall |
| 3 | Social Psychology | Husain, A. | 2012 | Pearson , New Delhi |
| 4 | Social Psychology | Myers, D. G. | 2008 | Tata McGraw-Hill |

COURSE OUTCOMES

Students will be able:

CO105.1: Enhance mental health and alleviate the symptoms of psychological ill-ease or mental illness, using mind-body-lifestyle interventions to cultivate a healthy, productive, flourishing life.

CO105.2: Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, socio-cultural, etc.)

CO105.3: Explain the historical trends in the discipline of psychology.

CO105.4: Describe the ethical principles pertaining to all aspects of the science and practice of psychology.

CO105.5: Design, conduct, and evaluate research that addresses psychological questions.

A. OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit (Hours) |
|----------|-----------------------------------|------------------------------------|
| 1 | Introduction to Health Psychology | 8 |
| 2 | Stress and Coping | 6 |
| 3 | Promoting Healthy Behaviors-I | 6 |
| 4 | Promoting Healthy Behaviors-II | 6 |
| 5. | Health Promotion Through Yoga | 6 |

B. DETAILED SYLLABUS

| Unit | Unit Details |
|------|---|
| 1. | Introduction to Health Psychology |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Emergence and development of the field • Concept of 'health' and Cross-cultural definitions of health (including Indian) • Biomedical and Biopsychosocial models • Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda) • Conclusion of the Unit |
| 2. | Stress and Coping |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Theories of Stress (Cannon's fight-or-flight theory • Taylor et al.'s Tend-and- Befriend Theory • Selye's General Adaptation Syndrome. • Lazarus' Cognitive Appraisal Model) • Physiology of stress • Types of psychological stressors, coping with stress and stress management (including biofeedback) • Conclusion of the Unit |
| 3. | Promoting Healthy Behaviors-I |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Introduction of the Unit • Determinants of health behaviors • Theories of health behaviors: Health Belief Model • Theory of Planned, Behavior • Self-Determination Theory • Conclusion of the Unit. |
| 4 | Promoting Healthy Behaviors-II |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Cognitive-Behavioral Approaches • Transtheoretical Model of Behavior Change, and other Current Trends • Using the mass media for health promotion • Conclusion of the Unit. |
| 5. | Health Promotion Through Yoga |
| | <ul style="list-style-type: none"> • Introduction of the Unit • Yoga intervention for lifestyle disorders • Research evidence on the impact of yoga intervention on lifestyle disorders. • Conclusion of the Unit. |

C. RECOMMENDED STUDY MATERIAL:

| Sr. No. | Reference Book | Author | Edition | Publication |
|----------------|--|---------------------------|----------------|-------------------------------------|
| 1. | Health Psychology | Taylor, S.E. | 2009 | Tata McGraw-Hill |
| 2. | Introduction to Health Psychology | Morrison, V & Bennett, P | 2009 | Pearson Education Limited, New York |
| 3. | Health Psychology: A Cultural Approach | Gurung, R. A. R. | 2014 | Wadsworth: Cengage learning |
| 4. | New Directions in Health Psychology | Dalal, A. K., & Misra, G. | 2012 | Sage Publications |

COURSE OUTCOMES

Students will be able:

CO201.1: Demonstrate knowledge of the major theoretical approaches and findings in psychology

CO201.2: Know the research methods used in psychology, apply their knowledge in research design, and data analysis

CO201.3: Critically assess information related to the study of behavior and mental processes, and use the critical assessment in forming conclusions and arguments.

CO201.4: Develop tolerance for ambiguity and opinions that differ from their own

CO201.5: Use technology for studying concepts and conducting research

LIST OF ACTIVITIES

| Sr. No. | Details of Practical |
|----------------|---|
| 1. | Activity No. 1: Value |
| 2. | Activity No. 2: Social Maturity |
| 3. | Activity No. 3: Organizational Climate |
| 4. | Activity No. 4: Leadership |
| 5. | Activity No. 5: Parent Child Relationship |
| 6. | Activity No. 6: Stress Management |
| 7. | Activity No. 7: Prejudices & Stereotypes |
| 8. | Activity No. 8: Communication / Interpersonal Attraction |

COURSE OUTCOMES

Students will be able to:

CO201.1: Develop the ability to identify difficult sounds, words and phrases to strengthen listening and applying these improved skills in spoken communication.

CO201.2: Cultivating knack for reading and writing by understanding the nuances of sentence structure and presentation style.

CO201.3: Understand negotiation and Identify steps for proper negotiation preparation & learn bargaining techniques and strategies of inventing options for mutual gain and move negotiations from bargaining to closing.

CO201.4: Develop a heightened awareness of the potential of digital communication and apply their knowledge in creating documents considering the needs of the netizens.

CO201.5: Propose their outlook through exposure to new and different experiences and ideas and enrich their understanding of the issues under discussion.

A. OUTLINE OF THE COURSE

| Unit No. | Title of the Unit | Time required for the Unit (Hours) |
|----------|--------------------------------------|------------------------------------|
| 1 | Advanced Listening & Speaking Skills | 12 |
| 2 | Advanced Reading & Writing Skills | 6 |
| 3 | Art of Negotiation Skills | 2 |
| 4 | Email Etiquettes | 2 |
| 5 | Group Discussion | 2 |

B. DETAILED SYLLABUS

| LIST OF LABS | |
|--------------|--|
| 1. | Listening Skills II: Analysis of videos/audios by famous personalities |
| 2. | Speaking Skills II: Extempore, Debate etc. |
| 3. | Public Speaking: Key Concepts, Overcoming Stage Fear |
| 4. | Story-Telling Skills: Techniques of Story Telling, Prompts for story creation |
| 5. | Situational Conversational Skills |
| 6. | PowerPoint Presentation Skills-II |
| 7. | Reading Skills II: Technical Writings, Research Papers& Articles |
| 8. | Writing Skills II: Blog Writing &Review Writing |
| 9. | Picture Perception & Discussion |
| 10. | Art of Negotiation: Identify the qualities of successful and unsuccessful negotiators. Identify different negotiation situations to practice during class. |
| 11. | Email Etiquettes |
| 12. | Group Discussion: Dos &Don'ts, Informal GD |

**Code: BHCCE4203 COMPUTER HARDWARE AND TROUBLESHOOTING
LABORATORY** **1 Credit [LTP: 0-0-2]**

COURSE OUTCOMES:

Students will be able to:

CO203.1: understand the components on the motherboard.

CO203.2: perform system administration tasks.

CO203.3: understand different storage media and manage network connection.

CO203.4: install, upgrade and configure operating system.

CO203.5: understand system related problems and methods of troubleshooting.

LIST OF EXPERIMENTS:

| | |
|-----|--|
| 1. | Study and identification of standard desktop personal computer. |
| 2. | Understanding of Motherboard and its interfacing components |
| 3. | Install and configure computer drivers and system components. |
| 4. | Disk formatting, partitioning and Disk operating system commands |
| 5. | Install, upgrade and configure Windows operating systems. |
| 6. | Remote desktop connections and file sharing. |
| 7. | Identify, install and manage network connections Configuring IP address and Domain name system |
| 8. | Install, upgrade and configure Linux operating systems. |
| 9. | Installation Antivirus and configure the antivirus. |
| 10. | Installation of printer and scanner software. |
| 11. | Disassembly and Reassembly of hardware. |
| 12. | Troubleshooting and Managing System. |

Code: BHHCHH4601 TALENT ENRICHMENT PROGRAMME (TEP) -III 1 Credit

OVERVIEW AND OBJECTIVES The objective of Discipline and TEP is to provide students with the opportunities to enhance job-fetching skills and at the same time to cultivate the student's personal interests and hobbies while maintaining the good disciplinary environment in the University.

TEP is integrated into the curriculum for holistic development of students through active participation in various activities falling in Technical and non-technical categories.

Discipline and Talent Enrichment Programme (TEP) shall be evaluated irrespective of period/time allocation (as in the case of Extra Curricular activity) in the teaching scheme as 1 credit course. The record related to discipline, related activities are maintained for each student, and they shall be evaluated for the same. It shall be counted in calculation of SGPA but it is not a backlog subject. However, the attendance of these classes shall be recorded and accounted in the total attendance.