REVA UNIVERSITY
Bengaluru, India

SCHOOL OF PERFORMING ARTS

BA –PaEPs

(Performing Arts, English & Psychology)

Hand Book

2018-2021

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Rukmini Educational
Charitable Trust www.reva.edu.in

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. 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 Centers" 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 endeavor 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

The freedom that students are getting to choose their careers now is much broader than ever before. Unconventional career choice is the new way and the Gen Y is all about wonderful creativity. School of Performing Arts, aims to benchmark itself in the area of Music, Dance and Theatre courses from the Diploma to Research level degrees. Indian tradition in which Music and Dance plays a pivotal role is a major attraction and a focus of study for not only Indians but westerners too, for, one finds it very scientific and vast area for inter-disciplinary research activities. Department is well equipped to meet the traditional and modern needs of both Indian and foreign nationals. The performing wing of the school shall aim to churn out the most sought after performers and especially thinking dancers. The syllabi is world class and prepares students not just as performers but also in the areas like research, Art Management, Personality development, soft skills, Music, Nattuvangam, Theatre studies and other allied art forms, apart from bringing in internationally acclaimed artistes for workshops, guest lectures and interactive sessions. The field work and Dissertation makes the course rigorous and unparalleled.

I take this as my privilege to welcome the artistes and connoisseurs to come and explore the finer aspects and unexplored world of Performing Arts at REVA University

Dr Vasanth Kiran
Director, School of Performing Arts

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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 27thFebruary, 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 Censor 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, Nana 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^2, 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, 6th 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, 6th 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 REVAMP 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 Vidaaya, - 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.

ABOUT SCHOOL OF PERFORMING ARTS

India proudly treasures the rich heritage and culture which is unparalleled and incomparable. Indian arts play a pivotal role and Performing Arts stands as testimonial to the richness. Performing Arts which comprises of Music, Dance and Theater are in demand for career choice now like never before. REVA-SPA offers a unique challenging Performing Arts programs which prepares you future ready. The aim is to bring in holistic view to the performing arts education in India, which is predominantly missing. The school of Performing Arts offers courses like Certificate, Diploma, MFA (Masters in Fine Arts) and Ph. D programs. Our Syllabus is world class and is benchmarked. The SPA is in beautiful campus of REVA University, which has received Best Campus awards in India and Best upcoming university awards. Performing Arts school would also concentrate on collaborating with universities abroad for short terms and semester exchange programs and also introduce Indian Performing Arts to the foreign students. Internationally acclaimed artistes visit campus often as visiting faculty members and guest lectures to interact with students. The performing wing at school of Performing Arts will have performing opportunities all over the country and abroad. Students can expect to become thinking artistes and professional in approach. The seminars, workshops, guest classes would make them ready to face the world of Arts that is an amalgamation of a spectrum of experiences and choices.

USP of Programs run by School of Performing Arts

- Full time dedicated and highly experienced dance and music faculty members.
- Exclusively dedicated floor for School of Performing Arts in the Rukmini Knowledge Park campus.
- Well-equipped library with hand picked books and Sanskrit Volumes on treatises in Dance, Music and Theatre along with News Papers, Journals, Magazines, Books, e-resources etc., on Performing Arts.
- Audio and Video Facility in all the classrooms.
- Aesthetically designed and acoustically planned classrooms with Modern German Dance flooring for injury free dancing.
- World Renowned artists as Visiting Lecturers and Adjunct Faculty.
- World renowned Artists for lecture demonstratins and Workshops under “Kala Gnana”, monthly series conducted in the School of Performing Arts for the benefit of Students.

- Training and exposure to Research and Publications – students are trained by their mentors on presenting their research papers in confereneces and seminars. They are also trained to publish research papers in reputed journals.
- Certification and training programs for CBSE UGC NET exam.
- Training in Sanskrit, Telugu and Kannada as part of their curriculum.
- Language Labs
- Well equiped Psychology Labs
- Well planned and challenging syllabus.
- Performing opportunities at the prestigious Festivals in India and Abroad as part of Performing wing of the School of Performing Arts.
- State of the Art facilities for Locker rooms, Changing rooms and Green rooms.
- Mandatory Mentor and Mentee sessions by faculty members every week every week for the benefit of the students.
- Dediacted auditoriums with International standards.
- Global program with an opportunity to pursue a short term or a semester in one of our partnered Universities in USA, Europe etc.,
- Oportunity to also participate in Inetr University competetions at State, National and International leves representing the University.
- Dedicated Skill Development cell that focusses on career oriented Programs exclusive for Performing Arts Students.
- Special Training in Allied forms like Stage Craft, Sound System, Lighting, make up and Costumes etc.
- Every year field Trips for the stduents along with the faculty members to Historically rich Art places.
- Mandatory Internship Programs for UG and PG Students.

VISION

School of Performing Arts aims to be Centre of Excellence inPerforming Arts through high quality education, research, innovation, creativity, extension and collaboration and prepare students whowould be great performers and innovators and create global village of peace and prosperity by spreading the message of Indian culture and tradition.

MISSION

- To impart holistic performing arts education by matching the contemporary world requirements with traditional pedagogical techniques.
- Attract and develop talented and committed human resource and provide an environment conducive to research, innovation and team spirit.
- Develop excellent infrastructural facilities; facilitate effective interaction among faculty and students with other schools and promote inter disciplinary learning and research environment.
- Practice and promote high standards of professional artistry with ethics and enrich personality traits of students to become great performers coupled with moral values.
- Foster networking with alumni, artists and art institutions across the world and other stake holders and spread the message of Indian culture and tradition for global peace and prosperity.

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

B A (Performing Arts, English and Psychology - PaEPs)

Programme Overview

Performing Arts, English and Psychology disciplines deal 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 Performing Arts, English and Psychology offered by **School of Performing Arts at REVA UNIVERSITY** intends to focus on performing Arts, English language skills and impart knowledge on psychology amongst its students.

Theatre, music, dance, and other kinds of performances are present in all human cultures. The history of music and dance date to pre-historic times. In India, religion, philosophy and myth cannot be divorced from their art forms. Dance, Drama and music are tied inextricably to ceremony of any kind. Bharatnatyam, Kathakali, Kathak, Manipuri, Odissi, Kuchipudi, Sattriya, Mohiniyattam are some of the classical Dance forms of India. Similarly, the classical music forms of India are Hindustani Classical Music and Carnatic Classical Music, in addition, there are hundreds of regional music forms and there are many musical instruments to compose and play music. Koodiyattam, Yakshagana, Swang, Bhand Paather, Ankiya Naat Bhaona, Tamasha, Therukoothu, Jatra are some of theatre forms of India. In addition, there are puppet forms. They all adhere to the canons of classical dance laid down in the Natya Shastra, a second century C.E. text ascribed to the sage Bharata, to whom it was supposedly revealed by the Creator, Brahma.

Performing arts in India and its practitioners are referred to as being part of the "entertainment industry." This indicates a paradigm shift in the manner in which the arts is being viewed by society. The message apparent by the shift is that the audience now expects that the Arts must entertain in the manner defined by the entertainment industry, and they must form part of an organized industry. The performing arts industry in India reached INR236 billion in 2012 and is expected to witness a CAGR of 2.5% over 2012—2018 to reach INR275 billion in 2018. The industry will primarily be driven by new and innovative forms of fund raising by theater and dance groups and a growing demand for Indian culture at an international level.

At present more than 400 million youth are below 18 years of age and they have varied aspirations. A significant number of them would like to work in entertainment industry.

In this context, an undergraduate University Programme offered by **REVA UNIVERSITY** in Performing Arts, English and Psychology is relevant to meet the future human resources requirement of Entertainment Industry and also safe guard Indian tradition and culture.

Programme Educational Objectives (PEOs)

The aim of the programme is to create graduates with critical, analytical and creative abilities to work in the entrainment sector.

The Programme Educational Objectives are to prepare the students to:

1. Perform as Dancers/Musicians/Actors in entertainment sector
2. Work as creative directors, choreographers, producers of art and entertainment programmes
3. To work as managers, academicians, administrator or entrepreneurs with strong ethics and communication skills
4. Pursue higher education and research in reputed institutes at national and international level
5. Aware of environmental, legal Issues, cultural and constitutional obligations
6. Adopt lifelong learning for continuous improvement

Programme Outcomes (POs)

After undergoing this programme, a student will be able to:

1. Perform as an artist as a Dancer/Musician/Musical instrument Player/Actor
2. Compose Music
3. Act as a Choreographer
4. Write drama and act
5. Use modern technologies for enhancing the performance of entertainment industry
6. Direct and produce relevant products for entertainment industry
7. Choose appropriate online programmes for further learning, participate in seminars and conferences
8. Manage information, develop technical reports and make presentations
9. Lead a team to successfully complete a project and communicate across teams and set up his/her own enterprise
10. Conduct himself as a responsible citizen

B A (Performing Arts, English and Psychology - PaEPs)

Scheme of Instruction and Syllabus

(effective from 2019)

Scheme of Instruction:

Sl. No	Course Code	Course Title	Course Type	Credit Pattern and Credit Value			No. of Hrs.	
				L	T	P	Total Credit	Sessions
FIRST SEMESTER								
1.	B19BA1011	Language – II: Kannada	CC	2	1	0	3	4
2.	B19BA1012	Language – II: Hindi	CC					
3.	B19BA1013	Language – II: Additional English	CC					
4.	B19BA1020	Communicative English – I	CC	2	0	1	3	4
5.	B19BA1030	Constitution of India and Professional Ethics	FC	2	1	0	3	4
6.	B19BA1040	Performing Arts and Art History of India	HC	3	0	0	3	3
7.	B19BA1051	Practical1(FundamentalsofBharatanatyam)	SC	0	0	3	3	6
8.	B19BA1052	Practical1(FundamentalsofKuchipudi)	SC					
9.	B19BA1053	Practical1(FundamentalsofDrama)	SC					
10.	B19BA1054	Practical1(Fundamentalsof CarnaticMusic)	SC					
11.	B19BA1060	English Literature &Language -I: British Literature (Chaucer to Pope) & Aspects of Language	HC	2	0	1	3	4
12.	B19BA1070	Foundations of Psychology – I	HC	3	0	1	4	5
13.	B19BA1080	Yoga/Sports	RULO	0	0	2	2	4
		Total Credits		**14**	**02**	**08**	**24**	**34**
SECOND SEMESTER								
1	B19BA2011	Language–II:Kannada	CC	2	1	0	3	4
	B19BA2012	Language–II: Hindi						
	B19BA2013	Language–II: AdditionalEnglish						
2	B19BA2020	Communicative English – II	CC	2	0	1	3	4
3	B19BA2030	Natya Sastra and Performing Arts	HC	3	0	0	3	3

4	B19BA2041	Practical 2 (Fundamentals of Carnatic Music)	SC	0	0	3	3	6
5	B19BA2042	Practical 2 (Fundamentals of Drama)	SC					
6	B19BA2043	Practical2(FundamentalsofBharatanatyam)	SC					
7	B19BA2044	Practical2(FundamentalsofKuchipudi)	SC					
8	B19BA2050	EnglishLiterature&Language-II:British Literature(TheRomanticAge)&Aspects ofLanguage	HC	2	0	1	3	4
9	B19BA2060	FoundationsofPsychology-II	HC	2	0	1	3	4
10	B19BA2071	Folklore Study – Folk Dance	SC	0	1	1	2	3
11	B19BA2072	Folklore Study – Folk Music	SC					
12	B19BA2073	Folklore Study – Folk Theatre	SC					
11	B19BA2080	Skill Development – 1 (Multimedia and Designing)	RULO	1	0	1	2	3
		Total Credits		**12**	**02**	**08**	**22**	**31**
THIRD SEMESTER								
1	B18BA3011	Language–II:Kannada	CC	2	1	0	3	4
	B18BA3012	Language–II: Hindi						
	B18BA3013	Language–II: AdditionalEnglish						
2	B18BA3020	Environmental Studies	FC	3	0	0	3	4
3	B18BA3030	Rasa Theory and its implications in Performing Arts	HC	2	1	0	3	3
4	B18BA3041	**Practical 3 - Bharathanatyam**	SC	0	0	3	3	6
5	B18BA3042	**Practical 3 – Kuchipudi**						
6	B18BA3043	**Practical 3 – Carnatic Vocal**						
7	B18BA3044	**Practical 3 - Drama**						
8	B18BA3050	English Literature & Facets of Language - III	HC	2	0	1	3	4
9	B18BA3060	Social Psychology	HC	3	1	0	4	5
10	B18BA3070	Skill Development – 2 (Indian Classical Dance Make up)	RULO	4	0	0	4	4
		Total Credits		**16**	**03**	**04**	**23**	**30**
FOURTH SEMESTER								
1	B18BA4011	Language–II:Kannada	CC	2	1	0	3	4
	B18BA4012	Language–II: Hindi						
	B18BA4013	Language–II: AdditionalEnglish						

2	B18BA4020	Textual Traditions in Performing Arts	HC	2	1	0	3	4
3	B18BA4031	**Practical 4 - Bharathanatyam**	SC	0	0	3	3	6
	B18BA4032	**Practical 4 – Kuchipudi**						
	B18BA4033	**Practical 4 – Carnatic Vocal**						
	B18BA4034	**Practical 4 – Drama**						
4	B18BA4040	English Literature & Facets of Language - IV	HC	2	0	1	3	4
5	B18BA4050	Developmental Psychology	HC	2	0	1	3	4
6	B18BA4060	Internship in Performing Arts	HC	0	0	3	3	6
7	B18BA4070	MOOC (SELF STUDY)	RULO	0	0	2	2	4
		Total Credits		**08**	**02**	**10**	**20**	**32**

FIFTH SEMESTER								
1	B18BA5010	Traditions and Innovations in Performing Arts	HC	4	0	0	4	4
2	B18BA5020	Arts Management	HC	3	0	0	3	3
3	B18BA5031	Practical 5 – Bharatanatyam	SC	0	0	3	3	6
	B18BA5032	Practical 5– Kuchipudi						
	B18BA5033	Practical 5 – Carnatic Vocal						
	B18BA5034	Practical 5 – Drama						
4	B18BA5040	Literary Criticism	HC	2	1	0	3	4
5	B18BA5051	Indian Writings in English - I	SC	2	1	0	3	4
	B18BA5052	Myths and Mythologies						
6	B18BA5060	Indigenous Psychology – An Indian Perspective - I	HC	2	0	1	3	4
7	B18BA5071	Abnormal Psychology - I	SC	2	0	1	3	4
	B18BA5072	Health Psychology - I						
8	B18BA5080	Skill Development -Employability Skills	RULO	0	0	2	2	4
9	B18BA5090	Open Elective	OE	0	0	2	2	4
		Total Credits		**15**	**02**	**09**	**26**	**37**

SIXTH SEMESTER								
1	B18BA6010	Aesthetics (Indian and Western)	HC	4	0	0	4	4
2	B18BA6021	Group Choreography	SC	3	0	0	3	3
	B18BA6022	Music Kutcheri						
	B18BA6023	Drama Production						
3	B18BA6030	Introduction to Critical Theory	HC	2	1	0	3	4
4	B18BA6041	Indian Writings in English – II	SC	2	1	0	3	4
	B18BA6042	Revisionist Writings						
5	B18BA6050	Indigenous Psychology – An Indian Perspective – II	HC	2	0	1	3	4
6	B18BA6061	Abnormal Psychology – II	SC	2	0	1	3	4
7	B18BA6062	Health Psychology - II						
8	B18BA6070	Field Trip	HC	0	0	2	2	4
9	B18BA6080	Dissertation	HC	0	0	6	6	12
		Total Credits		**15**	**02**	**10**	**27**	**39**

Distribution of Credits Based on L: T: P

Semester	L	T	P	Total
I	13	02	09	24
II	12	02	11	25
III	15	03	04	22
IV	08	02	10	20
V	15	02	09	26
VI	15	02	10	27
Total	**80**	**13**	**51**	**144**

B A (Performing Arts, English and Psychology - PaEPs)

Detailed Syllabus

(effective from the Academic Year 2018)

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA1011	**KANNADA –I (Language)**	CC	2	1	0	3	4

Course Outline:

¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÄ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÄ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÄÛvÀ ¸ÀAzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸À®Ä ¥ÀoÀåªÀ£ÀÄß gÀÆ¦¸À¯ÁVzÉ. PÀ¯É ªÀÄvÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤ÃqÀ¯ÁVzÉ. EzÀÄ ªÀÄÄgÀÄ PÉærmï ºÉÆA¢zÉ.

Course Objectives:

£Á®Äì ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄUÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ ªÉÆzÀ®£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀoÀåªÀ£ÁßV DAiÉÄÌ ªÀiÁrPÉÆAqÀÄ, «zÁåyðUÀ¼À°è ¸Á»vÀåzÀ §UÉÎ ¸ÀzÀ©ügÀÄaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ¸ÁA¸ÀÌøwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆvÉUÉ ªÀåQÛvÀé «PÀ¸À£ÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤ÃqÀ¯ÁUÀÄvÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁðlPÀPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÄvÀÛzÉ.
- «zÁåyðUÀ¼À ¸ÀªÀðvÉÆÃªÀÄÄR ¨É¼ÀªÀtÂUÉUÉ C£ÀÄªÁUÀÄªÀAvÉ ºÁUÀÆ CªÀgÀ°è ªÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸ÀªÀiÁ£ÀvÉ ªÀÄÆr¹, ¨É¼É¸ÀÄªÀ ¤nÖ£À°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸ÀÈd£À²Ã®vÉ, ±ÀÄzÀÞ ¨sÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄt, ¤gÀUÀð¼À ¸ÀA¨sÁµÀuÉ, ¨sÁµÁt PÀ¯É ºÁUÀÆ §gÀºÀ PË±À®åUÀ¼À£ÀÄß ¨É¼É¸ÀÄªÀÅzÀÄ UÀÄjAiÀiÁVzÉ
- ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀÄªÀAvÀºÀ «µÀAiÀÄUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ ¸ÀÆPÀÛ ¥ÀoÀåUÀ¼À£ÀÄß DAiÉÄÌ ªÀiÁrPÉÆ¼Àî¯ÁVzÉ.

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Course Outcomes:

d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀå PÀ°PÉAiÀÄ ªÀÄÆ®PÀ PÁ®zÀ ¹ÜvÀåAvÀgÀUÀ¼À£ÀÄß CzÀgÀ M¼À£ÉÆÃlUÀ¼À£ÀÄß ¨É¼É¸ÀÄvÀÛzÉ.

- ¸ÁªÀiÁfPÀ, gÁdQÃAiÀÄ, zsÁ«ÄðPÀ, ¸ÁA¸ÀÌøwPÀ ºÁUÀÆ °AUÀ¸ÀA§A¢ü «ZÁgÀUÀ¼ÉqÉ UÀªÀÄ£À°Àj¸ÀÄªÀÅzÀgÉÆA¢UÉ «zÁåyðUÀ¼À°è ZÀZÁð ªÀÄ£ÉÆÃ¨sÁªÀªÀÅ ¨É¼ÉAiÀÄÄvÀÛzÉ.
- fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀÄ¤PÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄvÉAiÉÆA¢UÉ ¤ªÀð»¸ÀÄªÀAvÉ ¥ÉæÃgÉÃ¦¸ÀÄvÀÛzÉ.
- GvÀÛªÀÄ ¸ÀAªÀºÀ£À PÀ¯ÉAiÀÄ£ÀÄß ¨É¼É¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß FqÉÃj¸ÀÄvÀÛzÉ.

Course Content:

Unit	Description	Evaluation Pattern	Topics		Teaching Hours
I	d£À¥ÀzÀ ªÀÄvÀÄÛ ¥ÁæaÃ£À PÁªÀå	**25 Marks** n¥ÀàtÂ, ¸ÀAQë¥ÀÛ ºÁUÀÄ «ªÀgÀuÁvÀäPÀ ¥Àæ±ÉßUÀ¼ÀÄ	1. ¸ÀvÀåªÀAvÉ ºÀqÉzÀªÀé 2. £É®¸ÀÄUÉ ¤£Àß ªÀPÀëzÉÆ¼É 3. PÀÄqÀÄ ZÀ¥À¼É d¥ÀzÀ ªÀÄtÂAiÀÄA 4. avÀæªÀÄ¥ÁvÉæ gÀªÀÄvÉ £Áj	d£À¥ÀzÀ VÃvÉ ¥ÀA¥À £ÁUÀªÀªÀÄð d£Àß	12 Hours
II	ªÀÄzsÀåPÁ°Ã£À PÁªÀå	**25 Marks** n¥ÀàtÂ, ¸ÀAQë¥ÀÛ ºÁUÀÄ «ªÀgÀuÁvÀäPÀ ¥Àæ±ÉßUÀ¼ÀÄ	5. C©ÞAiÀÄÄªÉÆªÉÄð PÁ®ªÀ±À¢A ªÀÄgÁåzÉAiÀÄA zÁAlzÉÃ.... 6. ªÀZÀ£ÀUÀ¼ÀÄ 7. ªÀZÀ£ÀUÀ¼ÀÄ 8. UÀÄAqÀAiÀÄå£À gÀUÀ¼É	£ÁUÀZÀAzÀæ CPÀÌªÀÄºÁzÉÃ« §¸ÀªÀtÚ ºÀjºÀgÀ	12 Hours
III	¸ÀtÚ PÀxÉUÀ¼ÀÄ	**25 Marks** n¥ÀàtÂ, ¸ÀAQë¥ÀÛ ºÁUÀÄ «ªÀgÀuÁvÀäPÀ ¥Àæ±ÉßUÀ¼ÀÄ	9. zÀÄµÀÖ§Ä¢ÞAiÀÄÄA zsÀªÀÄð§Ä¢ÞAiÀÄÄA 10. PÀ¯ÁärAiÀÄ PÉÆÃt 11. AiÀiÁgÀÆ CjAiÀÄzÀ «ÃgÀ 12. ¸ÀªÀÄ¸ÉåAiÀÄ ªÀÄUÀÄ	zÀÄUÀð¹AºÀ ªÀiÁ¹Û PÀÄªÉA¥ÀÄ wæªÉÃtÂ	12 Hours
IV	£ÁlPÀ	**25 Marks** n¥ÀàtÂ, ¸ÀAQë¥ÀÛ ºÁUÀÄ «ªÀgÀuÁvÀäPÀ	13. mÉÆ¼ÀÄîUÀnÖ	n.¦. PÉÊ¯Á¸ÀA	12 Hours

		¥Àæ±ÉßUÀ¼ÀÄ			

¥ÀgÁªÀÄ±Àð£À UÀæAxÀUÀ¼ÀÄ:

1. ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
2. ¸ÀAUÀæºÀ. £ÁUÉÃUËqÀ JZï.J¯ï., ZÁjwæPÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2008
3. ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄvÀÄÛ 6, PÀÄªÉA¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014
4. ¸ÀAUÀæºÀ. £ÁUÉÃUËqÀ JZï.J¯ï., PÀ£ÀßqÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2007
5. ºÀA¥À £ÁUÀgÁdAiÀÄå, ¸ÁAUÀvÀå PÀ«UÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
6. £ÁgÁAiÀÄt ¦.«, ZÀA¥ÀÆ PÀ«UÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
7. PÁ¼ÉÃUËqÀ £ÁUÀªÁgÀ, wæ¥À¢, gÀUÀ¼É ªÀÄvÀÄÛ eÁ£À¥ÀzÀ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
8. ¸ÀA. ¨É£ÀUÀ¯ï gÁªÀÄ gÁªï ªÀÄvÀÄÛ ¥Á£ÀåA ¸ÀÄAzÀgÀ ±Á¹ÛçÃ, ¥ÀÄgÁt £ÁªÀÄ ZÀÆqÁªÀÄtÂ, ¥ÀæPÁ±ÀPÀgÀÄ ¥Àæ¸ÁgÁAUÀ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ. 2010
9. qÁ. azÁ£ÀAzÀ ªÀÄÆwð, ªÀZÀ£À ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013
10. ¸ÀA. §¸ÀªÀgÁdÄ J¯ï. ¸ÀªÀðdÕ£À ªÀZÀ£ÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2012
11. ¸ÀA. §¸ÀªÀgÁdÄ J¯ï. CPÀÌ£À ªÀZÀ£ÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 1997
12. ¸ÀA ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, £ÁUÀgÁd Q.gÀA. ªÀZÀ£À PÀªÀÄäl, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2016
13. £ÀgÀ¹AºÁZÁgï. r.J¯ï., ¥ÀA¥À ¨sÁgÀvÀ ¢Ã¦PÉ, ¥ÀæPÁ±ÀPÀgÀÄ r.«.PÉ ªÀÄÆwð ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ. 2012
14. gÀAeÁ£ï zÀUÁð, ±ÀgÀtgÀ ¸ÀªÀÄUÀæ PÁæAw, ¥ÀæPÁ±ÀPÀgÀÄ. ¯ÉÆÃ»AiÀiÁ ¥ÀæPÁ±À£À, §¼Áîj. 2015
15. zÉÃ±À¥ÁAqÉ J¸ï.J¯ï. ¨ÉÃAzÉæ ±ÀjÃ¥sÀgÀ PÁªÁåAiÀiÁ£À, ¥ÀæPÁ±ÀPÀgÀÄ zÉÃ¹ ¥ÀÄ¸ÀÛPÀ, ¨ÉAUÀ¼ÀÆgÀÄ. 2013
16. ¸ÀA. ©.J¸ï. PÉÃ±À³ÀgÁªï. PÉÊ¯Á¸ÀA PÀ£ÀßqÀ £ÁlPÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ CAQvÀ ¥ÀÄ¸ÀÛPÀ, ¨ÉAUÀ¼ÀÆgÀÄ. 2005
17. ±ÁªÀÄgÁAiÀÄ vÀ.¸ÀÄ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼ÀÄQ£À ªÉAPÀtÚAiÀÄå ¸ÁägÀPÀ UÀæAxÀ³ÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ -2014
18. ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA1012	**HINDI–I (Language)**	CC	2	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 समझाने 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 |

पाठ्यक्रम परिणाम :

अध्ययन की समाप्ति पर अध्येयता –

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

अध्ययन विषय सूची / पाठ्यक्रम

इकाई	विवरण	मूल्याँकन प्रारूप	विषय	अध्यापन अवधियाँ
I	कहानी संस्मरण	**25 अंक** टिप्पणी ससंदर्भ व्याख्या सारांश	**साहित्य :** .1कहानी – नशा – प्रेमचंद .2कहानी – सुखमय जीवन – चंद्रधर शर्मा गुलेरी .3संस्मरण – शरत के साथ बिताया कुछ समय– अमृतलाल नागर	12 Hours
II	कहानी आत्मकथा	**25 अंक** टिप्पणी ससंदर्भ व्याख्या सारांश	**साहित्य :** .4कहानी – मरने से पहले – भीष्म साहनी .5कहानी – लाल हवेली – शिवानी .6आत्मकथा – जेल– जीवन की झलक – गणेश शंकर विद्यार्थी	12 Hours
III	कहानी व्यंग्य रचना	**25 अंक** टिप्पणी ससंदर्भ व्याख्या सारांश	**साहित्य :** .7कहानी – चाय का एक प्याला – कैथरीन मैन्सफील्ड .8व्यंग्य रचना – भेड़े और भेडियें – हरिशंकर परसाई	12 Hours
IV	अनुवाद संक्षेपण	**25 अंक** अनुवाद (शब्द) अनुवाद (अनुच्छेद) संक्षेपण	**अनुवाद :** अंग्रेज़ी – हिन्दी **संक्षेपण**	12 Hours

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA1013	**ADDITIONAL ENGLISH–I (Language)**	CC	2	1	0	3	4

Course Outline:

This is a 3 credit course designed to help the learner gain competency in language through the exploration of various genres of classic literature intended to develop the capacity to appreciate, assimilate and research on the various dimensions of society, culture and life.

Course Objectives:

- To equip students with the ability to acquire the functional use of language in context.
- To motivate the students to explore and critique issues related to society and Ethics.
- 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:

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

Course Content:

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	**Values & Ethics**	**25 Marks** Fill in the blanks/ Short Notes/	**Literature:** Rabindranath Tagore - Where the Mind is Without Fear William Wordsworth – Three Years	**12 Hours**

		Descriptive Questions	She Grew in Sun and Shower Saki – The Lumber-room William Shakespeare – Extract from *Julius Caesar* (Mark Antony's Speech) **Language:** Vocabulary Building	
II	**Natural & Supernatural**	**25 Marks** Fill in the blanks/ Short Notes/ Descriptive Questions	**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	**12 Hours**
III	**Travel & Adventure**	**25 Marks** Short Notes/ Descriptive Questions	**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	**12 Hours**
IV	**Success Stories**	**25 Marks** Short Notes/ Descriptive Questions	**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	**12 Hours**

Reference Books:

- Tagore, Rabindranath. *Gitanjal*i. 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, ArunKolatkar, 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.
B18BA1020	**COMMUNICATIVE ENGLISH - I**	CC	2	0	1	3	4

Course Outline:

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.

CourseOutcomes:

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	Description	Evaluation Pattern	Topics	Teaching Hours
I	**Functional**	**25 Marks**	**Remedial Grammar:**	**12 Hours**

	English	Fill in the blanks/ MCQs/ Comprehension Tasks/ Descriptive Questions	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	
II	**Interpersonal Skills**	**25 Marks** Fill in the blanks/ MCQs/ Comprehension Tasks/ Descriptive Questions	**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	**12 Hours**
III	**Multitasking Skills**	**25 Marks** Fill in the blanks/ MCQs/ Comprehension Tasks/ Descriptive Questions	**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	**12 Hours**
IV	**Communication Skills**	**25 Marks** Fill in the blanks/ MCQs/ Comprehension Tasks/ Descriptive Questions	**Remedial Grammar:** Collocations; Prepositions **Writing Skills:** Precis Writing **Activities:** Offers, Suggestions & Requests **Literature:** Avijit Pathak – Onscreen Magic	**12 Hours**

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/Week
B18PC1030	**Constitution of India and Professional Ethics**	**FC**	**2**	**1**	**0**	**3**	**4**

Course Objectives:

1. To impart knowledge on Constitution of India.
2. To facilitate the understanding of Fundamental Rights, Duties and other Rights which is been given by our law.
3. To facilitate the understanding of Constitution perspective and make them face the world as a bonafide citizen.
4. To attain knowledge about ethics and also know about professional ethics.
5. Explore ethical standards followed by different companies.

Course Outcomes:

On completion of this course the student will be able to:

1. Explain the Indian constitutional provisions and fololow them.
2. Demonstrate the fundamental rights and human rights.
3. Explain the duties and more importantly practice them in a right way.
4. Adopt the habit of raising their voice against a unconstitutionality of any laws and upon any legal discrimination as we have session of debates on Constitutional validity.
5. Demonstrate professional ethics and know about etiquettes about it.
6. Practice ethical standards of different companies which will increase their professional ability.

Course Content:

Unit -I: Constitution of India: 6 Hrs

Making of Indian Constitution, features of Indian Constitution Preamble to the Constitution of India, Fundamental Rights under Part III; Rights to Equality, Right to Freedom, Right against Exploitation, Rights to Freedom of Religion, Cultural and Educational Rights, Constitutional Remedies.

Fundamental Duties of the Citizen, Significance and Characteristics. Elements of National Significance; National Flag, National Anthem, National Emblem.

Unit -II: Legislature and Executive 6 Hrs

Organs of the Government; Legislature, Executive and Judiciary. Union and State Executives: President, Vice President, Prime Minister, Cabinet, Governor, Council of Ministers, Electoral process, Election Commission.

Unit -III: Judiciary **6 Hrs**

Supreme Court of Indian, High Court, Right to Information Act 2005, Consumer Protection-Consumer Rights- Caveat Emptor and Caveat Venditor.

Unit-IV: Professional Ethics **6 Hrs**

Definition Scope and need of Ethics for professional, Personal Ethics and Business Ethics, Ethical Standards, Duties of Employers and Employees. Due Care theory, Environmental Ethics, Ethical Code of Conduct in ethics. Best Ethical Companies in India and Abroad; Corporate Social Responsibilities, Code of Conduct and Ethical Excellence.

Text Books:

1. M V Pylee, An introduction to Constitution of India
2. M Govindarajan, S Natarajan, V S Senthil Kumar, Engineering Ethics.
3. Dr.Durga Das Basu, Introduction to constitution of India

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA1040	**Performing Arts and Art History of India**	HC	3	0	0	3	4

Course Objectives:

1. Understanding the broad area of Performing Arts.
2. explain the aims and objectives of performing arts and their development through various stages;
3. Describe the utility of performing arts during the ancient and the medieval period;
4. examine the importance of the three art forms in the development of human personality; and
5. Analyze the present scenario of Music, Dance and Drama.
6. To get an insider's perspective of the field

Course Outcomes:

1. The response group would have learnt to understand and appreciate the incomparable performing art history.

2. Students shall be able to connect the history and apply its relevance to today's art scenario.

3. Students would be encouraged to apply the learnt subject practically and imbibe the nuances in performances.
4. The response group would become artistes with equal understanding of Music, Dance and Drama.

Course Content:

Unit I	Introduction and overview of Performing Arts	1. Performing arts and its areas 2. Origin and Development 3. Vedic, Ancient and Medieval period of Arts
Unit II	Performing Arts and allied Studies - 1	1. Temple, Dynasty and Stage – The journey 2. Performing Arts and Mythology 3. Performing Arts and Epics
Unit III	Performing Arts and allied Studies – 2 and Texts	1. Performing Arts and Philosophy 2. Performing Arts and Spirituality 3. Important and relevant texts for Dance, Music and Drama
Unit IV	Sources and Art Historians	1. Sources of Arts, Music and Theater 2. Textual and Oral Tradition 3. Performing Arts historians and their contribution

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA1050	**Practical 1 – Fundamentals of Dance**	**HC**	**0**	**0**	**4**	**4**	**8**

Course Objectives:

- To get an understanding about the classical dance forms
- To get an understanding about the gestures used in dance.

Course Outcomes:

- Will get an awareness about each classical dance form
- Will be able to understand the meaning of an act through their hand gestures and the body movements.

Course Content:

Unit I	**Exercises and Basic Steps**	Basic exercises that helps to improve the posture and the movements with respect to each classical dance forms.
Unit II	**Hastha Bhedas**	• Hastas used In Dance • Asamyutha Hatha and Samyutha Hasta • Some usages of Asamyutha Hasta.
Unit III	**Basic Adavus**	The fundamental adavu format in all classical dance forms.
Unit IV	**Angika Abhinayam and Texts**	Basic understanding about communicating through Angika. The movements of the feet in different text books and dance forms.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA1060	**English Literature & Language – I** British Literature (Chaucer –Pope) & Aspects of Language	HC	2	0	1	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	Description	Evaluation Pattern	Topics	Teaching Hours

I	Poetry	**25 Marks**	*The Medieval Age*: 1. Chaucer - "Wife of Bath" (from *Prologue to the Canterbury Tales*) *The Elizabethan Age*: 2. Edmund Spencer – 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*	12 Hours
II	Prose	**25 Marks**	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*	12 Hours
III	Drama	**25 Marks**	William Shakespeare – *Macbeth* Christopher Marlowe – *Dr. Faustus*	12 Hours
IV	Language	**25 Marks**	1. Language 2. Speech Sounds in English 3. The Structure of Words	12 Hours

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.

B18BA1070	**Foundations of Psychology - I**	HC	2	0	1	3	4

Course Description:

This course is designed to give students an overview of what psychological science has discovered about human behaviour 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:

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	Description	Evaluation Pattern	Topics	Teaching Hours
I	**THE SCIENCE OF PSYCHOLOGY**	**25 Marks** Short Notes/ Descriptive Questions	a) Definition and goals of Psychology, History of Psychology b) Modern perspectives of studying human behavior- Psychodynamic perspectives, Behavioral perspectives, Cognitive perspectives, Humanistic perspectives.	10 Hours

			c) Fields of psychology Applied – General psychology, Educational Psychology, Industrial psychology, clinical psychology, counseling psychology, social psychology, developmental psychology, Para psychology, Positive psychology. d) Types of Psychological Research: Descriptive research – observation method, survey method, interview method, case studies. Experimental Research.	
II	**PSYSIOLOGICAL BASIS OF BEHAVIOUR**	**25 Marks** Short Notes/ Descriptive Questions	a) Neuron and nerves (neural impulse, neurotransmitters) b) Nervous System: 1. Central Nervous System: Brain Structure of the brain Techniques of studying brain. 2. The peripheral nervous system: somatic & autonomic nervous system. (Sympathetic & Parasympathetic) c) Endocrine system: Endocrine glands and its influences on human behaviour.	08 Hours
III	**LEARNING**	**25 Marks** Short Notes/ Descriptive Questions	**A. Learning:** a) Meaning and definition of learning, factors influencing on learning. b) 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. 3. Operant conditioning – Skinner's approach to operant conditioning (positive and negative reinforcement, and primary and secondary reinforcement). Applications of operant conditioning. 4. Insight learning theory and its applications.	10 Hours
IV	MOTIVATION AND EMOTION	**25 Marks** Short Notes/ Descriptive Questions	**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 - Humanistic approach (Maslow's theory), E-R-G Model of Motivation. **B. Emotions:** a) Meaning, Nature of emotions b) Physiological and Psychological changes. c) Types of emotions.	10 Hours

			d) Cognitive meditational theory of emotion e) Emotional intelligence.	
	PRACTICALS : PRACTICAL – 1		1. Directed observation and accuracy of report. 2. Habit interference 3. Emotional Intelligence 4. Cueing on recall 5. Maze learning.	2 hrs/Batch /Week

Reference 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, 2nd 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

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Week
B18BA1080	**Sports / Yoga / Music / Dance / Theatre**	**RULO**	**0**	**0**	**2**	**2**	**4**

Note: Music, Dance, and Theater courses are offered by the School of Performing Arts, whereas the Sports and Yoga courses are offered by the Department of Physical Education. The students have to choose any **ONE** of these courses.

A. **YOGA FOR HEALTH**

Course Objectives:

Following are the Course Objectives.

- To prepare the students for the integration of their physical, mental and spiritual faculties;
- To enable the students to maintain good health;
- To practice mental hygiene and to attain higher level of consciousness;
- To possess emotional stability, self control and concentration; and
- To inculcate among students self discipline, moral and ethical values.

Course Outcomes:

On completion of the course learners will be able to:

- Practice yoga for strength, flexibility, and relaxation.
- Learn techniques for increasing concentration and decreasing anxiety
- Become self disciplined and self-controlled
- Improve physical fitness and perform better in studies
- Gain self confidence to face the challenges in the society with commitment to serve the society

Course Content:

Unit-I:

Yoga: Introduction ;**Surya Namaskara:-** 12 counts

Unit-II:

Asanas: Sitting-Vajrasana, Dandasana, Padmasana, Matsyasana, Paschimottasana, Shirasasana.

Asanas: Standing-Tadasana, Trikonasana, Parshwa konasana, Veerabadrasana.

Unit-III:

Asanas:Prone Position-Bhujangasana, Dhanurasana.

Asanas: Supine Position-Sarvangasana, Halasana.

Mudras- Dhyana mudra, , Namaste mudra, Nasika mudra

Unit-IV:

Pranayams:- Anuloma – Viloma, Basthrika, Bhramari.

Dhyana & its types: Competition format, Rules and their interpretations

B. VOLLEYBALL

Course Objectives:

To learn the rules, fundamental skills, and strategies of volleyball

1. To develop skills in passing, setting, serving, spiking, and blocking.
2. To learn basic offensive and defensive patterns of play.
3. To develop a positive attitude towards volleyball as a lifetime sport and to improve physical fitness through participation in volleyball.

Course Outcomes:

On completion of the course learners will be able to:

1. Learn basic skills and knowledge associated with volleyball.
2. Apply these skills while playing volleyball and exhibit improved performance

3. Improve physical fitness and practice positive personal and lifestyle.

4. Gain an understanding of the value of sports in attaining wellness, maintaining good health and developing spirit of teamwork.

Course Content:

Unit-I

- Introduction about Volleyball
- Players Stance, Receiving and passing
- The Volley (Overhead pass), The Dig (Underhand pass), Service Reception

Unit-II

- Service- Under Arm Service, Tennis Service, Side Arm Spin Service, Round Arm Service, High spin service, Asian serve / American serve (floating)
- Setting the ball- Set for attack, Back set, Jump set

Unit-III

- Smash/Spike- Straight smash, Body turn smash, Wrist outward smash, Wrist inward smash
- Block- Single block, Double block, Three-man block
- Rolls- Overhead pass & back rolling, One hand underhand pass with side rolling, Forward dive

Unit-IV

- Attack Combination, Defense Systems, Libero play
- Court marking, Rules and their interpretations and Duties of officials

C. BASKETBALL

Course Objectives:

1. To learn the rules, fundamental skills, and strategies of Basketball
2. To develop technical skills in passing, in ball handling, individual offense, individual defense, rebounding, screen, team offense, team defense and fast break.
3. To learn basic offensive and defensive strategies of play.
4. To develop a positive attitude towards Basketball as a lifetime sport and to improve physical fitness through participation in Basketball.
5. To develop positive understanding and appreciation of the basketball game.

Course Outcomes:

On completion of the course learners will be able to:

1. Learn basic skills and knowledge associated with basketball.
2. Apply these skills while playing basketball and exhibit improved performance

3. Improve physical fitness and practice positive personal and lifestyle.

4. Gain an understanding of the value of sports in attaining wellness, maintaining good health and developing spirit of teamwork.

Course Content:

Unit-I

- Basketball: Introduction
- Grip; Player stance- Triple threat stance and Ball handling exercises
- Passing (Two hand/one hand)- Chest pass, Bounce Pass, Over head pass, Underhand pass, Hook Pass, Behind the back pass, Baseball pass, Side arm pass and passing in running.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.

Unit-II

- Dribbling- How to start dribble, How to stop dribble, High / Low dribble with variations
- Shooting- Layup shot and its variations, One hand set shot, One hand jump shot, Free throw, Hook shot, Tip-in shot.
- Stopping- Stride/Scoot, Pivoting and Faking /Feinting footwork.

Unit-III

- Rebounding- Defensive rebound, Offensive rebound, Box out, Rebound Organization.
- Individual Defensive- Guarding the man with the ball and without the ball.
- Offensive drills, Fast break drills, Team Defense/Offense, Team Tactics

Unit-IV

- Court marking, Rules and their interpretations

D. FOOTBALL

Course Objectives:

1. To learn the rules, fundamental skills, and strategies of football.
2. To develop skills in passing, receiving, controlling the ball, dribbling, shielding, shooting, tackling, beating a defender and heading in football.
3. To learn basic offensive and defensive patterns of play
4. To use different parts of the body in utilizing the above skills while playing football
5. To develop a positive attitude towards football as a lifetime sport and to improve physical fitness through participation in football.

Course Outcomes:

On completion of the course learners will be able to:

1. Learn basic skills and knowledge associated with football.

2. Apply these skills while playing football and exhibit improved performance

3. Use the knowledge and understanding to perform, refine and adapt the above skills and related skills with precision, accuracy, fluency and clarity in any situation.
4. Improve physical fitness and practice positive personal and lifestyle.
5. Gain an understanding of the value of sports in attaining wellness, maintaining good health and developing spirit of teamwork.

Course Content:

Unit-I

Football: Introduction

- Kicks- Inside kick, Instep kick, Outer instep kick, Lofted kick, Chipping, Volley, Half Volley
- Trapping- Trapping rolling the ball, Trapping bouncing ball with sole

Unit-II

- Dribbling- With instep and outer instep of the foot.
- Heading- From standing, running and jumping.
- Feinting- With the lower limb and upper part of the body.

Unit-III

- Tackling- Simple tackling, Slide tackling.
- Throw-in- Standing and Sliding
- Goal Keeping- Collection of balls, Ball clearance, throwing and deflecting.

Unit-IV

- Ground marking, Rules and their interpretations

E. ATHLETICS (TRACK AND FIELD)

Course Objectives:

1. To teach students the skilled techniques in sprints, relay running, hurdles, long jump, high jump, and shot put and practice them.
2. To develop competence among students in demonstrating all the techniques covered in the course.
3. To make students understand some of the scientific and empirical principles and their rationale underlying the development of skilled performance.
4. To inculcate among students the habit of team work and cooperative learning and develop competence in detecting / correcting technique errors.
5. To develop a positive attitude towards sports in general and athletics in particular and to improve physical fitness through participation in various athletic games / sports activities.

Course Outcomes:

On completion of the course learners will be able to:

1. Display competencies in executing basic techniques and skills associated with select track and field events.
2. Develop basic skills and techniques to improve one's running posture and take-off position for different jumps.
3. Learn regular practice of select track and field events and improve physical fitness
4. Appreciate track and field events by applying sports science knowledge to explain the execution of the events.

Course Content:

Unit-I

- Athletics: Introduction
- Track Events - Steeple Chase, Race Walking, Middle and Long distance races
- Race walking - Technique, Faults and Officiating.
- Middle and Long distance races – Technique and Training

Unit-II

- Jumping Events - High Jump and Triple Jump: Basic Skills and techniques
- High Jump - Straddle Roll & Flop Technique, Approach, Take-off, Technique in the air, Clearance over the bar & Landing
- Triple Jump – Hop, Step and Jump Technique, Approach, Take-off & Landing

Unit-III

- Throwing Events - Discus Throw and Hammer Throw: Basic Skills and techniques
- Discus Throw -Standing and Rotatory techniques,Grip, Stance, Rotation Technique, Power stance, Release and Reverse (Follow through)
- Hammer Throw - Grip, Swings, Rotation foot work, Release and Follow through

Unit-IV

- Rules, Officiating and Marking - Ground / Sector Marking, Interpretation of Rules.

Reference Books

1. Arthur E. Ellison (ed) (1994). Athletic Training and Sports Medicine.
2. Ballisteros, J.M. (1998). Hurdles Basic Coaching Manual, IAAF.
3. Bosen K.O. (1993). Teaching Athletics Skills and Technique.
4. Bosen K.O. (1990). Study Material on Hurdles for the Regular Course Students.
5. Doherty K. (1995). Track and Field Omni book.
6. Martin, David E. Peter N. Coe (1991). Training Distance Runner.
7. Howard S. (1981). Science of Track and Field Athletics.
8. Briggs Graeme (1987). "Track and field coaching Manual", Australian Track and Field Coaches Association. Rothmans Foundation National Sports Division.

9. Carr, Gerry (1999). “Fundamentals of Track and Field. Track Athletics Title G.V. 1060 5.e. 368.
10. I.A.A.F. Level-II (2001). Text Book on Jumping Event.
11. Jarver, Jesse (1987). “The Jumps”, Track and Field Coaching Manual Australia.

F. DRAMATICS

Pre-requisites: Students with background in Theatre Arts/ Keen interest in Dramatics.

Course Objectives:

- To imbibe the acting skills.
- To understand the broader applications of theatre studies in allied arts forms.
- To be able to use body language for better communication.
- Students shall also be able to understand voice modulation and Navarasas.

Course Outcomes:

On successful completion of this course, students should be able to:

- Freely express improvisation in non-verbal communication.
- Shall hone good acting skills and be able to emote better.
- Be able to put up a theatre act and play a key role.
- Be able to differentiate good acting and understand the importance of good lyrics, stage crafting, music, dance, costume and lighting.

Course Content:

UNIT – 1

Working on Body:

Body and its analysis. Understanding physical abilities (Anga, Pratyanga and Upanga). Challenges of the body. Using body as metaphor and language. The class’s bodies as a collective, an ensemble, a collaborative team.

UNIT – 2

Sound and Movement:

Awareness of creating sound patterns, voice modulations, rhythm in speech and diaologues. Understanding the rhythm and patterns of movements like walking, framing, shaping, primitive and animal movements.

UNIT – 3

Characterization and Improvisation:

Observation of people around. Getting into the role and living it. Developing a character from establishment (pace and rhythm). Improvisation techniques of body and mind.

UNIT – 4

Group work and Production:

Develop a theme, concept or a play and include all the theatre skills, stage craft, costuming and put up an act. Choosing theme and characters.

Reference Books:

1. All about Theatre – Off stage – Chris Hogget.
2. Rangadalli Anataranga – K V Subbanna
3. The Indian Theatre – Hemendranath Das Gupta.
4. A Practical handbook for an Actor – Milisa Bruder, ee Milchel Cohn, Madeleine Oliek et al, Zigler Publisher.

G. **INDIAN CLASSICAL DANCE FORMS**
(Bharatanatyam, Kuchipudi ,Mohiniyattam

Prerequisites: Background of classical dance training or any other dance forms.

Note: Non-classical dancers can also join.

Course Objectives:

- To develop an understanding about the Indian classical dance forms and its universal application.
- To be able to understand the fine nuances of Classical dance.
- To understand the importance of health through Indian classical dance, strengthen the body capacity.
- To understand mythology and its characters in Indian classical dance form through lessons of Abhinaya.

Course Outcomes:

- To be able to identify and appreciate the classical dance forms.
- To be able to execute basics of Adavus with finesse.
- To be able to express through abhinaya.
- To be able to perform to perform the fundamentals in the chosen dance form.

Course Content:

Unit – 1

An introduction to Indian classical dance forms

Bharatanatyam, Kuchipudi, Mohiniyattam

Unit - 2

Learning of Fundamentals

Exercises and Adavus- I (Bharathanatyam, Kuchipudi, Mohiniyattam)

Unit - 3

Adavus –II (Bharathanatyam, Kuchipudi, Mohiniyattam)

Unit - 4

Learn a basic composition in the chosen dance form.

Reference Books

1. Indian classical dance forms –U S Krishna Rao,U K Chandrabhaga Devi
2. Classical Dances –Sonal Mansingh, Avinash Parischa
3. Kuchipudi – Sunil Kothari
4. Bharatanatyam An in depth study- Saroja vydyanathan
5. Mohiniyattam – Bharathi Shivaji

H. PERCUSSION INSTRUMENT (TABLA AND MRIDANGAM)

Pre-requisites: Students with background in Percussion instruments and knowledge of Rhythm/ Keen interest in studying Mridagam / Tabala.

Course Objectives:

- To understand the Rhythmology.
- To understand the importance of Laya, Taala.
- To be able to understand the fine finger techniques of playing the instrument.

Course Outcomes:

On successful completion of this course, students should be able to:

- To be able to set instrument to Sruthi.
- To be able to play the fundamentals on instrument.
- To be able to learn and perform a particular taala.

Course Content:

UNIT - 1

1. Introduction to Musical Instruments; 2. Percussion Instruments; 3. Mridangam and its History

UNIT - 2

1. Introduction to Tala System; 2. Definitions of five jaathis and their recitation; 3. Adi Talam and its various forms; 4. Definitions and recitation of different gathis

UNIT - 3

1. Tisra Jaathi; 2. Khanda Jaathi; 3. Misra Jaathi; 4. Sankeerna Jaathi

UNIT - 4

1. Learning of Jathi Formation; 2. Basic jathis; 3. Jathis for Dance forms ; 4. Some Basic Definitions of Korvai, Teermanam etc.

Reference Books:

1. Mridangam- An Indian Classical Percussion Drum – Shreejayanthi Gopal
2. Theory and practice of Tabala – Sadanand Naimpally.
3. Theory and practice of Mridangam – Dharmala Rama Murthy
4. The Art of the Indian Tabala – Srdjan Beronja.

SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA2011	**KANNADA- II (Language)**	CC	2	1	0	3	4

Course Outline:

¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÄÆ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÄ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÄÛvÀ ¸ÀAzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸À®Ä ¥ÀoÀåªÀ£ÀÄß gÀÆ¦¸À¯ÁVzÉ. PÀ¯É ªÀÄvÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤ÃqÀ¯ÁVzÉ. EzÀÄ ªÀÄÆgÀÄ PÉærmï ºÉÆA¢zÉ.

Course Objectives:

£Á®Äì ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄUÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ JgÀqÀ£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ¯ÉÃR£ÀUÀ¼ÀÄ ºÁUÀÄ ¥ÀæªÁ¸À PÀxÀ£À ¸Á»vÀåªÀ£ÀÄß ¥ÀoÀåªÀ£ÁßV DAiÉÄÌ ªÀiÁrPÉÆAqÀÄ, «zÁåyðUÀ¼À°è ¸Á»vÀåzÀ §UÉÎ ¸ÀzÀ©ügÀÄaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ¸ÁA¸ÀÌøwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆvÉUÉ ªÀåQÛvÀé «PÀ¸À£ÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤ÃqÀ¯ÁUÀÄvÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁðlPÀPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÄvÀÛzÉ.
- «zÁåyðUÀ¼À ¸ÀªÀðvÉÆÃªÀÄÄR ¨É¼ÀªÀtÂUÉUÉ C£ÀÄªÁUÀÄªÀAvÉ ºÁUÀÆ CªÀgÀ°è ªÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸ÀªÀiÁ£ÀvÉ ªÀÄÆr¹, ¨É¼É¸ÀÄªÀ ¤nÖ£À°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸ÀÈd£À²Ã®vÉ, ±ÀÀzÀÞ ¨sÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄt, ¤gÀUÀð¼À ¸ÀA¨sÁµÀuÉ, ¨sÁµÀt PÀ¯É ºÁUÀÆ §gÀºÀ PË±À®åUÀ¼À£ÀÄß ¨É¼É¸ÀÄªÀÅzÀÄ UÀÄjAiÀiÁVzÉ
- ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀÄªÀAvÀºÀ «µÀAiÀÄUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èèlÄÖPÉÆAqÀÄ ¸ÀÆPÀÛ ¥ÀoÀåUÀ¼À£ÀÄß DAiÉÄÌ ªÀiÁrPÉÆ¼Àî¯ÁVzÉ.

Learning Outcomes:

¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¯ÉÃR£ÀUÀ¼ÀÄ ºÁUÀÄ ¥ÀæªÁ¸À PÀxÀ£À ¸Á»vÀå PÀ°PÉAiÀÄ ªÀÄÄ®PÀ PÁ®zÀ ¹ÜvÀåAvÀgÀUÀ¼À£ÀÄß CzÀgÀ M¼À£ÉÆÃlUÀ¼À£ÀÄß ¨É¼É¸ÄvÀÛzÉ.

- ¸ÁªÀiÁfPÀ, gÁdQÃAiÀÄ, zsÁ«ÄðPÀ, ¸ÁA¸ÀÌøwPÀ ºÁUÀÆ °AUÀ¸ÀA§A¢ü «ZÁgÀUÀ¼ÉqÉ UÀªÀÄ£ÀºÀj¸ÀÄªÀÅzÀgÉÆA¢UÉ «zÁåyðUÀ¼À°è ZÀZÁð ªÀÄ£ÉÆÃ¨sÁªÀªÀÅ ¨É¼ÉAiÀÄÄvÀÛzÉ.
- fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀÄ¤PÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄvÉAiÉÆA¢UÉ ¤ªÀð»¸ÀÄªÀAvÉ ¥ÉæÃgÉÃ¦¸ÀÄvÀÛzÉ.
- GvÀÛªÀÄ ¸ÀA¸À¤À PÀ¯ÉAiÀÄ£ÀÄß ¨É¼É¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß FqÉÃj¸ÀÄvÀÛzÉ.

Course Contents:

	Topics	Teaching Hours
Unit I	**ªÀÄzsÀåPÁ°Ã£À PÁªÀå**	**12 Hours**
	1. ZÀAzÀæªÀÄw «¯Á¥À	gÁWÀªÁAPÀ
	2. ºÀUÉUÀ¼À£ÀÄ »ArzÀ£ÀÄ PÀÄªÀiÁgÀªÁå¸À	ªÀÄ£ÀzÉÆ¼ÀUÉ
	3. ªÀÄÄ½îrzÀ ªÀÄgÀ£ÉÃjzÀAvÁzÀÄzÀÄ	®QëöäÃ±À
	4. UÉÆÃgÀPÀë ¥Àæ¸ÀAUÀ	ZÁªÀÄgÀ¸À
Unit II	**ªÀÄzsÀåPÁ°Ã£À PÁªÀå**	**12 Hours**
	5. wæ¥À¢UÀ¼ÀÄ	¸ÀªÀðdÕ
	6. ªÀÄÄAzÀPÉÌ ¯ÉÃ¸ÀÄAIÄ £ÀªÀÄUÉ VjAiÀÄªÀÄä	ºÉ¼ÀªÀ£À PÀmÉÖ
	7. UÀÄgÀÄ«£À UÀÄ¯ÁªÀÄ£ÁUÀÄªÀ vÀ£ÀPÀ ¥ÀÄgÀAzÀgÀ zÁ¸ÀgÀÄ	
	8. PÀgÉzÀÄ PÉÆlÖ£ÀÄ ±Á¥ÀªÀ£ÀÄ	PÀ£ÀPÀzÁ¸ÀgÀÄ
Unit III	**¯ÉÃR£ÀUÀ¼ÀÄ**	**12 Hours**
	9. ªÉÆÃPÀë ºÀÄqÀÄPÀÄvÀÛ ¦æÃwAiÀÄ §AzsÀ£ÀzÀ°è ¦. ®APÉÃ±À	
	10. gÁªÀÄ-PÀÈµÀÚ-²ªÀ	¯ÉÆÃ»AiÀiÁ
	11. ªÀiÁ£À«ÃAiÀÄvÉ CAvÁgÀ¯Áè ªÀÄºÁzÉÃªÀ	zÉÃªÀ£ÀÆgÀÄ
	12. ¨sÀÆvÁ¬Ä ªÀÄÄ¤zÁ¼ÀÄ	ªÀÄÄgÁj §¯Áè¼À
Unit IV	**¥ÀæªÁ¸À PÀxÀ£À**	**12 Hours**
	13. £À£ÉÆß¼ÀV£À ºÁqÀÄ PÀÆå¨Á	f.J£ï. ªÉÆÃºÀ£ï

¥ÀgÁªÀÄ±Àð£À UÀæAxÀUÀ¼ÀÄ :

- ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄvÀÄÛ 6, PÀÄªÉA¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ºÀA¥À £ÁUÀgÁdAiÀÄå, ¸ÁAUÀvÀå PÀ«UÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- PÁ¼ÉÃUËqÀ £ÁUÀªÁgÀ, wæ¥À¢, gÀUÀ¼É ªÀÄvÀÄÛ eÁ£À¥ÀzÀ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¨É£ÀUÀ¯ï gÁªÀÄ gÁªï ªÀÄvÀÄÛ ¥Á£ÀåA ¸ÀÄAzÀgÀ ±Á¹ÛçÃ, ¥ÀÄgÁt £ÁªÀÄ ZÀÆqÁªÀÄtÂ, ¥ÀæPÁ±ÀPÀgÀÄ ¥Àæ¸ÁgÁAUÀ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ. 2010
- ¸ÀA. §¸ÀªÀgÁdÄ J¯ï. ¸ÀªÀðdÕ£À ªÀZÀ£ÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2012
- ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, µÀlà¢ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¸ÉÃvÀÄgÁªÀÄ gÁªï C.gÁ., ²æÃ ®QëöäÃ±À£À eÉÊ«Ä¤ ¨sÁgÀvÀ(ªÀÄÆ®-vÁvÀàAiÀÄð-¸ÀavÀæ), ¥ÀæPÁ±ÀPÀgÀÄ PÁªÀÄzsÉÃ£ÀÄ ¥ÀÄ¸ÀÛPÀ ¨sÀªÀ£À, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. f.J¸ï.¨sÀmï., PÀÄªÀiÁgÀªÁå¸À£À PÀuÁðl ¨sÁgÀvÀ PÀxÁªÀÄAdj ¥ÀæªÉÃ±À, ¥ÀæPÁ±ÀPÀgÀÄ CPÀëgÀ ¥ÀæPÁ±À£À, ºÉUÉÆÎÃqÀÄ, ¸ÁUÀgÀ. 2006
- QÃvÀð£ÁxÀ PÀÄvÀðPÉÆÃn, PÀ£ÀßqÀ ¸Á»vÀå ¸ÀAUÁw, ¥ÀæPÁ±ÀPÀgÀÄ PÀÄvÀðPÉÆÃn ªÉÄªÉÆÃjAiÀÄ¯ï læ¸ïÖ, zsÁgÀªÁqÀ. 2009

- ±ÁªÀÄgÁAiÀÄ vÀ.¸ÀÄ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼ÀÄQ£À ªÉAPÀtÚAiÀÄå ¸ÁägÀPÀ UÀæAxÀªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ -2014
- ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA2012	**HINDI-II (Language)**	CC	2	1	0	3	4

अध्ययनविषयसूची / पाठ्यक्रम

इकाई – 1:प्राचीनकविता, आधुनिककविता**अध्यापनअवधियाँ :** 12 hrs.

1.कबीरकेदोहे
2.कविता –जलियाँवालाबागमेंबसंत- सुभद्राकुमारीचौहान
3.कविता–सुभाषकीमृत्युपर - धर्मवीरभारती

इकाई – 2:मध्यकालीनकविता, आधुनिककविता**अध्यापनअवधियाँ :** 12 hrs.

4.रसखानकेदोहे
5.कविता–हमारीजिन्दगी -केदारनाथअग्रवाल
6.कविता –चलनाहमाराकामहै।-शिवमंगलसिंहसुमन

इकाई – 3: मध्यकालीनकविता, आधुनिककविता **अध्यापनअवधियाँ :** 12 hrs.

7.मीराबाईकेपद
8.कविता–मेरेसपनेबहुतनहींहैं-गिरिराजकुमारमाथुर
9.कविता–अभीनहोगामेराअंत – निराला

इकाई – 4:अनुवाद,निबंध **अध्यापनअवधियाँ :** 12 hrs.

अनुवाद : हिन्दी – अंग्रेजी

निबंध:

1.भारतमेंकिसानोंकीस्थिति
2.निर्वाचनआयोगकामहत्व
3.प्रेसकीआजादीकितनीसार्थक
4.भारतीयनारी
5.साहित्यकाउद्देश्य

सन्दर्भग्रन्थ :

- पाठ्यपुस्तक – रेवाविश्वविद्यालय
- सुबोधव्यवहारिकहिन्दी – डॉ. कुलदीपगुप्त
- अभिनवव्यवहारिकहिन्दी – डॉ.परमानन्दगुप्त
- हिन्दीसाहित्यकाइतिहास - डॉ. नागेन्द्र
- आधुनिकहिन्दीसाहित्यकाइतिहास - डॉ. बच्चनसिंह
- हिन्दीसाहित्यकानवीनइतिहास - डॉ. लालसाहबसिंह
- शुद्धहिन्दीकैसेबोलेकैसेलिखे- पृथ्वीनाथपाण्डे
- कार्यालयअनुवादनिदेशिका
- हिन्दीनिबंधसंग्रह

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B18BA2013	**ADDITIONAL ENGLISH-II (Language)**	CC	2	1	0	3	4

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.

Learning 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
Literature:
Toru Dutt - Casuarina Tree
Robert Frost – Stopping by Woods on a Snowy Evening
Tomas Rivera–The Harvest
C.V. Raman – Water – The Elixir of Life

Language:
Degrees of Comparison

UNIT-II: VOICES FROM THE MARGIN
Literature:
Tadeusz Rozewicz – Pigtail
Jyoti Lanjewar – Mother
Sowvendra 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
Literature:
Kamala Das – An Introduction
UshaNavrathnaram – To Mother
Rabindranath Tagore – The Exercise Book
Jamaica Kincaid – Girl

Writing Skills:
Dialogue Writing

UNIT-IV: POPULAR CULTURE
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:

- Agrawal, K.A. *Toru Dutt the Pioneer Spirit of Indian English Poetry - A Critical Study*. Atlantic Publications, 2009.
- Latham, Edward Connery (ed). *The Poetry of Robert Frost*. Holt Paperbacks, 2002.
- Gale, Cengage Learning. *A Study Guide for Tomas Rivera's The Harvest*. Gale, Study Guides, 2017.
- Basu, Tejan Kumar. *The Life and Times of C.V. Ram*an. PrabhatPrakashan, 2016.
- Rozewicz, Tadeusz. *New Poems*. Archipelago, 2007.
- Manohar, Murli. *Critical Essays on Dalit Literature*. Atlantic Publishers, 2013.
- Hansda, SowvendraShekhar. *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Createspace Independent Publication, 2014.

- Das, Kamala. *Selected Poems*. Penguin Books India, 2014.
- Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Maple Press, 2012.
- Gale, Cengage Learning.*A Study Guide for Jamaica Kincaid's Girl*. Gale, Study Guides, 2017.
- Kipling, Rudyard. *The Absent-Minded Beggar*. Hardpress Publishing, 2013.
- Doyle, Arthur Conan. *The Hound of the Baskervilles*. General Press, 2017.
- Dixson, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
- Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.
- Samson, T. (ed.) *Innovate with English.* Cambridge University Press, 2010.
- 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.
BA18BA2020	**Communicative English - II**	CC	2	0	1	3	4

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.

Learning 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

Remedial Grammar: Questions & Negatives; Questions Tags
Writing Skills: Email Writing
Activities: Group Discussions

Literature: Alphonse Daudet - The Last Lesson

UNIT-II:PERSUASIVE SKILLS

Remedial Grammar: Past Simple & Past Perfect
Writing Skills: Report Writing
Activities: Book & Movie Reviews
Literature: Lord Alfred Tennyson – Ulysses

UNIT-III: COGNITIVE SKILLS

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

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.
BA18BA2030	**Natya Sastra and Performing Arts**	HC	3	0	0	3	3

Course Objectives

1. To make the students understand the importance of the text Natya sastra in the arena of Performing Arts
2. To make the students learn the basics of the Natya Sastra and the fundamentals of the different Units in it.

Course Outcomes

1. At the end of the course the students would be in a position to understand the importance and the greatness of the text Natya Sastra
2. The Students would not only understand the fundamentals of the different chapters in Natya Sastra but would also try to implement them in their practical and theory learning.

Course Content:

UNIT I	Introduction to Natya Sastra	1. Introduction to Natya Sastra – the encylopedia on Dramaturgy and its history 2. Natyotpathi – the evolution of Natya
UNIT II	11 aspects of Natya Sastra – a detailed study	1. Rasa 2. Bhava 3. Abhinaya 4. Dharmi 5. Vritthi 6. Pravritthi 7. Sidhi 8. Swara 9. Atodyam 10. Ganam 11. Rangam
UNIT III	Traditional Theatres of South India and Dasaroopakas	1. Kudiyattam, Krishnattam, Nangiar kuthu, Chakkyar Kuthu, Khyal, Teerukuthu, Nautanki, Tamasha, Bhavai, Jatra, Bayalata, Burrakatha, Chhau, Yakshaganam, Bhagavatha Mela, 2. Ten forms of Drama by Dhananjaya
UNIT IV	Natya Sastra in the Modern World	1. Marga and Desi 2. Indian Classical Dance Forms 3. Carnatic and Hindustani Music 4. Modern Indian theatre. 5. Discovery of Natya Sastra in 19th century 6. Different works on Natya Sastra from 19th century

Reference Books:

1. Natya Sastra – Dr. Manomohan Ghosh
2. Bharata – The Natya Sastra – Dr. Kapila Vatsyayan
3. Natya Sastra in the Modern World – Dr. Radhavallabh Tripathi
4. Bharatamuni Praneetha Natyasastra – Acharya P. Ramachandra
5. Abhinava Bharati on Bharata's Natya Sastra – Manjul Gupta
6. Natya Sastra and the Indian Dramatic Tradition – Dr. Radhavallabh Tripathi

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2040	**Practical-2 (Fundamentals of Carnatic Music)**	HC	0	0	3	3	6

Course Objectives:

- To make the students understand the nuances of the Carnatic Music.
- To make the students learn the compositions in Carnatic music and to enable them to learn it in the practical way.
- To enable them to understand the technical terms in music.

Course Outcomes:

- At the end of the course the students would be in a position to understand the nuances of the Carnatic Music
- The Students would not only understand the fundamentals and basics of the music but would also become a performer .
- The students will be able to sing in concerts and will also have a strong music theory knowledge

Course Content:

UNIT I	Music Basics And voice culture	• Saralivarishakal • Madhyastayi varishakal
UNIT II	Music Basics And voice culture	• Jantivarishakal • Dattu Varishakal • Tarastayi varishakal
UNIT III	Music Basics Theory Music	• Mandrastayi Varishakal • Origin of Carnatic music • Technical terms of Music • Alankarams
UNIT IV	Music Basics Theory Music	• Geetham -1 • Geetham – 2 • Geetham – 3 • Geetham – 4

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2050	**Practical-3 (Fundamentals of Drama)**	HC	0	0	3	3	6

Course Objectives

- Develop an appreciation and understanding of dramatic literature.
- Overcome or control any fears of public speaking and performance anxiety by developing self-confidence.
- Understand the evolution of drama through study of theatre history and the types of drama.
- Learn theatre terminology—acting, stage and technical theatre terms.
- Learn to express meaning with both body and voice.

Course Outcomes

a. At the end of the course the students would be in a position to understand the importance and the greatness of the Indian Theater.
b. Be able to overcome fear.
c. Be able to emote and understand the terminologies of theater both theoretically and practicaly.

Course Content:

UNIT I	**Introduction to Indian Theater**	1. Origin and development of Indian Theatre 2. Ups and downs of Classical Indian Theatre. 3. Literary evidence of the origin of Indian Drama from Rig Veda, Upanishads, Post Vedic Period and Buddhist period. 4. Brief Introduction to major Indian folk theatre forms with broad focus on art forms which are region specific with unique styles. EgJatras, Koodiaatam, Yakshagana etc.
UNIT II	**Play-reading and working on a scene for performance**	1. Play-reading and working on a scene for performance 2. Contextual reading, synopsis, and character reading of two scenes from well-known Indian playwrights and two scenes from Western playwrights towards theatrical scene enactment. Suggested scripts - CharandasChor, Kamala, The Tempest, Dolls House
UNIT III	Understanding the dynamics of Theatre - Working on body, mind and voice	1. Bharat Muni's four acting stages – Angika, Satvika, Vachika and Acharya. 2. Enhancing the three spheres of mind, body and voice to prepare one to be an actor through structured and creative activity.

		3. Routines and Changes to expand the range of the theatre performer.
UNIT IV	Application of Theatre and its practice	1. Specific focus on direction, stage management, sets and props, costumes, light, make-up sound and backstage

Reference Books:

1. Natya Sastra – Dr. Manomohan Ghosh
2. KapilaVatsyayan, "Traditional Indian Theatre Multiple streams". National Book Trust, 1980
3. Minding the body and mending the mind – Joan Borysenko, The Bantam Books
4. All About Theatre – off stage – Chris Hogget
5. The elements of playwriting – Louis Catron
6. An Actor Prepares – Stanislavsky
7. Sāgara, KarnāṭakaRājya: NīnāsamRaṅgaśikṣaṇaKēndraparavāgiAkṣaraPrakāśana.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2060	**English Literature & Language – II** British Literature (The Romantic Age) & Aspects of Language	HC	2	0	1	3	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	Description	Evaluation Pattern	Topics	Teaching Hours
I	Poetry	25 Marks	*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	12 Hours
II	Prose	25 Marks	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*	12 Hours
III	Fiction	25 Marks	1. Ann Radcliffe – *The Mysteries of Udolpho* 2. Jane Austen – *Pride and Prejudice*	12 Hours
IV	Language	25 Marks	1. The Structure of Sentences 2. Discourse	12 Hours

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2070	**FOUNDATIONS OF PSYCHOLOGY -II**	HC	2	0	1	3	4

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.

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	**SENSATION AND PERCEPTION**	**25 Marks** Short Notes/ Descriptive Questions	**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); Errors in perception.	10 Hours

II	**PERSONALITY**	**25 Marks** Short Notes/ Descriptive Questions	a) Nature and definition of personality(Allport's definition). b) Factors influencing on development of personality. c) Approaches to personality theories. Psychodynamic Perspectives: Freud's thoery Trait approaches: NEO-5 theory. Social Learning theory: Bandura's theory of Personality. d) Measurement of personality: Objective Measurement: Questionnaires, rating scales. Projective Techniques.	10 Hours
III	**THINKING**	**25 Marks** Short Notes/ Descriptive Questions	a) Nature and definition of thinking, Cognition. Forms of thinking: Concept formation, Categorization, Problem solving, Reasoning, Decision making, Creativity.	08 Hours
IV	**INTELLIGENCE**	**25 Marks** Short Notes/ Descriptive Questions	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) Extremes of Intelligence.	10 Hours
	PRACTICALS: **PRACTICALS-2**		a) Signal detection b) Stroop effect c) Bilateral Transfer d) Muller Lyer Illusion e) Concept Formation/Levels of Categorization	2 hrs/Batch/Week

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.

Reference 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, 2nd 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.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2081	**Folklore Study – Folk Dance**	SC	0	1	1	2	3

Course Content:

Unit – 1	Introduction to Folk arts	1. Introduction and importants of folk arts 2. Characteristics of folk arts 3. Folk art forms of India 4. Folk art forms that have survived generations
Unit – 2	Folk dances of India	1. Folk dances from different states of India 2. Puppetry 3. History and development of folk dances of India
Unit – 3	Dakshinatya Pravritti	1. Detailed study of Folk dances of Andhra 2. Detailed study of Folk dances of Tamil Nadu 3. Detailed study of Folk dances of Kerala 4. Detailed study of Folk dances of Karnataka 5. Detailed study of Folk dances of Maharashtra
Unit – 4	Practical session	1. Learning and practicing any folk dance form

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2082	**Folklore Study – Folk Music**	SC	0	1	1	2	3

Course Content:

Unit – 1	Introduction to Folk arts	1. Introduction and importants of folk arts 2. Characteristics of folk arts 3. Folk art forms of India 4. Folk art forms that have survived generations
Unit – 2	Development of Folk Music	1. Earliest records of Indian folk music 2. History and regionality

Unit – 3	Instruments used for folk dance	1. Sushira, Avanadha, Thanthri, Ghana Vadys used in folk music 2. Instruments used in north and south folk music.
Unit – 4	Practical session	1. Learning and practicing any folk music form

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2083	**Folklore Study – Folk Theatre**	SC	0	1	1	2	3

Course Content:

Unit – 1	Introduction to Folk arts	1. Introduction and importants of folk arts 2. Characteristics of folk arts 3. Folk art forms of India 4. Folk art forms that have survived generations
Unit – 2	Folk Theatre of India	1. Introduction 2. Different Theatre forms of Ancient India 3. Medieval India 4. Modern India
Unit – 3	Dakshintya Pravritti	1. Koodiyattam 2. Yakshagana 3. Veddhi Natakam 4. Therukoothu 5. Tamasha
Unit – 4	Practical session	5. Learning and practicing any folk music form

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
BA18BA2090	**Skill Development -1 (Multimedia and Designing)**	RULO	1	0	1	2	3

Note: Skill Development (Multimedia and Designing) courses are organised by the **Placement and Training Centre.** The students have to undergo Soft Skill Courses conducted by the said Centre.

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 performing arts is 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. 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.

LIST OF FACULTY MEMBERS

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