

10
YEARS

OF UNIVERSITY
RECOGNITION

20
YEARS OF
ACADEMIC
EXCELLENCE



REVA
UNIVERSITY

Bengaluru, India

**(School of Arts, Humanities
and Social Sciences)**

BA JEP

HANDBOOK

2020-23

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Chancellor's Message

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

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



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

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

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I am 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 practise 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 of 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 Honorable 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. Benchmarked 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 organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevance 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 overall personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

Vice-Chancellor, REVA University

Message from the Director of the School

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

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

The programs of study offered in the school foster cultural, social and political understanding and enhance the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We are at a wonderful phase when the domain of Arts, Humanities and Social Sciences all over the world is taking very meaningful and innovative turns. With various new career opportunities and specializations coming to the forefront, young enthusiasts have the boon of limitless career choices. We, at REVA University, deem it fit to channelize the potential of the young minds towards newer horizons. With the expertise of the highly qualified and committed teaching faculty members of the School, we continuously strive to provide the best practical knowledge to our students.

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

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

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

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

With Best Wishes,

Dr. Payel Dutta Chowdhury
Director
School of Arts, Humanities and Social Sciences

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 fulfill 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 out of the philanthropic instincts of Dr. P. Shyama Raju to engage in public welfare, quite in keeping with his support to other socially relevant charitable works, 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 Ph.D. degrees. REVA has well qualified experienced teaching faculty members of whom majority are doctorates. The faculty members are 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.

REVA UNIVERSITY

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 27th February, 2013. The University is empowered by UGC to award degrees in 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, central computer center, a well-planned sports facility with cricket ground, running track and variety of indoor and outdoor sports activities, and facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and support staff.

The University is presently offering 26 Post Graduate Degree programs, 34 Undergraduate Degree programs in various branches of studies and has 15000+ students studying in various branches of knowledge at graduate and post graduate level and 410 scholars pursuing research leading to Ph.D. in 19 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 Ph.D.

The programs offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty members and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for various programs. 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 members 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 the 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 recognizes the fact that research, development and innovation are the important functions of any university and has therefore, 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. Interdisciplinary and multidisciplinary research is given the topmost priority. The division continuously liaisons between various funding agencies, R&D Institutions, industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Sensor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

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 various skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor and Dean, and supported by well experienced Trainers, Counselors and Placement Officers is one of the highlights of the university.

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 students a 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, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas

Instruments, Nokia University Relations, EMC², VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitate students to study some of the programs partly in REVA University and partly in foreign university, viz, MS 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 the faculty members 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 University 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 Defense Dr. Sathish Reddy, Scientific Advisor, Ministry of Defense, 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 the 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 awards instituted by REVA University is „**Life Time Achievement Award**“ to be awarded to successful personalities who have made a mark in their field of work. This award is presented on the occasion of the “**Founders” Day Celebration**” at REVA University on 6th January every year in the presence of dignitaries, faculty members and students. The first “REVA Lifetime Achievement Award” for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr. K J Yesudas, renowned playback singer for the year 2017. REVA has also introduced the “**REVA Award of Excellence**” in the year 2017 and the first awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA University organizes 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 REVOTHSAVA 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 discussions, seminars, exhibitions and a variety of cultural events. Another important event is the 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 sphere 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 with 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 for students, faculty members, administrative staff and their family members and organises yoga camps for villagers in the vicinity.

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 honours and recognitions.

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

The School of Arts, Humanities and Social Sciences, established in the year 2014, is one of the most sought-after Schools for Humanities programmes. At present the School offers three undergraduate programmes - B.A. in Journalism, English and Psychology; B.A. in Political Science, Economics and Journalism and B.A. in Tourism, History and Journalism and three post-graduate programmes – M.A. in English, M.A. in Journalism and Communication and M.Sc. in Psychology. The School offers programs that prepare graduates who are aware of and can interact with contemporary thought and research in their respective specializations and utilize the same in their professional lives. The graduates will also be equipped with foundation of subjects and variety of skills required to compete in the global job market. The School also facilitates research leading to Ph.D. in humanities disciplines in English, Psychology, Hindi and Kannada.

Why Arts, Humanities and Social Sciences @ REVA University?

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

In **B.A. (JEP), B.A. (PEJ) and B.A. (THJ)** programs, students can experience a contemporary curriculum in a triple major scheme. In B.A. JEP, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. Internships, research projects and placement trainings are integrated with the program to make it a full-fledged one. In B.A. PEJ, the students will gain an understanding of three major core disciplines associated with humanities and social sciences - Political Science, Economics and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. They will also be equipped to prepare for various

competitive exams for banking sector, central and state administrative government jobs. A Bachelor's Degree in Political Science, Economics and Journalism can help students to gain insights in various fields like media, management and administration in the public and private sectors. Career opportunities are available in academia, banking, economic consultancy, political campaign manager, politician, political consultant, international business specialist, PR specialist, and market researcher. The programme takes a multi-disciplinary approach to enlighten the students on the integral working of the significant three core subjects of the programme. In B.A. THJ program, the students will gain an understanding of three major core disciplines associated with humanities and social sciences -Tourism, History and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. A Bachelor's Degree in Tourism, Journalism & History addresses the requirements in the key sectors like hotels, restaurants, retailing, transportation, travel agencies, tour companies, tourist attractions, leisure, recreation and sport, and cultural industries. Besides these, students can also find scope in the industry as Travel Journalist, Travel Photographer, Blogger & Vlogger Archivist, Heritage manager, Historic buildings conservation officer, Museum or gallery curator, academia and research. The forte of this program is its multi-faceted approach to prepare skilled, confident, well-groomed and diligent aspirants who are well versed in the integral workings of the Tourism & Hospitality industry.

The PG programs in English; Journalism and Communication, and M.Sc. Psychology are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences,

internships, projects, and so on. **M.Sc. Psychology** (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market.

M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies of an individual which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, and Organizational Behavior.

USP of the Programmes Run by the School of Arts, Humanities and Social Sciences:

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

VISION

To promote excellence in advancement of Arts, Humanities and Social Sciences disciplines, professions, and services through education, research, innovation, extension and collaboration.

MISSION

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

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| 3 | Dr. Nandini Lakshmikantha Assoc.Professor | Member | Manipal University, Manipal, Karnataka |
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| 17 | Mr. Puneeth Kumar L Asst. Professor (Kannada) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 18 | Ms. Lavanya S | Current Student | 5th Sem, B.A JEP, School of Arts and Humanities |



REVA
UNIVERSITY

Bengaluru, India

REVA University Academic Regulations

Bachelor Degree (3 years) Programs

(Applicable for the programs offered from 2020-21 Batch)

(Framed as per the provisions under Section 35 (ii), Section 7 (x) and Section 8 (xvi) & (xxi) of the REVA University Act, 2012)

1. Title and Commencement:

- 1.1 These Regulations shall be called “**REVA University Academic Regulations – Bachelor Degree Programs 2020-21 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management**”
- 1.2 These Regulations shall come into force from the date of assent of the Chancellor.

2. The Programs:

These regulations cover the following Bachelor Degree Programs of REVA University offered during 2020-21:

B Com (Industry Integrated)
B Com (Honors)
BBA (Industry Integrated)
BBA (Honors)
BBA (Entrepreneurship)
BA - Journalism, English, Psychology
BA - Tourism, History & Journalism
BA - Political Science, Economics & Journalism
BA - Performing Arts, English Psychology
BCA
BSc (Honours) Cloud Computing & Big Data
BSc in Physics, Chemistry, Maths
BSc in Maths, Statistics, Comp Sci.
BSc in Bioinformatics Biology, Maths, Computer Science
BSc in Biotechnology, Biochemistry, Genetics
BSc in Medical Lab Technology
BSc in Physics, Maths, Computer Science

3. Duration and Medium of Instructions:

- 3.1 **Duration:** The Bachelor Degree program is of 6 Semesters duration. A candidate can avail a maximum of 12 semesters - 6 years as per double duration norm, in one stretch to complete the Bachelor Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, s/he has to study the prevailing courses offered by the School when s/he resumes his/her studies.
- 3.2 The medium of instruction shall be English.

4. Definitions:

- 4.1 **Course:** “Course” means a subject, either theory or practical or both, listed under a program; Example: “Business Research Methodology” in BBA (Honors) program, “Auditing and Corporate Governance” in B Com (Industry Integrated) program are examples of courses to be studied under respective programs.

Every course offered will have three components associated with the teaching-learning process of the course, namely:

| | |
|----------|-----------------|
| L | Lecture |
| T | Tutorial |
| P | Practice |

Where:

L stands for **Lecture** session consisting of classroom instruction.

T stands for **Tutorial** session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands for **Practice** session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies / Project Based Learning or Course end Project/Self Study/ Online courses from listed portals that equip students to acquire the much required skill component.

4.2 Classification of Courses

Courses offered are classified as: Foundation Courses, Core Courses, Hard Core Courses, Soft Core Courses, Open Elective Courses, Project work/Dissertation

- 4.2.1 **Foundation Course:** The foundation Course is a mandatory course which should be completed successfully as a part of graduate degree program irrespective of the program of study
- 4.2.2 **Core Course:** A course which should compulsorily be studied by a candidate choosing a particular program of study
- 4.2.3 **Hard Core Course (HC) simply core course:** The **Hard Core Course** is a Core Course in the main branch of study and related branch(es) of study, if any, that the candidates have to complete compulsorily

4.2.4 Soft Core Course (SC) (also known as Professional Elective Course)

A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main branch of study or from a sister/related branch of study which supports the main branch of study

4.2.5 Open Elective Course (OE):

An elective course chosen generally from other discipline / subject, with an intention to seek exposure to the basics of subjects other than the main discipline the student is studying is called an **Open Elective Course**

4.2.6 Project Work / Dissertation:

School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally 26 hours of practical work/project work/dissertation work is considered to be equivalent to a credit. School can classify project as a minor or a major project depending on the credits allotted. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

4.2.7 **“Program”** means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma or such other degrees instituted and introduced in REVA University.

5. Eligibility for Admission:

5.1. The eligibility criteria for admission to **Three Years Bachelor Degree Programs** (6 Semesters) is given below:

| Sl. No. | Program | Duration | Eligibility |
|---------|--|-----------------------|---|
| 1 | Bachelor of Commerce (Industry Integrated) | 6 Semesters (3 years) | Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to. |
| 2 | Bachelor of Commerce (Honours) | | Pass in PUC/10+2 with minimum 75% marks of any recognized Board / Council or any other qualification recognized as equivalent there to. |

| | | | |
|----|---|-----------------------|---|
| 3 | Bachelor of Business Administration (Industry Integrated) | 6 Semesters (3 years) | Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to. |
| 4 | Bachelor of Business Administration (Honours) | 6 Semesters (3 years) | Pass in PUC/10+2 with minimum 75% marks of any recognized Board / Council or any other qualification recognized as equivalent there to. |
| 5 | Bachelor of Business Administration (Entrepreneurship) | 6 Semesters (3 years) | |
| 6 | Bachelor of Arts in a) Journalism, English & Psychology (JEP) b) Political Science, Economics, Journalism (PEJ) c) Tourism, Journalism & History (TJH) | 6 Semesters (3 years) | Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to. |
| 7 | Bachelor of Arts in Performing Arts, English & Psychology | 6 Semesters (3 years) | |
| 8 | Bachelor of Computer Applications | 6 Semesters (3 years) | Pass in PUC/10+2 with at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council of any other qualification recognized as equivalent there to. |
| 9 | Bachelor of Science (Hons.) in Computer Science (with specialization in Cloud Computing & Big Data) | 6 Semesters (3 years) | Pass in PUC/10+2 examination with Mathematics / Computer Science / Statistics as compulsory subject along with other subjects and obtained minimum 45% marks (40% in case of candidates belonging to SC/ST category) in the above subjects taken together from any Board recognized by the respective State Government /Central Government/Union Territories or any other qualification recognized as equivalent thereto. |
| 10 | B Sc in a) Physics, Chemistry and Mathematics (PCM) b) Mathematics, Statistics and Computer Science (MStCs) c) Physics, Mathematics and Computer Science (PMCs) | 6 Semesters (3 years) | Pass in PUC/10+2 with Mathematics as compulsory subjects and at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council or any other qualification recognized as equivalent there to. |
| 11 | B Sc in a) Bioinformatics – Biology, Computer Science & | 6 Semesters (3 years) | Pass in PUC/10+2 with Biology as compulsory subject and at least 45% marks (40% in case of candidate belonging to SC/ST |

| | | |
|---|--|---|
| Mathematics (BCsM) b) Biotechnology, Biochemistry, Genetics c) Medical Laboratory Technology (BMLT) | | category) of any recognized Board/Council or any other qualification recognized as equivalent there to. |
|---|--|---|

5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, University from time to time.

6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

6.2 Each semester is for a total duration of 20 weeks out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for IAs and final examination, evaluation and announcement of results.

6.3 The credit hours defined as below

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

1 credit = 13 credit hours spread over 16 weeks or spread over the semester

The total duration of a semester is 20 weeks inclusive of semester-end examination.

For Example: The following table describes credit pattern

| Lectures (L) | Tutorials (T) | Practice (P) | Credits (L:T:P) | Total Credits | Total Contact Hours |
|--------------|---------------|--------------|-----------------|---------------|---------------------|
| 4 | 2 | 0 | 4:1:0 | 5 | 6 |
| 3 | 2 | 0 | 3:1:0 | 4 | 5 |
| 3 | 0 | 2 | 3:0:1 | 4 | 5 |
| 2 | 2 | 2 | 2:1:1 | 4 | 6 |
| 0 | 0 | 6 | 0:0:3 | 3 | 6 |
| 4 | 0 | 0 | 4:0:0 | 4 | 4 |
| 2 | 0 | 0 | 2:0:0 | 2 | 2 |

a. The concerned BoS will choose the convenient Credit Pattern for every course based on size and nature of the course

7. Different Courses of Study:

Different **Courses of Study** are labeled as follows:

- a. Foundation Course (FC)
- b. Core Course (CC)
- c. Hard Core Course (HC)
- d. Soft Core Course (SC)
- e. Open Elective Course (OE)
- f. Project Work / Dissertation: School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally 26 hours of practical work/project work/dissertation work is considered to be equivalent to a credit. School can classify project as a minor or a major project depending on the credits allotted. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

These are defined under Section 4 of these regulations.

8. Credits and Credit Distribution

Registered candidates are required to earn the credits stated in the below table for the award of degree in the respective program:

| Credits | Programs |
|------------|--|
| 120 | B.Com (Industry Integrated) degree, BBA (Industry Integrated) degree, and BCA |
| 140 | B.Com (Honors), BBA (Honors), BBA (Entrepreneurship) and B Sc (Honors) |
| 144 | BA - Journalism, English, Psychology, BA - Tourism, History & Journalism, BA - Political Science, Economics & Journalism, BA - Performing Arts, English Psychology, BSc in Physics, Chemistry, Maths, BSc in Maths, Statistics, Comp Sci., BSc in Bioinformatics Biology, Maths, Computer Science, BSc in Biotechnology, Biochemistry, Genetics, BSc in Medical Lab Technology, and BSc in Physics, Maths, Computer Science |

The following courses are foundation courses and they are mandatory courses. Students registering for any of the programs mentioned in the table above are required to successfully complete the courses for the award of the degree.

1. Communicative English

2. Languages K / H / Additional English
3. Indian Constitution
4. Human Rights

8.2. The concerned BoS shall prescribe the credits to various types of courses and shall assign title to every course including project work, practical work, field work, self-study elective and classify the courses as **Foundation Course (FC), Hard Core (HC), Soft Core (SC) and Open Elective (OE)**.

8.3. The concerned BoS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.

8.4. A candidate can enrol during each semester for credits as prescribed in the scheme of the program.

8.5. Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to VI semester and complete successfully prescribed number of credits for the award of the degree for three year program in 6 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

8.6 Add on Proficiency Diploma / Minor degree/ Honor Degree:

To acquire Add on Proficiency Diploma/ Minor degree/ Honor Degree:, a candidate can opt to complete a minimum of 18-20 extra credits either in the same discipline /subject or in different discipline / subject in excess to prescribed number of credits for the award of 3 year degree in the registered program.

The Add on Proficiency Certification / Diploma/ Minor degree/ Honor Degree: so issued to the candidate contains the courses studied and grades earned.

9 Assessment and Evaluation

9.1 The Scheme of Assessment will have two parts, namely;

- i. Internal Assessment (IA); and
- ii. Semester End Examination (SEE)

9.2 Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of for 3 year programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).

9.3 The 50 marks of internal assessment shall comprise:

| | |
|--|----------|
| Internal Test | 30 marks |
| Assignments / Seminars / Quizzes / Presentations / Case Studies etc. | 20 marks |

9.4 There shall be **two Internal Tests** conducted as per the schedule announced below. **The Students" shall attend both the Tests compulsorily.**

- 1st test is conducted for 15 marks during **8th week** of the Semester;
- 2nd test is conducted for 15 marks during **16th week** of the of the Semester;
- Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester

9.5 The coverage of syllabus for the said tests shall be as under:

- Question paper of the **1st test should be based on first 50% of the total syllabus;**
- Question paper of the **2nd test should be based on second 50% of the total syllabus;**

9.6 The Semester End Examination for 50 marks shall be held in the 18th and 19th week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.

9.7 A test paper is set for a maximum of 30 marks to be answered as per the pre-set time duration (1 hr / 1 hr 15 minutes / 1 hr 30 minutes). Test paper must be designed with School faculty members agreed pattern and students are assessed as per the instructions provided in the question paper. Questions must be set using Bloom"s verbs. The questions must be set to assess the students outcomes described in the course document.

9.8 The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a

common question paper(s). However, these question papers shall be scrutinized by School specific Question Paper Scrutiny Committee formed by the respective School Head /Director to bring in the uniformity in the question paper pattern and as well to maintain the necessary standards.

- 9.9 The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.
- 9.10 Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An assignment / Quiz or combination thereof can be set for a maximum of 20 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.
- 9.11 Internal assessment marks must be decided well before the commencement of Semester End examinations
- 9.12 Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 18th and 19th week of the semester and the entire course syllabus must be covered while setting the question paper.
- 9.13 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Each main question be set for a maximum of 25 marks, main questions can have 3-4 sub questions. A total of 8 questions are set so that students will have a choice. Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)
- 9.14 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.
- 9.15 There shall be single evaluation by the internal teachers who have taught the subject. However, there shall be moderation by the external examiner. In such cases where sufficient number of external examiners are not available to serve as moderators internal senior faculty member shall be appointed as moderators.

- 9.16 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers.
- 9.17 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well Semester End Examinations and submit reports to the Director of the respective School about the scope of the curriculum covered and quality of the questions.
- 9.18 The report provided by the **Program Assessment Committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program
- 9.19 During unforeseen situation like the Covid-19, the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC
- 9.20 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper
- 9.21 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor
- 9.22 Online courses may be offered as per BACHELOR norms.
For online course assessment guidelines would be as follows:
1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.
 2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply
 3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits
- IAs for online courses could be avoided and will remain at the discretion of the School.
- 9.23 The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.
- 9.24 Utilization of one or two credit online courses would be:

4 week online course – 1 credit – 15 hours
 8 week online course / MOOC – 2 credits – 30 hours
 12 week online course / MOOC – 3 credits – 45 hours

9.25 **Summary of Internal Assessment, Semester End Examination and Evaluation** Schedule is provided in the table given below.

Summary of Internal Assessment and Evaluation Schedule

| S. No | Type of Assessment | when | Syllabus Covered | Max Marks | Reduced to | Date by which the process must be completed |
|-------|---|---|------------------|-----------|------------|---|
| 1 | Test-1 | During 8 th week | First 50% | 30 | 15 | 8 th week |
| 2 | Assignment / quiz / presentation / any other assessment method as decided by the School | On or before 8 th week (10 marks) | | | | |
| 3 | Test -2 | During 16 th Week | Second 50% | 30 | 15 | 16 th Week |
| 4 | Assignment / quiz / presentation / any other assessment method as decided by the School | On or before 16 th Week (10 marks) | | | | |
| 5 | SEE | 19/20 th Week | 100% | 100 | 50 | 20 th Week |

- Note:** 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per the notification from COE.
 2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

10 Assessment of Students Performance in Practical Courses

The performance in the practice tasks / experiments shall be assessed on the basis of:

- a) Knowledge of relevant processes;
- b) Skills and operations involved;
- c) Results / products including calculation and reporting.

- 10.1 The 50 marks meant for Internal Assessment (IA) of the performance in carrying out Practical shall further be allocated as under:

| | | |
|-----|--|-----------------|
| i | Conduction of regular practical / experiments throughout the semester | 20 marks |
| ii | Maintenance of lab records | 10 marks |
| iii | Performance of mid-term test (to be conducted while conducting second test for theory courses); the performance assessments of the mid-term test includes performance in the conduction of experiment and write up about the experiment. | 20 marks |
| | Total | 50 marks |

- 10.2 The 50 marks meant for Semester End Examination (SEE), shall be allocated as under:

| | | |
|-----|---|-----------------|
| i | Conducting of semester end practical examination | 30 marks |
| ii | Write up about the experiment / practical conducted | 10 marks |
| iii | Viva Voce | 10 marks |
| | Total | 50 marks |

The duration for semester-end practical examination shall be decided by the concerned School Board.

- 10.3 For MOOC and Online Courses assessment shall be decided by the BOS of the School.

11. Evaluation of Minor Project / Major Project / Dissertation:

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the project / dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

| | |
|-----------------|--|
| Component – I | Periodic Progress and Progress Reports (25%) |
| Component – II | Demonstration and Presentation of work (25%) |
| Component – III | Evaluation of Report (50%) |

All assessments must be done by the respective Schools as per the guidelines issued by the

Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

12. Requirements to Pass a Course:

A candidate's performance from IA and SEE will be in terms of scores, and the sum of IA and SEE scores will be for a maximum of 100 marks (IA = 50 , SEE = 50) and have to secure a minimum of 40% to declare pass in the course. However, a candidate has to secure a minimum of 25% (13 marks) in Semester End Examination (SEE) which is compulsory.

The Grade and the Grade Point: The Grade and the Grade Point earned by the candidate in the subject will be as given below:

| Marks, P | Grade, G | Grade Point (GP=V x G) | Letter Grade |
|-------------|-------------|---------------------------|-----------------|
| 90-100 | 10 | v*10 | O |
| 80-89 | 9 | v*9 | A+ |
| 70-79 | 8 | v*8 | A |
| 60-69 | 7 | v*7 | B+ |
| 55-59 | 6 | v*6 | B |
| 50-54 | 5.5 | v*5.5 | C+ |
| 40-49 | 5 | v*5 | C |
| 0-39 | 0 | v*0 | F |
| ABSENT | | | AB |

O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.

Here, P is the percentage of marks (P=[IA + SEE]) secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of course. G is the grade and GP is the grade point.

a. Computation of SGPA and CGPA

The Following examples describe computation of Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e : $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Examples on how SGPA and CGPA are computed

Example No. 1

| Course | Credit | Grade Letter | Grade Point | Credit Point (Credit x Grade) |
|----------|--------|--------------|-------------|-------------------------------|
| Course 1 | 3 | A+ | 9 | 3X9=27 |
| Course 2 | 3 | A | 8 | 3X8=24 |
| Course 3 | 3 | B+ | 7 | 3X7=21 |
| Course 4 | 4 | O | 10 | 4X10=40 |
| Course 5 | 1 | C | 5 | 1X5=5 |
| Course 6 | 2 | B | 6 | 2X6=12 |
| | 16 | | | 129 |

Thus, $SGPA = 129 \div 16 = 8.06$

Example No. 2

| Course | Credit | Grade letter | Grade Point | Credit Point (Credit x Grade point) |
|----------|--------|--------------|-------------|-------------------------------------|
| Course 1 | 4 | A | 8 | 4X8=32 |
| Course 2 | 4 | B+ | 7 | 4X7=28 |
| Course 3 | 3 | A+ | 9 | 3X9=27 |
| Course 4 | 3 | B+ | 7 | 3X7=21 |
| Course 5 | 3 | B | 6 | 3X6=18 |
| Course 6 | 3 | C | 5 | 3X5=15 |
| | 20 | | | 141 |

Thus, $SGPA = 141 \div 20 = 7.05$

b. Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e : $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Example:

CGPA after Final Semester

| Semester (ith) | No. of Credits (Ci) | SGPA (Si) | Credits x SGPA (Ci X Si) |
|-------------------|------------------------|--------------|-----------------------------|
| 1 | 20 | 6.83 | 20 x 6.83 = 136.6 |
| 2 | 19 | 7.29 | 19 x 7.29 = 138.51 |
| 3 | 21 | 8.11 | 21 x 8.11 = 170.31 |
| 4 | 20 | 7.40 | 20 x 7.40 = 148.00 |
| 5 | 22 | 8.29 | 22 x 8.29 = 182.38 |
| 6 | 18 | 8.58 | 18 x 8.58 = 154.44 |
| Cumulative | 120 | | 930.24 |

Thus, **CGPA** = $930.24/120 = 7.75$

c. Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Example: CGPA Earned 7.75 x 10=77.5

d. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

13. Classification of Results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

| CGPA | Grade (Numerical Index) | Letter Grade | Performance | FGP |
|-----------------|-------------------------------|-----------------|----------------|-------------------|
| | G | | | Qualitative Index |
| 9 >= CGPA 10 | 10 | O | Outstanding | Distinction |
| 8 >= CGPA < 9 | 9 | A+ | Excellent | |
| 7 >= CGPA < 8 | 8 | A | Very Good | First Class |
| 6 >= CGPA < 7 | 7 | B+ | Good | |
| 5.5 >= CGPA < 6 | 6 | B | Above average | Second Class |
| > 5 CGPA < 5.5 | 5.5 | C+ | Average | |
| > 4 CGPA < 5 | 5 | C | Satisfactory | Pass |
| < 4 CGPA | 0 | F | Unsatisfactory | Unsuccessful |

Overall percentage=10*CGPA

a. Provisional Grade Card: The tentative / provisional grade card will be issued by the

Controller of Examinations at the end of every semester indicating the courses completed successfully. The provisional grade card provides **Semester Grade Point Average (SGPA)**.

- b. **Final Grade Card:** Upon successful completion of three year Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

14. Attendance Requirement:

- 14.1 All students must attend every lecture, tutorial and practical classes.
- 14.2 In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.
- 14.3 Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc., during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

15. Re-Registration and Re-Admission:

- 15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and S/he shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.
- 15.2 In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

16. Absence during Internal Test:

In case a student has been absent from an internal tests due to the illness or other contingencies s/he may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher,

and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

17. Provision for Appeal

If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), s/he can approach the Grievance Cell with the written submission together with all facts, the assignments, and test papers, which were evaluated. S/he can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the Grievance committee is final.

18. Grievance Committee:

In case of students having any grievances regarding the conduct of examination, evaluation and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC.

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

- The Controller of Examinations - Ex-officio Chairman / Convener
- One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools / departments/sister disciplines – Member.
- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

19. Eligibility to Appear for Semester End Examination (SEE)

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

20. Provision for Supplementary Examination

In case a candidate fails to secure a minimum of 25% (13 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results. The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

21. Provision to Carry Forward the Failed Subjects / Courses:

A student who has failed in a given number of courses in odd and even semesters shall move to next semester of immediate succeeding year and final year of the study. However, s/he shall have to clear all courses of all semesters within the double duration, i.e., with six years of admission of the first semester failing which the student has to re-register to the entire program.

22. Challenge Valuation:

- a. A student who desires to apply for challenge valuation shall obtain a photo copy of the answer script(s) of semester end examination by paying the prescribed fee within 10 days after the announcement of the results. S/he can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Controller of Examinations within 10 days after the announcement of the results. This challenge valuation is only for semester end examination.
 - b. The answer scripts (in whatever form) for which challenge valuation is sought for shall be evaluated by the external examiner who has not involved in the first evaluation. The higher of two marks from first valuation and challenge valuation shall be the final.
23. With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

Program Overview

Humanities 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 Journalism, English and Psychology is a triple major programme, offered by School of Arts and Humanities at REVA UNIVERSITY. It intends to develop English language skills, Journalism as a profession and application of Psychology knowledge in dealing with the life issues amongst its students.

Journalism is all about collecting information and disseminating the facts and figures to the public via print, television and Internet. Journalists present the news in a manner that is useful, informative and thought provoking. Journalism careers include reporter, feature writer, intern, sub editor, designer, proof reader, newsreader, news presenter, news analyst, news editor, editor and many such.

English Literature and Language is offered as a subject to empower communication skills to polish the aspects of English language through the study of literature that enable the candidate to explore their critical and creative faculties. The subject ranging from British, American, European and Non-European literature to Literature from India and Theory and Criticism, provide the learner a vast saga of various Sociopolitical contexts and issues of local and global concerns that propels the student to enterprise in their chosen literary or non-literary endeavors with a better idea of the relevance of human values and to locate an ethical environment in day today professional and personal life. A comprehensive study of English literature instills human concerns, triggers a zeal for innovative ideas and enhances cognitive skills that refines the theory of mind.

Psychology is the scientific approach to understand human and animal behavior and applying the knowledge to solve day to day problems. General psychology is offered to orient the students to the general concepts of human behavior in the first year. Socialpsycholgy aims to better understanding of social behaviors and factors the influences it. Child development focuses on various developmental milestones of early years of life. To bring in research interest among the students", research is introduced as mandatory paper with research project. To equip the students for higher education the specialization papers such as Abnormal Psychology, Health Psychology

and Industrial Psychology is offered. The course aims at Self-development and Psychological wellbeing of students across their journey.

The language skills and understanding psychology of people helps a Journalist to gain expertise in his/her profession.

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

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

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

Program Educational Objectives:

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

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

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

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

Program Specific Outcomes

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

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

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

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

Program Outcomes

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

- **PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge and in understanding Journalism, English and Psychology study.
- **PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.
- **PO 3: Problem solving:** Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one’s learning to real life situations using curriculum content knowledge.
- **PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and **sustainable development**.
- **PO 5: Research-related skills:** Be inquisitive with a sense of inquiry and capability for asking relevant/appropriate questions, and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
- **PO 6: Ethics:** Recognize different value systems including your own, understand the **moral dimensions** of your decisions, and accept responsibility for them.
- **PO 7: Cooperation/Team work:** Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a

group or a team in the interests of a common cause and work efficiently as a member of a team.

- **PO 8: Communication Skills:** Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups
- **PO 9: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**BA (Journalism, English, Psychology – JEP) Program
Scheme of Instructions**

(Effective from 2020-2023)

| Sl. No | Course Code | Title of the Course | Course Type | Credit Pattern and Value | | | | Weekly Contact Hours |
|------------------------|--------------|--|-------------|-----------------------------|----------|----------|-----------|----------------------|
| | | | | L | T | P | Credits | |
| FIRST SEMESTER | | | | | | | | |
| 1 | B20BJ1010 | Environmental Science | FC | Noncredit compulsory course | | | | 2 |
| 2 | B20BJ1020 | Communicative English – I | CC | 2 | 1 | 0 | 3 | 4 |
| 3 | B20BJ1031 | Language – I Kannada | CC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ1032 | Language – I: Hindi | CC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ1033 | Language – I: Additional English | CC | 2 | 1 | 0 | 3 | 4 |
| 4 | B20BJ1040 | Journalism - I (Introduction to Media & Communication) | HC | 2 | 1 | 0 | 3 | 4 |
| 5 | B20BJ1040(P) | Journalism Practical - I | HC | 0 | 0 | 2 | 2 | 4 |
| 6 | B20BJ1050 | English Literature (Chaucer – Pope) & Language – I | HC | 4 | 0 | 0 | 4 | 4 |
| 7 | B20BJ1060 | Psychology - I (Basic Psychological Process-I) | HC | 2 | 1 | 0 | 3 | 4 |
| 8 | B20BJ1060(P) | Psychology Practical-I | HC | 0 | 0 | 2 | 2 | 4 |
| | | Total Credits | | 12 | 4 | 4 | 20 | 30 |
| SECOND SEMESTER | | | | | | | | |
| 1 | B20BJ2010 | Indian Constitution and Human Rights | FC | Noncredit compulsory course | | | | 2 |
| 2 | B20BJ2020 | Communicative English – II | CC | 2 | 1 | 0 | 3 | 4 |
| 3 | B20BJ2031 | Language – II: Kannada | CC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ2032 | Language – II: Hindi | CC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ2033 | Language – II: Additional English | CC | 2 | 1 | 0 | 3 | 4 |

| | | | | | | | | |
|---|--------------|--|------|-----------|----------|----------|-----------|----------------|
| 4 | B20BJ2040 | Journalism - II (Reporting & Editing) | HC | 2 | 1 | 0 | 3 | 4 |
| 5 | B20BJ2040(P) | Journalism Practical-II | HC | 0 | 0 | 2 | 2 | 4 |
| 6 | B20BJ2050 | English Literature (The Romantic Age) & Language – II | HC | 4 | 0 | 0 | 4 | 4 |
| 7 | B20BJ2060 | Psychology - II (Basic Psychological Process-II) | HC | 2 | 1 | 0 | 3 | 4 |
| 8 | B20BJ2060(P) | Psychology Practical- II | HC | 0 | 0 | 2 | 2 | 4 |
| 9 | B20BJ2070 | MOOC/SWAYAM | RULO | 0 | 0 | 2 | 2 | Self- Study |
| | | Total Credits | | 12 | 4 | 6 | 22 | 30 |
| 1 | B20BJ3011 | Language – III: Kannada | CC | 1 | 1 | 0 | 2 | 3 |
| | B20BJ3012 | Language – III: Hindi | CC | 1 | 1 | 0 | 2 | 3 |
| | B20BJ3013 | Language – III: Additional English | CC | 1 | 1 | 0 | 2 | 3 |
| 2 | B20BJ3020 | Journalism - III (Audio-Visual Production) | HC | 2 | 1 | 0 | 3 | 4 |
| 3 | B20BJ3020(P) | Journalism Practical - III | HC | 0 | 0 | 2 | 2 | 4 |
| 4 | B20BJ3030 | English Literature (Victorian & Modern Ages) & Language - III | HC | 4 | 0 | 0 | 4 | 4 |
| 5 | B20BJ3040 | Psychology - III (Social Psychology) | HC | 2 | 1 | 0 | 3 | 4 |
| 6 | B20BJ3040(P) | Psychology Practical- III | HC | 0 | 0 | 2 | 2 | 4 |
| 7 | B20BJ3051 | Media Studies** | OE | 4 | 0 | 0 | 4 | 4 |
| 8 | B20BJ3052 | Life Skills and Personal Development | OE | 4 | 0 | 0 | 4 | 4 |

| | | | | | | | | |
|----|-----------------------------|---|------|------------------------------|----------|-----------|-----------|------------|
| 9 | B20BJ3060 | Employability Skills – I (Placement) | RULO | Noncredit compulsory course | | | | 2 |
| 10 | B20BJ3070 | MOOC/SWAYAM | RULO | 0 | 0 | 2 | 2 | Self-Study |
| 11 | B20BJ3080 | Internship/ Certificate Courses | HC | 2 | 0 | 2 | 4 | - |
| | | Total Credits | | 15 | 3 | 8 | 26 | 29 |
| 1 | B20BJ4011 | Language IV: Kannada | CC | 1 | 1 | 0 | 2 | 3 |
| | B20BJ4012 | Language IV: Hindi | CC | 1 | 1 | 0 | 2 | 3 |
| | B20BJ4013 | Language IV: Additional English | CC | 1 | 1 | 0 | 2 | 3 |
| 2 | B20BJ4020 | Journalism – IV (Fundamentals of Media Research) | HC | 2 | 1 | 0 | 3 | 4 |
| 3 | B20BJ4020(P) | Journalism Practical-IV | HC | 0 | 0 | 2 | 2 | 4 |
| 4 | B20BJ4030 | American Literature | HC | 4 | 0 | 0 | 4 | 4 |
| 5 | B20BJ4040 | Psychology - IV (Child Development) | HC | 2 | 1 | 0 | 3 | 4 |
| 6 | B20BJ4040(P) | Psychology Practical-IV | HC | 0 | 0 | 2 | 2 | 4 |
| 7 | B20BJ4050 | Minor Research Project | HC | 0 | 0 | 6 | 6 | 6 |
| 8 | B20BJ4060 | Employability Skills – II (Placement) | RULO | Non credit compulsory course | | | | 2 |
| | | Total Credits | | 09 | 3 | 10 | 22 | 31 |
| 1 | B20BJ5010 | Journalism -V (Media Laws & Ethics) | HC | 3 | 1 | 0 | 4 | 4 |
| 2 | B20BJ5021 | Journalism -VI (A) (Brand Ecology) | SC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ5022 | Journalism -VI (B) (Fundamentals of Photography) | | | | | | |
| 3 | B20BJ5021(P) / B20BJ5022(P) | Journalism Practicals - VI (A)/Journalism Practical-VI(B) | SC | 0 | 0 | 2 | 2 | 4 |

| | | | | | | | | |
|----|-----------------------------------|--|------|------------------------------|----------|----------|-----------|-----------|
| 4 | B20BJ5030 | Literary Criticism | HC | 4 | 0 | 0 | 4 | 4 |
| 5 | B20BJ5041 | Literatures of India – I | SC | 4 | 0 | 0 | 4 | 4 |
| | B20BJ5042 | European & Non-European Writings - I | | | | | | |
| 6 | B20BJ5050 | Psychology – V (Measurement and Research Methods in Psychology) | HC | 2 | 1 | 0 | 3 | 4 |
| 7 | B20BJ5050(P) | Psychology Practical-V | HC | 0 | 0 | 2 | 2 | 4 |
| 8 | B20BJ5061 | Psychology – VI (A) (Abnormal Psychology - I) | SC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ5062 | Psychology –VI (B) (Health Psychology - I) | | | | | | |
| 9 | B20BJ5061(P) / B20BJ5062(P) | Psychology Practical-VI(A)/Psychology Practical VI(B) | SC | 0 | 0 | 2 | 2 | 4 |
| 10 | B20BJ5070 | Employability Skills – III | RULO | Non credit compulsory course | | | | 2 |
| | | Total Credits | | 17 | 4 | 6 | 27 | 38 |
| 1 | B20BJ6010 | Journalism -VII (Advertising & Corporate Communication) | HC | 3 | 1 | 0 | 4 | 4 |
| 2 | B20BJ6021 | Journalism -VIII (A) (New Media) | SC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ6022 | Journalism - VIII (B) (Development Communication) | | | | | | |
| 3 | B20BJ6021(P) / B20BJ6022(P) | Journalism Practical-VIII(A)/ Journalism Practical-VIII(B) | SC | 0 | 0 | 2 | 2 | 4 |
| 4 | B20BJ6030 | Literary Theory and Criticism | HC | 4 | 0 | 0 | 4 | 4 |
| 5 | B20BJ6041 | Literatures of India – II | SC | 4 | 0 | 0 | 4 | 4 |
| | B20BJ6042 | European & Non-European Writings - II | | | | | | |

| | | | | | | | | |
|---|-----------------------------------|---|----|-----------|----------|----------|------------|-----------|
| 6 | B20BJ6050 | Psychology – VII (Industrial Psychology) | HC | 2 | 1 | 0 | 3 | 4 |
| 7 | B20BJ6050(P) | Psychology Practical-VII | HC | 0 | 0 | 2 | 2 | 4 |
| 8 | B20BJ6061 | Psychology-VIII (A) (Abnormal Psychology - II) | SC | 2 | 1 | 0 | 3 | 4 |
| | B20BJ6062 | Psychology-VIII (B) (Health Psychology - II) | | | | | | |
| 9 | B20BJ6061(P) / B20BJ6062(P) | Psychology Practical-VIII(A)/Psychology Practical-VIII(B) | SC | 0 | 0 | 2 | 2 | 4 |
| | | Total Credits | | 17 | 4 | 6 | 27 | 36 |
| | | Total Credits of All Semesters | | | | | 144 | |

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

Semester-wise Summary of Credit Distribution

| Semesters | No. of Credits |
|-----------|----------------|
|-----------|----------------|

| | |
|----------------------|------------|
| First Semester | 20 |
| Second Semester | 22 |
| Third Semester | 26 |
| Fourth Semester | 22 |
| Fifth Semester | 27 |
| Sixth Semester | 27 |
| Total Credits | 144 |

Distribution of Credits Based on Type of Courses

| Semester | HC | SC | OE | RULO | FC | CC | Credits |
|--------------|-----------|-----------|----------|----------|----------|-----------|------------|
| I | 14 | 0 | 0 | 0 | 0 | 6 | 20 |
| II | 14 | 0 | 0 | 2 | 0 | 6 | 22 |
| III | 18 | 0 | 4 | 2 | 0 | 2 | 26 |
| IV | 20 | 0 | 0 | 0 | 0 | 2 | 22 |
| V | 13 | 14 | 0 | 0 | 0 | 0 | 27 |
| VI | 13 | 14 | 0 | 0 | 0 | 0 | 27 |
| Total | 92 | 28 | 4 | 4 | 0 | 16 | 144 |

Distribution of Credits Based on L:T:P

| Semester | L | T | P | Credits |
|--------------|-----------|-----------|-----------|------------|
| I | 12 | 4 | 4 | 20 |
| II | 12 | 4 | 6 | 22 |
| III | 15 | 3 | 8 | 26 |
| IV | 09 | 3 | 10 | 22 |
| V | 17 | 4 | 6 | 27 |
| VI | 17 | 4 | 6 | 27 |
| Total | 82 | 22 | 40 | 144 |

TYPICAL CURRICULUM MAP

| Sl no | Course | Effective Communication | Ethics, Values and Social Responsiveness | Critical Thinking, Analysis ,Problem solving | Global Exposure and cross cultural understanding | Domain Knowledge | Self Development, Leadership and Team work | Entrepreneurial thinking , creativity and Innovation | Research Orientation |
|-------|--|-------------------------|--|--|--|------------------|--|--|----------------------|
| 1. | Environmental Science | | √ | | | | | | |
| 2. | Communicative English - I | √ | | | | | | | |
| 3. | Language – I: Kannada | √ | | | | | | | |
| 4. | Language – I: Hindi | √ | | | | | | | |
| 5. | Language – I: Additional English | √ | | | | | √ | | |
| 6. | Journalism - I (Introduction to Media & Communication) | √ | √ | | √ | √ | | | |
| 7. | Journalism Practicals-I | √ | | | | | | √ | |
| 8. | English Literature (Chaucer – Pope) & Language - I | | | | | √ | | | |
| 9. | Psychology - I (Basic Psychological Processes-I) | | | √ | √ | √ | | | |
| 10. | Psychology Practicals-I | | | √ | | | √ | | |
| 11. | Indian Constitution and Human Rights | | √ | | | | √ | | |
| 12. | Communicative English – II | √ | | | | | √ | | |
| 13. | Language – II: Kannada | √ | | | | | | | |
| 14. | Language – II: Hindi | √ | | | | | | | |
| 15. | Language – II: Additional English | √ | | | √ | | | | |

| | | | | | | | | | |
|----|--|---|---|---|---|---|---|---|---|
| 16 | Journalism - II (Reporting & Editing) | √ | √ | √ | | | √ | √ | |
| 17 | Journalism Practicals-II | √ | √ | √ | | | √ | √ | |
| 18 | English Literature (The Romantic Age) & Language – II | | | | | √ | | | |
| 19 | Psychology - II (Basic Psychological Process - II) | | | √ | | √ | √ | | |
| 20 | Psychology Practicals-II | | | √ | | | √ | | |
| 21 | Language – III: Kannada | √ | | | | | | | |
| 22 | Language – III: Hindi | √ | | | | | | | |
| 23 | Language – III: Additional English | √ | | | | | | | |
| 24 | Journalism - III (Audio-Visual Production) | √ | | | | √ | √ | √ | |
| 25 | Journalism Practicals - III | √ | | | | √ | √ | √ | |
| 26 | English Literature (Victorian & Modern Ages) & Language – III | | | | √ | √ | | | |
| 27 | Psychology - III (Social Psychology) | | | √ | | √ | | | √ |
| 28 | Psychology Practicals- III | | | √ | | √ | | | |
| 29 | Media Studies | √ | √ | √ | | | | | |
| 30 | Life Skills and Personal Development | | | √ | | | √ | | |
| 31 | Language IV: Kannada | √ | | | | | | | |
| 32 | Language IV: Hindi | √ | | | | | | | |
| 33 | Language IV: Additional English | √ | | | | | √ | | |
| 34 | Journalism – IV (Fundamentals of | | √ | √ | | √ | | | √ |

| | | | | | | | | | |
|----|--|---|---|---|---|---|---|---|---|
| | Media Research) | | | | | | | | |
| 35 | Journalism Practicals-IV | | √ | √ | | √ | | | √ |
| 36 | American Literature | | | | √ | √ | | | |
| 37 | Psychology - IV (Child Development) | | | √ | | √ | | | √ |
| 38 | Psychology Practicals- IV | | | √ | | | √ | | |
| 39 | Minor Research Project | | | √ | | | | | √ |
| 40 | Journalism –V (Media Laws & Ethics) | | √ | √ | | √ | | | |
| 41 | Journalism -VI (A) (Brand Ecology) | √ | √ | | | √ | √ | | |
| 42 | Journalism -VI (B) (Fundamentals of Photography) | √ | √ | | | √ | | √ | |
| 43 | Journalism Practicals -VI (A)/Journalism Practicals-VI(B) | √ | √ | | | √ | | √ | |
| 44 | Literary Criticism | | | √ | | √ | | | |
| 45 | Literatures of India – I | | | | | √ | | | |
| 46 | European & Non- European Writings – I | | | | √ | √ | | | |
| 47 | Psychology – V (Measurement and Research Methods in Psychology) | | | √ | | | | | √ |
| 48 | Psychology Practicals-V | | | | | | √ | | |
| 49 | Psychology – VI (A) (Abnormal Psychology - I) | | √ | | √ | √ | | | |
| 50 | Psychology –VI (B) (Health Psychology - I) | | | √ | √ | √ | | | √ |
| 51 | Psychology Practicals- | | | | | | √ | | |

| | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|
| | VI(A)/Psychology Practicals VI(B) | | | | | | | | |
| 52 | Journalism -VII (Advertising & Corporate Communication) | √ | √ | | √ | | | | |
| 53 | Journalism -VIII (A) (New Media) | √ | | | | √ | | √ | |
| 54 | Journalism - VIII (B) (Development Communication) | √ | √ | √ | | √ | | | √ |
| 55 | Journalism Practicals-VIII(A)/ Journalism Practicals-VIII(B) | √ | √ | √ | | √ | | | √ |
| 56 | Literary Theory and Criticism | | | √ | | √ | | | |
| 57 | Literatures of India – II | | | | | √ | | | |
| 58 | European & Non- European Writings – II | | | | √ | √ | | | |
| 59 | Psychology – VII (Industrial Psychology) | | | √ | | √ | | | |
| 60 | Psychology Practicals-VII | | | √ | | √ | | | |
| 61 | Psychology-VIII (A) (Abnormal Psychology - II) | | √ | √ | √ | | | | |
| 62 | Psychology-VIII (B) (Health Psychology - II) | | | √ | | √ | √ | | |
| 63 | Psychology Practicals- VIII(A)/Psychology Practicals-VIII(B) | | | √ | | √ | | | |

BA – Journalism, English, Psychology Programme
DETAILED SYLLABUS
(Effective from 2020-2023)

FIRST SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-----------------------|-------------|---|---|---|---|-----------|
| B20BJ1010 | Environmental Science | FC | 0 | 0 | 0 | 0 | 2 |

Course Description

This course caters to the students to engage in resolving the current environmental issues in the world and develop a positive approach towards environmental protection. Eventhough it does not have any credits as per the course curriculum it helps the students to understand the multidimensional nature of the issues and respond to the most important challenges that the world is facing today.

Prerequisites: Basic knowledge of Environmental Science studied at higher secondary & school level.

Pedagogy: Direct instruction method

Course Objectives:

1. To be familiar with current and emerging environmental trends and global issues, and have an understanding of ethical and societal responsibilities.
2. To find the need of various types of energy (conventional& non-conventional) resources and natural resources.
3. To acquire knowledge with respect to biodiversity, threats, conservation and appreciate the concept of ecosystem.
4. To explore the ways for protecting the environment.

Course Outcomes:

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

1. Analyze the environmental conditions and protect it.
2. Identify the role of individual, government and NGO in environmental protection.
3. Analyze the ecological imbalances and protect it.
4. Design pollution controlled products.

Course Content:

Unit-I

8 hours

Multidisciplinary Nature of Environmental Studies: Introduction to Environment, objectives and guiding principles of environmental education, Components of environment, Structure of atmosphere, Sustainable environment/Development, Impact of technology on the environment in terms of modern agricultural practices and industrialization, Environmental Impact Assessment

Environmental protection – Role of Government-Assignments of MOEF, Functions of central and state boards, Institutions in Environment and People in Environment, Initiative and Role of Non-government organizations in India and world.

Self study: Need for public awareness on the environment, Gaia Hypothesis

Unit-II

6 hours

Environmental pollution, degradation & Waste management: Environmental Pollution – Definition, sources and types, Pollutant-Definition & classification, Concepts of air pollution, water pollution, Soil pollution, Automobile pollution-Causes, Effects & control measures.

Self study: Case studies of London smog, Bhopal gas tragedy, marine pollutions and study of different waste water treatment processes.

Environmental degradation – Introduction, Global warming and greenhouse effect, Acid rain-formation & effects, Ozone depletion in stratosphere and its effect.

Solid Waste management – Municipal solid waste, Biomedical waste, Industrial solid waste and Electronic waste (E-Waste).

Self study: Disaster management, early warning systems-bio indicators for Tsunami and other natural disasters.

Unit-III

6 hours

Energy & Natural resources: Energy – Definition, classification of energy resources, electromagnetic radiation-features and applications, Conventional/Non-renewable sources – Fossil fuels based (Coal, petroleum & natural gas), nuclear energy.

Non-conventional/renewable sources – Solar, wind, hydro, biogas, biomass, geothermal, ocean thermal energy, Hydrogen as an alternative as a future source of energy.

Self-study: Remote sensing and its applications, Chernobyl (USSR) nuclear disaster and Fukushima (Japan) nuclear disaster.

Natural resources – water resource (Global water resource distribution, Water conservation methods, Water quality parameters, Uses of water and its importance), Mineral resources (Types of minerals, Methods of mining & impacts of mining activities), Forest wealth (Importance's, Deforestation-Causes, effects and controlling measures)

Self-study: Hydrology & modern methods adopted for mining activities.

Unit-IV

6 hours

Ecology and ecosystem: Ecology-Definition, branches, objectives and classification, Concept of an ecosystem – Structure and functions, Characteristics of an Ecosystem-Ecosystem Resilience, Ecological succession and productivity, Balanced ecosystem, Components of ecosystem-abiotic and biotic, biological diversity.

Biogeochemical cycles and its environmental significance – Carbon, nitrogen and phosphorus cycle, Energy flow in ecosystem, food chains –types, food web & Ecological Pyramids.

Self-study: Need for balanced ecosystem and restoration of degraded ecosystems.

Reference Books:

1. R.J. Ranjit Daniels and JagadishKrishnaswamy, *Environmental Studies*, (2017)
2. Co-authored & Customised by Dr.MS Reddy & Chandrashekar, REVA University. Wiley India Private Ltd., New Delhi.
3. R.J. Ranjit Daniels and JagadishKrishnaswamy, *Environmental Studies*, Wiley India Private Ltd., New Delhi. 2009.
4. Benny Joseph. *Environmental Studies* Tata McGraw – Hill Publishing Company Limited
5. Dr.S.M.Prakash. *Environmental Studies* Elite Publishers Mangalore, 2007
6. Rajagopalan R. *Environmental Studies – from Crisis to cure*, Oxford University Press. 2005.
7. Arvind walia. *Environmental Science*. Kalyani Publications, 2009.

| Course code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---------------------------|-------------|---|---|---|---|----------|
| B20BJ1020 | Communicative English – I | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This 3-credit course focuses on improving the spoken and written communication of the learners. The course develops personal, inter-personal and group skills among learners. It also addresses the functional aspects of language usage while providing specific linguistic tools through professional language learning software. The widespread reach of this course makes it highly practical and applicable.

Prerequisites: The student must have knowledge of intermediate English Grammar and LSRW skills.

Pedagogy: Direct method, ICT, Collaborative learning, Flipped Classroom.

Course Objectives

- To enhance functional communication skills.
- To develop functional use of language in professional contexts.
- To utilize oral presentations in multiple contexts.
- To apply effective written skills in formal communication.

Course Outcomes

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

- Identify pressing issues relating to society, environment and media.
- Develop a process-oriented approach to writing.
- Apply the grammatical skills developed during the course aptly.
- Demonstrate a good command over language usage and refined interpersonal skills.

Course Contents

Unit-I: Functional English

9 Hours

Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs

Writing Skills: Paragraph Writing
Activities: Conversations; Leaving Phone Messages
Literature: Chief Seattle – The End of Leaving and Beginning of Survival

Unit-II: Interpersonal Skills

10 Hours

Remedial Grammar: Present Simple & Present Continuous; Activity & State Verbs
Writing Skills: Official Letters
Activities: Making Apologies; Invitations & Making Arrangements
Literature: Ruskin Bond – Tiger in the Tunnel

Unit-III- Multitasking Skills

10 Hours

Remedial Grammar: Present Perfect; For, Since & How Long; -ed & -ing adjectives; Prefix & Opposites of Adjectives
Writing Skills: Note Making
Activities: Agreeing & Disagreeing with Opinions
Literature: Jesse Owens - My Greatest Olympic Prize

Unit-IV: Communication Skills

10 Hours

Remedial Grammar: Collocations; Prepositions
Writing Skills: Precise Writing
Activities: Offers, Suggestions & Requests
Literature: Avijit Pathak – Onscreen Magic

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------|-------------|---|---|---|---|----------|
| B20BJ1031 | Language- I: Kannada | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

“sÁμÉAiÁÁÁÁ vÁiÁvÁÉÁqÁÁvÁ §gÉAiÁÁÁvÁ PÉ±Á@, uÁ»vÁázÁ §UÉÍ uÁsÜ@vÁV ¥ÁjZÁ-ÁuÁÁvÁ vÁÁs@PÁ
 «zÁÿðUÁ¼Á vÁáQÜvÁé «PÁuÁ °ÁUÁÁ uÁázÁÁðvÁÁPÁ ¥ÁjÁPÉUÁ¼ÁÉÁÁ UÁvÁÁÉÁzÁÁIÁÖPÉsAqÁÁ, ¥ÁuÁÁÜvÁ uÁAzÁ“sÁðPÉÍ
 «zÁÿðUÁ¼ÁÉÁÁ uÁÁÖÓUÉs¼uÁ@Á ¥ÁoÁÁvÁÉÁÁÁ gÁs¼uÁéÁVzÉ. uÁ»vÁÁ, PÁéÉ, vÁtÁdÁ, DqÁ¼vÁvÁÁPÁ vÁÁvÁÁ
 «eÁÉÁzÁ «ZÁgÁUÁ¼UÉ Mv¼ÉÁÁÁ ¢ÁqÁéÁVzÉ. EzÁÁ vÉszÁ@ JgÁqÁÁ uÉ«ÁuÁÖgi vÁÁsgÁÁ PÉarmiUÁ¼ÁÉÁÁ;
 vÁÁsgÁÁ vÁÁvÁÁ ÉÁ@ÉÉÁ uÉ«ÁuÁÖgi JgÁqÁÁ PÉarmiUÁ¼ÁÉÁÁ °ÉsAczÉ.

Pre-requisites:

- PÁÉÁqÁ “sÁμÉAiÁÁ §UÉU ¥ÁæxÁ«ÁPÁ w¼Á°Á¼PÉ CUÁvÁ.
- “sÁμÉAiÁÁÉÁÁ NzÁ°Á °ÁÁvÁÁ §gÉAiÁÁ°Á w¼CgÁÉÁPÁ.
- ¥ÁzÁ« ¥Ás°ð PÁétzÁ9 PÁÉÁqÁ “sÁμÉAiÁÁÉÁÁ NcgÁÉÁPÁ.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

“Á@ÁÍ É«ÁÁÖgiUÁ¼Á°é ÁÁÁÁ PÁÁqÁ Á»vÁÁ°ÁÁÁÁ ¥ÁjZÁ-ÁÁÁÁ GzÉYÁ±Á°ÁÁÁ °ÉsAczÉ. CzÁgÁÁvÉ °ÉszÁ@ ÉÁÁÁ
 É«ÁÁÖgiÁ°é dÁÁ¥ÁzÁ, ¥ÁÁÁ Á, °ÁÁzÁÁPÁ°Á Á PÁÁÁUÁ¼ÁÁ, °ÉsÁÜÁÁÁqÁzÁ ÁtUPÁÉUÁ¼ÁÁ °ÁUÁÁ ÁÁIPÁ Á»vÁÁ°ÁÁÁÁ
 ¥ÁoÁÁ°ÁÁÁÁV DÁÍÉÁÍ ÁiÁrPÉsAqÁÁ, «zÁÿðUÁ¼Á°é Á»vÁázÁ §UÉÍ ÁzÁ@gÁÁÁÁÁÁÁÁ ÁÁsrÁéÁUÁÁvÁÜzÉ. ÁÁÁÁÁwPÁ
 w¼ÁÁ°Á¼PÉÁÁÁ eÉsvÉUÉ ÁÁQÜvÁ «PÁÁÁzÁ PÁqÉUÉ UÁ°ÁÁÁÁ ¢ÁqÁéÁUÁÁvÁÜzÉ.

- “ÁμÉ, uÁ»vÁÁ, Ew°ÁuÁ vÁÁvÁÁU uÁÁuÁÁwUÁ¼ÁÉÁÁ PÁÉÁqÁ, PÁÉÁðI PÁPÉÍ uÁÁ§Aç¹zÁÁvÉ ¥ÁjZÁ-ÁuÁÁvÁÁvÁzÉ.
- «zÁÿðUÁ¼ÁÁ uÁvÁðvÉsÁvÁÁÁR “ÉÁvÁtÁUÉUÉ CÉÁÁvÁUÁÁÁvÁÁvÉ °ÁUÁs CvÁgÁÁ vÁiÁÉÁvÁ uÁÁ§AzÁUÁ¼Á §UÉÍ UÉgÁvÁ, uÁvÁiÁÉÁvÉ vÁÁsr¹, “ÉÁUÁÁvÁ ¢nÓÉÁÁ ¥ÁoÁUÁ¼Á DÁÍÉÁÍÁiÁiÁVzÉ.
- CvÁgÁÁ uÁÉdÉÁ°ÁvÉ, ±ÁÁzÁÍ “ÁμÉ, Gv¼vÁÁ «vÁÁÁð UÁÁt, ¢gÁUÁðvÁ uÁÁÁμÁuÉ, “ÁμÁt PÁéÉ °ÁUÁs §gÁ°Á PÉ±Á@UÁ¼ÁÉÁÁÁ “ÉÁUÁÁvÁçzÁÁ UÁÁjÁiÁiÁVzÉ
- uÁázÁÁðvÁÁPÁ ¥ÁjÁPÉUÁ¼UÉ CÉÁÁPÁs@vÁUÁÁÁvÁÁvÁ°Á «μÁÁiÁÁUÁ¼ÁÉÁÁÁ UÁvÁÁÉÁzÁÁIÁÖPÉsAqÁÁ uÁsÁÁÁ ¥ÁoÁUÁ¼ÁÉÁÁÁ DÁÍÉÁÍ vÁiÁrPÉs¼ÁéÁVzÉ.

Course Outcomes:

dÁÁ¥ÁzÁ, ¥ÁÁÁ Á, °ÁÁzÁÁPÁ°Á ÁzÁ ««zsÁ ÉÁPÁgÁzÁ PÁÁÁUÁ¼ÁÁ, °ÉsÁÜÁÁÁqÁzÁ ÁtUPÁÉUÁ¼ÁÁ °ÁUÁÁ ÁÁIPÁ Á»vÁÁ PÁ°PÉÁÁÁ ÁÁs@PÁ PÁ@zÁ ÁÜvÁÁÁvÁgÁUÁ¼ÁÁÁÁ CzÁgÁ M¼ÁÁÁÁIÁUÁ¼ÁÁÁÁ “ÉÁÉÁÁvÁzÉ.

- uÁvÁiÁfPÁ, gÁdQÁÁiÁÁ, zÁ«ÁðPÁ, uÁÁuÁÁwPÁ, ¥ÁjuÁgÁ °ÁUÁs ÁÁUÁÁ§Aç «ZÁgÁUÁ¼UÉqÉ UÁvÁÁÉÁ °ÁjuÁÁvÁÁzÁgÉsAçUÉ «zÁÿðUÁ¼ÁÁ ZÁZÁð vÁÁÉÉsÁÁvÁvÁç “ÉÁÉÁÁÁvÁzÉ.
- fÁvÁÉÁzÁÁ §gÁÁvÁ C@¥ÁæÁiÁÁ “ÉÁzÁUÁ¼ÁÁ, uÁvÁÁUÉUÁ¼ÁÉÁÁÁ DzáÁÁPÁ uÁAzÁÁðzÁÁ vÁiÁÉÁ«ÁÁiÁÁvÉÁiÉsAçUÉ ¢vÁð»uÁÁvÁÁvÉ ¥ÉÁgÉÁÁÁÁvÁzÉ.
- Gv¼vÁÁ uÁÁvÁ°ÁÉÁ PÁéÉÁiÁÁÁÁÁÁ “ÉÁUÁÁvÁ GzÉYÁ±ÁvÁÁÁÁÁ FqÉÁjÁÁvÁzÉ.

- uÀA±ÉsÀzÀfÁ vÀÁfÉsÁ·ÁvÀ vÀÁvÁÚ uÀzÁĐvÁpÀ ¥ÁjÁPÉeUÁzUÉ «zÁÁyĐUÁÁÁÁB uÀdÁÓUÉs/zuÁÁvÁzÉ.

Course Content:

| | | |
|-----------------|---|----------------|
| Unit I | दशम्यां च आर्यान् यथासा पाठौ | 7 Hours |
| | 1. uÁvÁvÁÁvÉ °ÁqÉzÁvÁé | dÉÁ¥ÁzÀ VÁvÉ |
| | 2. fE@QjvEÉEAzAA §UE«gE bA@QjvEA | gÁfÁB |
| | 3. avÁævÁÁ¥ÁvÉæ gÁvÁÁvÉ fÁj | dÉÁB |
| Unit II | *ÁÁzÁÁpÁ°Áñ PÁ°Á | 6 Hours |
| | 1. C@PAiÁÁÁvÉsvÉÁĐ PÁ@vÁ±çA vÁÁgÁízÉAiÁÁ zÁÁIzÉÁ .. fÁUÁzÁAzÀ | |
| | 2. vAZAfAUÁ/4AA | §uAvAtU |
| | 3. wgÁÁ±Á@PÁÁoÁgÁ gÁUÁ/ÁÉ | °Áj°ÁgÁ |
| Unit III | Át PÁxÉUÁ/ÁÁ | 7 Hours |
| | 1. PÁeÁärÁiÁÁ PÉsÁt | vÁiÁ'Ú |
| | 2. AiÁiAgÁs CjÁiÁAzÁ «AgÁ | PÁÁvÉÁ¥ÁÁ |
| | 3. uÁvÁÁuÉÁÁiÁÁ vÁÁUÁÁ | wævÉÁÁÁ |
| Unit IV | ñÁIÁ | 6 Hours |
| | 1. mÉs/4ÁÁiUÁnÖ | n.!. PÉÉeÁuÁÁ |

References:

- vÁÁUÁ/Á½ gÁÁ.²Á., PÁÉÁBqÁ uÁ»vÁi ZÁjvÉ, ¥ÁæPÁ±ÁPÁgÁÁ VÁvÁ §ÁPi °Éuī, vÉÁÉuÁsgÁÁ. 2014
- uÁAUÁæ°Á. fÁUÉÁUÉqÁ JZi.Jei., ZÁjwæÁ dÉÁ¥ÁzÀ PÁxÁÉÁ PÁvÁUÁ/4ÁÁ, ¥ÁæPÁ±ÁPÁgÁÁ PÁÉÁĐIÁ eÁfÁ¥ÁzÀ ¥ÁjuÁvÁÁÚ, °ÉAUÁ/4ÁsgÁÁ. 2008
- ¹ÁvÁiÁwÁvÁ PÁÉÁBqÁ uÁ»vÁi ZÁjvÉ uÁAYÁÁI 1,2,3,4,5 vÁÁvÁÁÚ 6, PÁÁvÉÁ¥ÁÁ PÁÉÁBqÁ CzÁiÁiÁÁÉÁ uÁAuÉi, vÉÁÉuÁsgÁÁ «±Áé«zÁÁ±@ÁiÁÁ, vÉÁÉuÁsgÁÁ. 2014
- uÁAUÁæ°Á. fÁUÉÁUÉqÁ JZi.Jei., PÁÉÁBqÁ dÉÁ¥ÁzÀ PÁxÁÉÁ PÁvÁUÁ/4ÁÁ, ¥ÁæPÁ±ÁPÁgÁÁ PÁÉÁĐIÁ eÁfÁ¥ÁzÀ ¥ÁjuÁvÁÁÚ, °ÉAUÁ/4ÁsgÁÁ. 2007
- fÁgÁÁiÁÁ t !.«, ZÁAYÁs PÁ«UÁ/4ÁÁ, ¥ÁæPÁ±ÁPÁgÁÁ uÁÉ¥ÁB §ÁPi °Éuī, °ÉAUÁ/4ÁsgÁÁ. 2010
- PÁvÁÉÁUÉqÁ fÁUÁvÁgÁ, wæ¥Áç, gÁUÁ/ÁÉ vÁÁvÁÁÚ eÁfÁ¥ÁzÀ uÁ»vÁi, ¥ÁæPÁ±ÁPÁgÁÁ uÁÉ¥ÁB §ÁPi °Éuī, °ÉAUÁ/4ÁsgÁÁ. 2010
- uÁÁ. °ÉÉÁUÁeī gÁvÁÁ gÁvī vÁÁvÁÁÚ ¥ÁfÁÁÁ uÁÁAzÁgÁ ±Á¹çÁ, ¥ÁÁgÁt fÁvÁÁ ZÁsqÁvÁÁtÁ, ¥ÁæPÁ±ÁPÁgÁÁ ¥ÁæÁgÁÁUÁ, vÉÁÉuÁsgÁÁ «±Áé«zÁÁ±@ÁiÁÁ. 2010
- qÁ. azÁfÁÁzÁ vÁÁswĐ, vÁZÁÉÁ uÁ»vÁi, ¥ÁæPÁ±ÁPÁgÁÁ uÁÉ¥ÁB §ÁPi °Éuī, °ÉAUÁ/4ÁsgÁÁ. 2013

- uÀÀ vÀÁgÀÁÀ zÀÑI PÉ, ÉÁUgÁd QgÀÀ. vÀZÉÀ PÀvÀÀ¹, ¥ÀAPÀ±APÀgÀÀ uÀÈÁÀ §ÄPi °Èuî, °ÉAUÀ%ÀsgÀÀ. 2016
- vÀÁgÀÁÀ zÀÑI PÉ, µÀlàç uÁ»vÀ, ¥ÀAPÀ±APÀgÀÀ uÀÈÁÀ §ÄPi °Èuî, °ÉAUÀ%ÀsgÀÀ. 2010
- uÀÀ. uÉAvÀÁgÁvÀÁ gÁvî C.gÁ., Zà @Qè Á±ÀÈÀ eÉÈ«Á¥ ÁgÁvÀ(vÀÁs®-vÁvÀÁiÁÀð-uÁAvÀæ), ¥ÀAPÀ±APÀgÀÀ PÁvÀÁzsÉÁÈÁ ¥ÁÁuÀPÀ °ÁvÀÈÀ, °ÉAUÀ%ÀsgÀÀ. 2010
- uÀÀ. uÉAvÀÁgÁvÀÁ gÁvî C.gÁ., Z±ÀÁÉÁÁ ±ÁjÁ¥ÁgÁ ÈÁsgÁgÀÀ vÁvÀÈÁZÁUÁÁ, ¥ÀAPÀ±APÀgÀÀ PÁvÀÁzÉÁÈÁ ¥ÁÁuÀPÀ °ÁvÀÈÀ, °ÉAUÀ%ÀsgÀÀ. 2007
- uÀÀ. f.Juî.°Ámî., PÁAvÀÁgÁvÀÁuÁÈÀ PÁuÁð¹ °ÁgÁvÀ PÁxÁvÀÁAdj ¥ÁÁuÉÁ±À, ¥ÀAPÀ±APÀgÀÀ CPlgÁ ¥ÁÁuÁÈÀ, °ÉUÈslÁqÁÀ, uÁUgÁ. 2006
- gÀAeÁfî zÁUÁð, ±ÀgÁtgÁ uÁvÀÁUÁ PÁæAw, ¥ÀAPÀ±APÀgÀÀ. eÉsÁ»AiÁiÁ ¥ÁÁuÁÈÀ, §¼Áîj. 2015
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- ±ÁvÀÁgÁÁiÁÀ vÀ.uÁÁ., PÁÈÁqÁ uÁ»vÀ ZÁjvè, ¥ÀAPÀ±APÀgÀÀ vÁvÀÁQÉÀ vÉAPÁUÁiÁiÁ uÁgÁPÀ UÁèAxÁvÁiÁeÉ, vÉÁÈuÀsgÀÀ -2014
- ZvÁgÁZÁzÁè¥î f.Juî. PÁÈÁqÁ uÁ»vÀ uÀÁÁPÉ, ¥ÀAPÀ±APÀgÀÀ uÀÈÁÀ §ÄPi °Èuî, °ÉAUÀ%ÀsgÀÀ. 2013
- uÀÀ.f.Juî.CvÀÁsgÁ, PÁÈÁqÁ uÁU PÁÉUÁÁÁ, ÉÁµÁÈÀèi §ÄPi l^mÖ, ÉAvÁzÉ°ÁÁ, 2000
- uÀÀ. qÁ. °ÉÈgÁvÀÁAUÁ® gÁvÉÁÁUÈqÁ, vÁvÀðvÁiÁÁZÀ PÁÉUÁÁÁ, PÁÈÁqÁ uÁ»vÀ ¥ÁjÁvÁÁ, °ÉAUÀ%ÀsgÀÀ 2011
- uÀÀ. qÁ. gÁvÁÁÁAUÁ¥î n. °ÉÁUÀsgÀÀ, vÁvÀðvÁiÁÁZÀ PÁÉUÁÁÁ, PÁè ¥ÁÁuÁÈÀ, °ÉAUÀ%ÀsgÀÀ, 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------|-------------|---|---|---|---|----------|
| B20BJ1032 | Language I: Hindi | CC | 2 | 1 | 0 | 3 | 4 |

Course description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाई करने हेतु तथा सिसभ्र िासहखिक प्रसक्याओं द्वारा िमाज, ििंस्कृ सत एिं जीििन के मूलपं कय ििमझने हेतु असभकखित है।

Prerequisites/Pre reading for the course: पूर्वपेक्षतः

- अधयेता, पी.यु.िी के स्तर पर सवतीय भाषा के रूप में सही का अध्ययन करना चासहए।

- सहन्दी िासहहि के इसतहहि का ििंसक्षप िान की आिश्यकता है।
- सहन्दी व्याकरण का िबयधन आिश्यक है।
- अंगरेजी – सहन्दी अनुिाद िे ििंबंसधत जानकारी जरुरी है।

c) Pedagogy: **सिक्शशवस्त :**

- Direct method
- ICT and Digital support
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Objectives:पवठ्यक्रम उद्देश्य :

- ििंदभानुिार उसवत भाषा का ढययग करने की दक्षता कय छात्यं में उत्पन्न करना।
- िासहहि के माध्यम िे ििमाज एिं मानिीय मूल्यं कय ििमझाकर, उन मूल्यं की रक्षा हेतु ढेररत करना।
- छात्यं में पुस्तक पठन एिं लेििन की अकृ सतम ढरिृसि स्थासपत करना।
- अधयेताओं में िासहहि के माध्यम िे ढरभािी एिं कु शल ििंचार का सिक्ाि करना।

Course Outcomes:असिगम ढररर्वम :

अध्ययन की ििमाखपत ढर अधयेता –

- िामासजक मूल एिं नैसतक जिाबदे ही कय स्वीकार कर ििकता है।
- िासहहि की ढरािंसगकता कय जीिन में ििमझने की दक्षता रििता है।
- ििमाज में अंतसनसहत ढदसतया एिं सिचारधाराओं का व्याख्यान करने में ििक्षम बन ििकता है।
- िासहहि के माध्यम िे ढरभािी एिं कु शल ििंचार का सिक्ाि करिकतं है।

Coursecontent : अध्ययन सवषय ििूची /पवठ्यक्रम

इकवई -1 :कहानी, ििं
स्मरण

10 hours

- 1.कहानी – नशा – ढ्रेमचंद
- 2.कहानी – ििुििमय जीिन – चंदधर शमा गुलेरी
- 3.ििंस्मरण – शरत के िाथ सवताया कु छ ििमय-अमृतलाल नागर

इकवई -2:कहानी, आत्मकथा

10 hours

- 4.कहानी – मरने िे ढहले – भीष्म िाहनी
- 5.कहानी – लाल हिली – सशिानी
6. रे ििासवत् – घीिा – महादेिी ििमा

इकवई -3:एकांकी, व्यंग्य रचना

10 hours

7. एकांकी – आजा क नीलाम – धमिीर भारती
8. व्यंग्य रचना – भेड़े और भेसिये – हररशंकर परिई

इकवई –4: अनुाद, िंकेपण
अनुवद : अंग्रेजी – सहन्दी(शब्द एि अनुच्छेद)

9 hours

विंक्षेपर : पररच्छे द का एक सतहार्ई भाग में ।

विचनव : प्रत्येकइकवई 25 अंकके सिएसनविररतहै ।

d) Suggested Text Books and References

Text book/s:पठ्य पुस्तक :

1. सहन्दी पाठ्य पुस्तक - रेिा सिश्वसिद्यालय ।

References: विन्दर् ग्रन्थ :

1. विुबयथ व्यिहाररक सहन्दी - िॉ. कु लदीप गुप्त
2. असभनि व्यिहाररक सहन्दी - िॉ.परमानन्द गुप्त
3. सहन्दी िासह वि का इसतहाि - िॉ. नागेद्र
4. आधुसनक सहन्दी िासह वि का इसतहाि - िॉ. बच्चन सिंंह
5. सहन्दी िासह वि का निीन इसतहाि - िॉ. लाल िाहब सिंंह
6. शुद्ध सहन्दी कै विे बयले कै विे सलविे- पृथ्वीनाथ पाण्डे
7. कायालय अनुिाद सनदे सशका
8. विंक्षेपण और पल्लिन - के.िी.भासिया&तुमन सिंग

| Course code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-----------------------------------|-------------|---|---|---|---|----------|
| B20BJ1033 | Language I: Additional English | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This is a 3-credit course designed to help the learner gain competency in language through the introduction of various genres of literature. The course aims to inculcate a critical view among learners while sensitizing them to the contemporary issues around. It facilitates creative learning and helpstoappreciate, assimilate and research on the various dimensions of society, culture and life.

Prerequisites: The student must possess fundamentals of language skills and be aware of social issues.

Pedagogy: Direct method / ICT / Collaborative Learning / Flipped Classroom.

Course Objectives

- To develop linguistic prowess of the students.
- To appraise different genres of literature.
- To illustrate the fundamentals of creative language.
- To enhanceconsistentreading habits.

Course Outcome

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

- Demonstrate a thorough understanding of sensitive and critical social issues.
- Develop reading skills and a wide range of vocabulary.
- Critically analyze a piece of prose or poetry.
- Explain their opinion in a coherent and communicable manner.

Course Contents

Unit-I: Values & Ethics

9 hours

Literature: Rabindranath Tagore - Where the Mind is Without Fear

William Wordsworth – Three Years She Grew in Sun and Shower

Saki – The Lumber-room

William Shakespeare – Extract from Julius Caesar (Mark Antony's Speech)

Language: Vocabulary Building

Unit-II: Natural & Supernatural

10 hours

Literature: John Keats – La Belle Dame Sans Merci

Charles Dickens – The Signal Man

Hans Christian Anderson - The Fir Tree

William Shakespeare – An Excerpt from The Tempest

Language: Collective Nouns

Unit-III: Travel & Adventure

10 hours

Literature: R.L. Stevenson – Travel

Elizabeth Bishop - The Question of Travel

H.G. Wells – The Magic Shop

Jonathan Swift – Excerpt from Gulliver's Travels Book – I

Writing Skills: Travelogue

Unit-IV: Success Stories

10 hours

Literature: Emily Dickinson – Success is Counted Sweetest

Rupert Brooke – Success

Dr. Martin Luther King - I Have a Dream

Helen Keller – Excerpt from The Story of My Life

Writing Skills: Brochure & Leaflet

Reference Books:

- Tagore, Rabindranath. Gitanjali. Rupa Publications, 2002.
- Wordsworth, William. The Complete Works of William Wordsworth. Andesite Press, 2017.
- Munro, Hector Hugh. The Complete Works of Saki. Rupa Publications, 2000.

- Shakespeare, William. The Complete Works of William Shakespeare. Sagwan Press, 2015.
- Chindhade, Shirish. Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, 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. |
|-------------|--|-------------|---|---|---|---|-----------|
| B20BJ1040 | Journalism – I (Introduction to Media and Communication) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

Prerequisites: Exposure to different types of media in daily life.

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

1. To help the students explore the process of communication and study the various models of communication
2. To delve into the history and aspects of print, electronic and new media
3. To generate awareness of students about the media messages and their impact on everyday life.
4. To create an awareness about the current issues in media.

Course Outcomes:

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

1. Articulate detailed understanding about process and elements in communication
2. Explain the process, models and levels of communication
3. Relate to the various types of mass media
4. Discuss the issues in media in the present context

Course Content:

Unit I: Process and Elements of Communication

10 Hours

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

Unit II: Folk and Print Media

10 Hours

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

Unit III: Broadcast Media & Films

10 Hours

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

Unit IV: Issues in Journalism

9 Hours

Current Issues in Media - New Media – Blogs, websites and social media; Citizen Journalism; Media Convergence; Mobile Journalism; Role of Media in a Democracy- Yellow Journalism; Breaking News; Trial by media; Media Literacy; Fake News; Media and Children; Media and Youth; Media and Gender

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|------------------------|-------------|---|---|---|---|----------|
| B20BJ1040 (P) | Journalism Practical I | HC | 0 | 0 | 2 | 2 | 4 |

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

Reference Books:

1. Vivian John. *The Media of Mass Communication*. New Delhi: PHI learning private limited.2012.
2. J Kumar Keval. *Mass communications in India*. Mumbai: Jaico Publication.2006.
3. Devi Meena. *Fundamentals Of Mass Media And Communication*. New Delhi: Alfa Publication.2006.
4. Mcquail Denis. *Mass Communication Theory*. New Delhi: Sage Publication.2004.
5. Chandra Ramesh. *Analysis of Media and Communication Trends*. New Delhi :
6. Gyan Books publishers Pvt Ltd.2004.
7. S Baran Stanly and K. Davis ,Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Singapore :Thomson Wads Worth.1999.
8. PC Chatterji . *Broadcasting in India*. New Delhi: Sage Publications. 1991.
9. BN Ahuja . *History of Indian Press*. New Delhi: Surjeeth Publication.1988.
10. Krishnamurthy Nadige. *Indian Journalism*. University of Mysore Prasaranga.1966.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|--|-------------|---|---|---|---|------------|
| B20BJ1050 | English Literature (Chaucer – Pope) & Language – I | HC | 4 | 0 | 0 | 4 | 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.

Prerequisites:

- The student must possess basic English language skills.
- The student should possess basic writing skills.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To outline the framework of different literary genres.
- To relate to the idea of literary ages and its significance.
- To analyze the works of important authors from the medieval age to the neo-classical age.
- To enhance the language skills of the students.

Course Outcomes:

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

- Apply the learnt poetic sensibilities in the creation of poetry.
- Formulate the process of reading prose and enriching literary & non-literary writing.
- Develop dramatic sensibilities.
- Illustrate a good understanding of speech sounds in English and the structure of words.

Course Contents:**Unit – I: Poetry****13 hours****The Medieval Age:**

1. Chaucer - “The Squire” (from *General Prologue to the Canterbury Tales*)

The Elizabethan Age:

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

3. William Shakespeare – Sonnet 118

The Puritan Age:

4. John Milton – On His Blindness

Metaphysical Poetry:

5. John Donne – A Valediction: Forbidding Mourning

6. George Herbert – The Collar

7. Andrew Marvell – To His Coy Mistress

The Neoclassical Age:

8. Alexander Pope – Extract from *The Rape of the Lock* (Belinda’s Toilette)

Unit – II: Prose**13 hours**

1. Francis Bacon – Of Travel; Of Studies
2. Joseph Addison – Silence
3. Dr. Samuel Johnson – Extract from *Preface to Shakespeare* (Three Unities)
4. Oliver Goldsmith – Extract from *The Citizen of the World* (“Letter XXVI. The Character of the Man in Black; With Some Instances of His Inconsistent Conduct”)

Unit – III: Drama

13 hours

1. William Shakespeare – *Othello*
2. Christopher Marlowe – *Dr. Faustus* (Film Text)

Unit – IV: Language

13 hours

1. Language
2. Speech Sounds in English
3. The Structure of Words

REFERENCES:

- Chaucer, Geoffrey. *The Canterbury Tales*. Harper Press, 2012.
- Warren, Robert Penn. *Six Centuries of Great Poetry*. Dell, 1992.
- Shakespeare, William. *The Sonnets*. Macmillan, 2016.
- Quiller-Couch, Sir Arthur. “On His Blindness” *The Oxford Book of English Verse 1250 - 1900 - Volume I*, ed.1919.
- 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. *Othello*. Maple Classics, 2013.
- Marlowe, Christopher, *Dr. Faustus*. Oxford University Press, 2010.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|---|-------------|----------|----------|----------|----------|----------|
| B20BJ1060 | Psychology – I (Basic Psychological Process-I) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This is a 3 credit course for first semester consisting of 3 hours of teaching learning per week. This course aims to introduce basic concepts of General Psychology and application of it in understanding normal human behavior.

Prerequisites: Basic skills like listening and observation and keen interest in understanding human behavior.

Pedagogy: Direct learning, Kinesthetic learnings, ICT, Case Studies.

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:

1. To demonstrate knowledge and understanding of theory and research in the general domains of psychology
2. To explore the biological basis of behavior
3. To understanding the process receiving the sensory information and making meaning out of it.
4. To understand the basic concepts of motivation, Emotions and Sleep and its application for self growth

Course Outcomes:

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

1. Apply the nature, scope, theoretical perspective and reseach methods in Psychology
2. Discover the biological basis of human behavior
3. Develop the mechanism of processing of sensory information and perception.
4. Identify the function of Sleep, motivation and emotions of human beings

Course Contents:

Unit-I: The Science of Psychology

10 hours

- a) Meaning, Definition and goals of Psychology.
- b) Psychology is a Science or an Art, Debate.
- c) Psychology Vs Psychiatry: Difference in nature, education, treatment and scope.
- d) Branches of Psychology: General psychology, Educational Psychology, Industrial psychology, clinical psychology, counseling psychology, social psychology, developmental psychology, Para psychology, Positive psychology.
- e) History of Psychology: Wundt, Titchener and James
- f) Modern Perspectives: Psychodynamic perspectives, Behavioral perspectives, Cognitive perspectives, Humanistic perspectives, Gestalt theory, Positive Psychology.
- g) Psychology in Modern India: Status, Education, Licencing and Scope.
- h) Scientific Research: Steps in scientific approach, Descriptive methods: Observation, Case Study, Survey methods. Correlational studies. Experimental method: Variables, Experimental and control group, single and double blinded studies, placebo effect, single and double blinded studies.

Unit-II: The Biological Perspective

10 hours

- a. Neurons: Structure and functions of neuron and glial cells, types of neuron and glial cells.
- b. The neural impulse: Action potential and Resting potential, synaptic transmission.
- c. Neurotransmitter: types, functions.

- d. Nervous system: CNS: Brain-forebrain, midbrain, hindbrain; hemispheres, four lobes, and Spinal cord- structure and functions,
- e. PNS-Somatic and autonomic nervous system- divisions and functions.
- f. Methods for studying Brain: Lesioning, stimulation: invasive and non-invasive, neuroimaging: CT, MRI, EEG, PET, FMRI, MEG.
- g. Glands: Endocrine and Exocrine glands; Endocrine Glands: types and functions.

Unit-III: Basic Cognitive Process.

10 hours

Attention: Definition, types.

- a. **Sensation:** Definition, types of sensation, sensory receptors, transduction, Absolute threshold, Differential threshold, habituation, sensory adaptation, sensory integration.
- b. Vision: structure of eye, light and eye, visual accommodation. Retina-rods and cones. Visual pathway. Perception of color-trichromatic theory, opponent-process theory, color blindness.
- c. Hearing: Structure of ear, Sound and ear, sound localization, vestibular organ.
- d. **Perception:** Definition, Gestalt laws of organization, Figure-ground relationship, top-down and bottom-up process.
- e. Constancies: size, shape, Brightness
- f. Depth Perception: Monocular and Binocular cues. Perceptual illusions.

Unit-IV: Sleep, Motivation and Emotions.

9 hours

- a. Consciousness, Altered states of consciousness, Sleep
- b. **Sleep:** biology of sleep-circadian rhythm, function of sleep, stages of sleep.
- c. Sleep disorders: nightmares and REM sleep behavior disorder, Night terrors, sleep walking, insomnia, sleep apnea, Narcolepsy.
- d. Motivation: definition, types-intrinsic, extrinsic motivation; Physiological Motives-Hunger, thirst, sex; Social motives-Achievement, Power Affiliation.
- e. Theories: Drive –reduction theory, McClelland’s theory, Maslow’s theory.
- f. Emotion: Definition, three elements of emotion.
- g. Types of Emotions
- h. Theories: James-Lange theory, Cannon-Bard Theory, Facial feedback hypothesis, Schachter-singer cognitive arousal theory, Lazarus and Cognitive-mediational Theory.
- i. Emotional Intelligence: definition, nature, importance.

References Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|----------------------|-----------------------------------|-------------|----------|----------|----------|----------|----------|
| B20BJ1060 (P) | Psychology Practical I | HC | 0 | 0 | 2 | 2 | 4 |

Descriptive Statistics: Measures of Central Tendency: Grouped Data and Ungrouped Data.

1. Directed observation and accuracy of report.
2. Stroop Effect
3. Emotional Intelligence
4. Muller Iyer Illusion
5. Signal Detection

SECOND SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------------------------------|-------------|---|---|---|---|-----------|
| B20BJ2010 | Indian Constitution and Human Rights | FC | 0 | 0 | 0 | 0 | 2 |

Course Description:

This is a foundation course, which gives a basic understanding about the various aspects of the Indian constitution. As the citizens, the students should understand the main philosophy of the constitution and the functions of the various organs of the democracy. Human Rights is the most debated issue in the world and the students will be able to gain a rudimentary knowledge about it.

Prerequisites: A preliminary understanding of the constitution and human rights.

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

1. To provide basic information about Indian constitution.
2. To identify individual role and ethical responsibility towards society.
3. To understand human rights and its implications
4. To create awareness on Electoral Process and its implications

Course Outcomes:

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

1. Build general knowledge and legal literacy and thereby to take up competitive examinations
2. Summarize state and central policies, fundamental duties
3. Examine Electoral Process, special provisions
4. Analyze powers and functions of Municipalities, Panchayats and Co-operative Societies, and have an awareness about basic human rights in India

Course Content:

Unit-1: Indian Constitutional Philosophy

8 Hours

- a) Features of the Constitution and Preamble
- b) Fundamental Rights and Fundamental Duties
- c) Directive Principles of State Policy

Unit-2: Union and State Executive, Legislature and Judiciary

6 Hours

- a) Union Parliament and State Legislature: Powers and Functions
- b) President, Prime Minister and Council of Ministers
- c) State Governor, Chief Minister and Council of Ministers
- d) The Supreme Court and High Court: Powers and Functions

Unit-3: Concept and Development of Human Rights**6 Hours**

- a) Meaning Scope and Development of Human Rights
- b) United Nations and Human Rights- UNHCR
- c) UDHR 1948, ICCR 1996 and ICESCR 1966

Unit-4: Human Rights in India**6 Hours**

- a) Protection of Human Rights Act, 1993 (NHRC & SHRC)
- b) First, Second and Third Generations- Human Rights
- c) Judicial Activities and Human Rights

Reference**Constitutional law.**

1. H.M.Seervai,*ConstitutionalLawofIndia*,4thEdition,UniversalPublicatio n2013ISBN- 9788175344037
2. D.D.Basu,*IntroductiontotheConstitutionofIndia*,21stEdition,Wadhwa2 013,ISBN- 9788180389184
3. M.P. Jain , *Indian Constitutional Law*, 7th Edition, Lexis Nexis Wadhwa publication ,2014, ISBN-9789351430643.
4. V.N. Shukla, Constitution of India, Eastern BookCompany
5. M.P. Jain , Constitutional Law, Lexis Nexis Wadhwapublication
6. Mamta Rao, Constitutional Law, Eastern BookCompany.
7. AnilMalhotraIndia,NrisandLaw,EasternBookPublishers,NewDelhi.2009.

Human rights:

1. Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations, D.K. Publishers, New Delhi.1996.
2. Basu,D.D.,HumanRightsinConstitutionalLaw,PrenticeHall,NewDelhi(1994).
3. Sehgal, B.P.Singh, ed., Human Rights in India: Problems and Perspectives, Deep and Deep Publications, New Delhi. 1999.
4. S.K.Avesti and R.P.Kataria, Law Relating to Human Rights, Orient Publications, New Delhi. 2000.
5. SK Kapoor, Human Rights under International and Indian Law, Central Law Agency, Allahabad, 1999
6. Symmonides,J.,HumanRight:InternationalProtection,MonitoringandEnfor cement,Rawat publications, New Delhi. 2005.
7. MamataRao,LawRelatingtoWomanandChildren,EasternBookCo.,Lucknow. 2008
8. G B Reddy, Woman and the Law, Gogia Law Agency, Hyderabad(2001).
SC Tripathi, Law Relating to Woman and Children, Central Law Publishers, Allahabad, 2001.

| Course code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------------|-------------|---|---|---|---|----------|
| B20BJ2020 | Communicative English – II | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This 3-credit course focuses on enhancing written proficiency required for professional enhancement. It also polishes the spoken skills of the learners to make them effective and confident presenters. It also addresses the functional aspects of language usage while providing specific linguistic tools through professional language learning software. The practical components discussed in this course enable a fruitful transition from academia to the industry of their choice.

Prerequisites: The student must possess functional knowledge of LSRW skills.

Pedagogy: Direct method, ICT, Collaborative learning, Flipped Classroom.

Course Objectives

- To build skills essential for corporate communication.
- To enhance context specific language skills.
- To discover the creative linguistic potential through language and literature.
- To develop communication skills necessary for employability.

Course Outcomes:

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

- Apply acquired skills to communicate effectively in a corporate scenario.
- Demonstrate command over rhetoric of language.
- Develop critical and creative thinking through assimilated language skills.
- Utilize the communication skills learnt to match industry standards.

Course Contents:

Unit-I: Language Acquisition

9 Hours

Remedial Grammar: Questions & Negatives; Questions Tags

Writing Skills: Email Writing

Activities: Group Discussions

Literature: Alphonse Daudet - The Last Lesson

Unit-II: Persuasive Skills

10 Hours

Remedial Grammar: Past Simple & Past Perfect

Writing Skills: Report Writing

Activities: Book & Movie Reviews

Literature: Lord Alfred Tennyson – Ulysses

- | | |
|-------------------------------|--------------------|
| 1. wəʔÁçUÀ¼ÁÁ | uÁvÀððÕ |
| 2. V½AiÁÁÁ ¥ÁÁdgÀzÉs½@è | ¥ÁÁgÀAzÁgÀ zÁuÁgÀÁ |
| 3. PÁgÉzÁÁ PÉsiÕfÁÁ ±Á¥ÁvÁfÁÁ | PÁfÁPÁzÁuÁgÀÁ |

Unit III eÉÁR ÁÁ¼ÁÁ 7 Hours

- | | |
|----------------------------------|------------------------|
| 1. DvÁÁ²eÁUÁV ɤgÁAPÁÁ±ÁvÁÁwUÁ¼ÁV | PÁÁvÉÁ¥ÁÁ |
| 2. vÁiÁfÁÁ«ÁÁiÁÁvÉ CAvÁgÁeÁ | zÉÁvÁfÁÁgÁÁ vÁÁ°ÁzÉÁvÁ |
| 3. ˘sÁsvÁ¬Á vÁÁÁɤzÁ¼ÁÁ | vÁÁÁgÁj šeÁ¼Á |

Unit IV ¥Á°ÁÁ PÁx¼Á 6 Hours

- | | |
|--|------------------|
| 1. fÁÉÉsB¼ÁvÉÁ °ÁqÁÁ PÁsi˘Á (uÁAUÁe°Á) | f.Jfi. vÉsÁ°Áfi˘ |
|--|------------------|

References:

- vÁÁÁUÁ½ gÁÁ.²Á., PÁfÁÁqÁ uÁ»vÁi ZÁjvÉ, ¥ÁePÁ±ÁPÁgÁÁ VÁvÁ §ÁPi °Éuı, vÉÁÉuÁsgÁÁ. 2014
- uÁAUÁe°Á. fÁUÉÁUÉqÁ JZi.Jeı., ZÁjwÁ dÉÁ¥ÁzÁ PÁxÁfÁ PÁvÁUÁ¼ÁÁ, ¥ÁePÁ±ÁPÁgÁÁ PÁfÁÁØI PÁ eÁfÁ¥ÁzÁ ¥ÁjuÁvÁÁÜ, ˘ÉAUÁ¼ÁsgÁÁ. 2008
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- uÁAUÁe°Á. fÁUÉÁUÉqÁ JZi.Jeı., PÁfÁÁqÁ dÉÁ¥ÁzÁ PÁxÁfÁ PÁvÁUÁ¼ÁÁ, ¥ÁePÁ±ÁPÁgÁÁ PÁfÁÁØI PÁ eÁfÁ¥ÁzÁ ¥ÁjuÁvÁÁÜ, ˘ÉAUÁ¼ÁsgÁÁ. 2007
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- qÁ. azÁÁÁzÁ vÁÁswð, vÁZÁfÁ uÁ»vÁi, ¥ÁePÁ±ÁPÁgÁÁ uÁeƒÁØ §ÁPi °Éuı, ˘ÉAUÁ¼ÁsgÁÁ. 2013
- uÁÁ vÁÁgÁÁ¼Á¹zÁ¥Áı PÉ, fÁUÁgÁd QgÁÁ. vÁZÁfÁ PÁvÁÁıI, ¥ÁePÁ±ÁPÁgÁÁ uÁeƒÁØ §ÁPi °Éuı, ˘ÉAUÁ¼ÁsgÁÁ. 2016
- vÁÁgÁÁ¼Á¹zÁ¥Áı PÉ, µÁlÁç uÁ»vÁi, ¥ÁePÁ±ÁPÁgÁÁ uÁeƒÁØ §ÁPi °Éuı, ˘ÉAUÁ¼ÁsgÁÁ. 2010
- uÁÁ. uÉÁvÁÁgÁvÁÁ gÁvı C.gÁ., ²Áı @Qè İ±ÁÉÁ eÉÉ«Áɤ ˘ÁgÁvÁ(vÁÁs@-vÁvÁıÁiÁÁð-uÁÁvÁe), ¥ÁePÁ±ÁPÁgÁÁ PÁvÁÁzÉÁfÁÁ ¥ÁÁuıPÁ ˘ÁvÁfÁ, ˘ÉAUÁ¼ÁsgÁÁ. 2010
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- ±ÁvÀÁgÁAiÀ vÀ.uÀ., PÁÉÁqÀ uÁ»vÀ ZÁjvÉ, ¥ÀæPÁ±ÁPÁgÁÀ vÀ¼ÁÁQÉÀ vÉAPÁtÚAiÀ uÁgÁPÀ UæAxÀvÀiÁeÉ, vÉÁÉuÀsgÁÀ -2014
- ²vÁgÁÁzÁæfī f.Juī. PÁÉÁqÀ uÁ»vÀ uÀ«ÁÁPÉ, ¥ÀæPÁ±ÁPÁgÁÀ uÀæ¥Áð §ÁPi °Éuī, *ÉAUÁ¼ÁsgÁÀ. 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------|-------------|---|---|---|---|----------|
| B20BJ2032 | Language – II: Hindi | CC | 2 | 1 | 0 | 3 | 4 |

Course description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभन्न िासहखिक प्रसक्याओ द्वारा िमाज, ििंस्कृ सत एिं जीिनि के मूल्यं कय िमझने हेतु असभकखित है।

Prerequisites/Pre reading for the course:

- अधयेता,पी.यु.िीके स्तरपरसद्वतीयभाषाके रूपमेंसहन्दीकाअध्ययनकरनाचासहए।
- सहन्दीिसहिके इसतहािकिाििंसक्षप्तज्ञानकीआश्यकताहै।
- सहन्दीव्याकरणकाअिबयधनआश्यकहै।
- सहन्दी-अंग्रेजीअनुिादििेििंबंसधतजानकारीजरुरीहै।

c) Pedagogy: शिक्षावस्तु :

- Direct method
- ICT and Digital support
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Objectives: पवठ्यक्रम उद्देश्य:

- ििंदभानुिारउसचतभाषाकाप्रययगकरनेकीदक्षताकयछातम्मेंउत्पन्नकरना।

- िासहिके
माध्यमिेिमजएिंमानीय
मूलक
- यिमझाकर,
उनमूलक
- ीरक्षाहेतुप्रेरतकरना।

- छातृमंेपसतृ कपठनएिंलडिे नकीअकृ सतमप्रिसिस्थासपतृ करना।
- अथयेताओमंेंिासहिके माथ्यमडिप्रभािीएिंे कु शलडिेचं ारकासिकािकरना।

Learning Outcomes: अडििगम पररर्वम:

- अध्यनकीिमाखप्तपरअथेता -
- िामासजकमूलुऐनैसतकजाबदेहीकयस्वीकारकरिकताहै।
- िासहिकीप्रािंसगकताकयजीिनमंेंिमडिनेकीदक्षतारिताहै।
- िमिाजमंेंअंतसनसहतपददातयाएिंसिचारधाराओकाव्याख्यानकरनेमिकषें मबनिकताहै।
- िासहिके माथ्यमडिेप्रभािीएिंेकु शलडिेचंारकासिकािकरिकताहै।

Course Content: अध्यन सवषय डिूची /पवठ्यक्रम

| | |
|--|-----------------|
| इकवई - 1 कसिता: प्राचीन एि आधुसनक | 10 hours |
| 1.कबीर के दयहे | |
| 2.कसिता -जसलयािाला बाग मंें बडिंत- डिुभद्राकु मारी चौहान | |
| 3.कसिता -डिुभाष की मृ डिु पर - धमिीर भारती | |
| इकवई - 2 कसिता: प्राचीन एि आधुसनक | 10 hours |
| 4.तुलिीदडिे के पद | |
| 5.कसिता - पाषाणी - नागाजन | |
| 6.कसिता -चलना हमारा काम है- सशिमंगल सिंह डिुमन | |
| इकवई - 3 कसिता: प्राचीन एि आधुसनक | 10 hours |
| 7.मीराबाई के पद | |
| 8.कसिता -मरे डिपने बहुत नहीं है-सगररराज कु मार माथुर | |
| 9.कसिता - अभी न हयगा मेरा अंत - सनराला | |
| इकवई - 4 | 9 hours |
| अनुववद : शब्द एि अनुच्छेद (सहन्दी िे अंग्रेजी) | |
| मीसिया लेडिेन | |

डिूचनव : परत्येकइकवई 25 अंकके सडिेसनडिेवरतहै ।

Suggested Text Books and References

Text book/s: पवठ्य पुस्तक :

1. सहन्दी पाठ्य पुस्तक - रेिा सिश्वसिद्यालय ।

References: डिेन्दर् ग्रन्थ :

1. डिुबयथ व्यिहारक सहन्दी - िोँ. कु लदीप गुप्त

2. असभनि व्यिहाररक सहन्दी – िॉ.परमानन्द गुप्त. सहन्दी िासह िि का इसतह ाि - िॉ. नागेद्र
4. आधु सनक सहन्दी िासह िि का इसतह ाि - िॉ. बच्चन सिंंह
5. सहन्दी िासह िि का निीन इसतह ाि - िॉ. लाल िाहब सिंंह
6. शुद्र सहन्दी कै ििे बगले कै ििे सल ििे- पृथ्वीनाथ पाण्डे
7. ििंक्षेपण एिं पल्लिन

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|------------------------------------|-------------|---|---|---|---|----------|
| B20BJ2033 | Language II: Additional English | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This is a 3-credit course designed to help the learner gain competency in language through an exploration to the various genres of literature. The syllabus is designed to encourage critical ability of the learner to guide them towards career opportunities. This course is intended to develop the capacity to appreciate and assess the various dimensions of society, culture and life.

Prerequisites: The student must possess fair knowledge of language and literature.

Pedagogy: Direct method / ICT / Collaborative Learning / Flipped Classroom.

Course Objectives:

- To assess ecological and environmental concerns through literature.
- To identify the inequal structures of power in society.
- To compare and relate the position of men and women in society.
- To interpret the representation of society in popular culture.

Course Outcome:

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

- Demonstrate a thorough understanding of sensitive and critical ecological and environmental issues.
- Analyze the rigid structure of center and margin in our society.
- Criticize the subordinate position of women in society.
- Justify the depiction of society in popular culture.

Course Contents:

Unit-I: Ecology & Environment

9 hours

Literature: ToruDutt - Casuarina Tree

Robert Frost – Stopping by Woods on a Snowy Evening

Gordon J.L. Ramen – Daffodils No More

C.V. Raman – Water – The Elixir of Life
Language: Degrees of Comparison

Unit-II: Voices from the Margin

10 hours

Literature: TadeuszRozewicz – 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

10 hours

Literature: Kamala Das – An Introduction
UshaNavrathnaram – To Mother
Rabindranath Tagore – The Exercise Book
Jamaica Kincaid – Girl
Writing Skills: Dialogue Writing

Unit-IV: Popular Culture

10 hours

Literature: Rudyard Kipling – The Absent-minded Beggar
Sir Arthur Conan Doyle – The Hound of the Baskervilles
Aldous Huxley – The Beauty Industry
Writing Skills: Story Writing

Reference Books:

- 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. Raman*. 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.

- Dixon, 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. |
|-------------|--|-------------|---|---|---|---|----------|
| B20BJ2040 | Journalism – II (Reporting & Editing) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

Prerequisites: Good newspaper reading habits.

Pedagogy: Direct instruction and inquiry based learning

Course Objectives:

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

Course Outcomes:

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

1. Develop skill in reporting for different beats and editing
2. Develop practical knowledge on editing and proof reading
3. Demonstrate the visual elements in print media
4. Compare the workings of the different print and publishing houses in India

Course Content:

Unit I: Attributes of Print Journalism;

10 Hours

Journalism- Definition, nature and scope; News- Definition, values, Structure of a news story- lead, body, tail; Methods of writing news; we will be discussing it in the methods of writing) Types of leads; Newsroom structure; Qualities of a reporter.

Unit II: Techniques of Reporting:**10 Hours**

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

Unit III: Principles of Editing**10 Hours**

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

Unit IV: Design Elements in Newspapers:**9 Hours**

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

| Course Code | Course Tittle | Course Type | L | T | P | C | Hrs./Wk. |
|----------------------|--------------------------------|-------------|----------|----------|----------|----------|----------|
| B20BJ2040 (P) | Journalism Practical II | HC | 0 | 0 | 2 | 2 | 4 |

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

References Books:

1. Desh Pandey, B.K. *Photo journalism*. New Delhi: SonaliPubication.2007.
2. Carole Rich. *Writing and Reporting news*. Wadsworth Thompson Learning Inc.2005.
3. Pilger John (Edt). *Tell me no lies*. London :Vintage Publishers.2004.
4. Jon &Lawis(Eds).2003. *The Mammoth Book of Journalism*.London:Robinsm Publishers.
5. R. Smith, Schumeman(Edt). *Photographic Communication: Principles Problem and challenges of Photo Journalism*,New York : Hasing House.2000.
6. Kamath MV. *Professional Journalism*, Vikas Publication.1991.

7. Desai M V and NinanSevanti. *Beyond Those Headlines*. Bangalore: Allied Publishers Limited. 1996.
8. Westley Bruce. *News Editing*, Oxford IBH. 1980.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|---|-------------|---|---|---|---|------------|
| B20BJ2050 | English Literature (The Romantic Age) & Language – II | HC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

The course is designed to elevate the level of the initial learning of the UG students. The students by now are well acquainted with the basic concepts of literature and language and therefore can address 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.

Prerequisites:

- The student must possess basic insights of Romantic poetry.
- The student must have elementary understanding of Romantic prose.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To relate to the context of the literary ages.
- To develop aesthetic understanding of the text.
- To identify the new genres in British literature.
- To interpret the discourses of literature and to comprehend the idea of liberty, equality and fraternity.

Course outcomes

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

- Develop creative skills and human values through aesthetics of literature.
- Demonstrate the knowledge and incorporate the proficiency of language skills through prose.
- Deduct historical aspects from literature to develop mastery over social skills.

- Construct coherent sentences in English.

Course Contents:

Unit – I: Poetry

13 hours

The Age of Transition:

1. William Blake – The Chimney Sweeper

The Romantic Age:

2. William Wordsworth – The Solitary Reaper

3. Samuel Taylor Coleridge – *Extract from The Rime of the Ancient Mariner* (Part I – lines 1-82)

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

5. Percy Bysshe Shelley – Stanzas Written in Dejection, near Naples

6. John Keats – Ode to a Nightingale

Unit – II: Prose

13 hours

1. Charles Lamb – Dream-Children: A Reverie

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

3. Percy Bysshe Shelley – Extract from *A Defense of Poetry* (Shelley's views on Nature of Poetry)

4. Mary Wollstonecraft – Extract from *A Vindication of the Rights of Women* (Chapter 5)

Unit – III: Fiction

13 hours

1. Ann Radcliffe – *The Mysteries of Udolpho*

2. Jane Austen – *Pride and Prejudice* (film text)

Unit – IV: Language

13 hours

1. The Structure of Sentences

2. Discourse

REFERENCES:

- Wordsworth, Jonathan. *The Penguin Book of Romantic Poetry*. Penguin, 2006.
- Coleridge, Samuel Taylor, *The Rime of the Ancient Mariner*. Macmillan Collector's Library, 2017
- 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. |
|------------------|---|-------------|----------|----------|----------|----------|----------|
| B20BJ2060 | Psychology - II (Basic Psychological Process - II) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This course is designed to give students an overview of Higher Mental process and Personality development and its application in understanding human behaviour. This course is designed to introduce the basic concepts of psychology such as Learning, Memory, Cognition, Intelligence and Personality.

Prerequisites: Basic concepts of Psychology.

Pedagogy: Kinesthetic Learning, Direct Learning, ICT, Analytical Reasoning, Case Discussion

Course Objectives:

1. To introduce the student to the different approaches to Learning
2. To introduce the mechanisms of formation of memory and factors influencing our memory
3. To help the student to understanding cognitive process and Intelligence
4. To orient the students about Personality Development.

Course Outcomes:

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

1. Discover the ways different behaviors are learnt and its application to change the behavior.
2. Apply the mechanism of Human memory process and apply the knowledge in improving one's memory.
3. Elaborate and understand the mechanism behind human thought process, intelligence and related concepts
4. Analyze and evaluate the concept personality, factors influencing, and different components of personality.

Course Contents:

Unit-I: Learning

10 hours

- a) Definition.
- b) Theories of Learning: Classical Conditioning- Experiment, Basic Concepts-Neutral stimulus, Conditional Stimulus, Unconditional Stimulus, Conditional response, Unconditional Response, Stimulus Generalization, Discrimination, Extinction, Spontaneous Recovery, Higher Order Conditioning, Application to Human Behavior-systematic desensitization, aversion therapy.

- c) Operant Conditioning: Basic Concepts-Reinforcement, Punishment-positive and negative, Experiments, Schedules of Reinforcement. Stimulus control, extinction, generalization and spontaneous recovery. Application: Shaping, Token Economy.
- d) Cognitive Learning theory: Latent Learning-Tolman, Insight learning-Kohler, Learned Helplessness-Seligman.
- e) Observatioal Learning: Bobo doll experiment, Basic concepts.
- f) Learning in Classroom and Study skills.

Unit-II: Memory

10 hours

- a) Defintion, Three processes of Memory-Encoding, Storage, Retrieval
- b) Three memory System- Sensory memory-iconinc, echoic, Short-term memory-working memory, long-term memory- Declarative-episodic, semantic, nondeclarative memory.
- c) Retrieval cues: encoding specificity. Recall and Recognition.
- d) Forgetting: reasons, theories-memory trace decay theory, interference theory.
- e) Biological Bases of Memory.
- f) Relationship between learning and memory
- g) Memory startegies: mnemonic, peg-word, method of loci, music and rhythm.
- h) Memory disorders: Amnesia, Alzheimer's.

Unit-III: Higher Cognitive process

10 hours

- a) Thinking: Defintion, types: convergent, divergent; concept formation.
- b) Problem solving- definition, types: analogy, heuristics, trial and error, algorithms.
- c) Reasoning- definition, types: inductive and deductive.
- d) Decision making,
- e) Intelligence: Definition, IQ, IQ distribution and interpretation
- f) Broader conceptions of Intelligence: Spearman's two factor theory, Sternberg's triarchic theory, Multiple Intelligences, Guilford's theory.
- g) Types of intelligence tests- individual, group, veral, non verabal and performance tests with examples.
- h) Role of Heredity and Environment in intelligence
- i) Extremes of Intelligence.
- j) Creativity: Definition, stages, charaterstics.

Unit-IV: Personality

9 hours

- a) Nature and definition of personality (Allport's definition).
- b) Factors influencing on development of personality.
- c) Approaches to personality theories.
- d) Psychodynamic Perspectives: Freud and Jung's thoery
- e) Trait approaches: NEO-5 theory.
- f) Social Learning theory: Bandura's theory of Personality.
- g) Humanistic Approach: Roger's Theory.
- h) Measurement of personality: Objective Measurement: Questionnaires, rating scales. Projective Techniques.

References Books:

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

| Course Code | Course Tittle | Course Type | L | T | P | C | Hrs./Wk. |
|----------------------|--------------------------------|-------------|----------|----------|----------|----------|----------|
| B20BJ2060 (P) | Psychology Practical II | HC | 0 | 0 | 2 | 2 | 4 |

Statistics: Measures of Variance: Range, S. D, Quartile deviation.

1. Cueing
2. Chunking
3. Maze-learning
4. Bilateral Transfer
5. Concept Formation

| Course Code | Course Tittle | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|---------------------|-------------|----------|----------|----------|----------|-------------------|
| B20BJ2070 | MOOC /Swayam | RULO | 0 | 0 | 2 | 2 | Self-Study |

MOOC/ SWAYAM:

Globally, MOOC (Massive Open Online Course) platforms are gaining much popularity. Considering the popularity and relevance of MOOCs, Government of India has also launched an indigenous platform, SWAYAM. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is basically an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses. There are many other international agencies, foreign universities offering MOOC courses.

A student shall register and successfully complete any of the courses available on SWAYAM. Student shall inform the MOOC/SWAYAM coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 40 hours and of 4 credits. The student should submit the certificate issued by the SWAYAM to the

MOOC/SWAYAM coordinator of the school, the grades obtained in the course shall be forwarded to concerned authority of the University

THIRD SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|------------------------------|-------------|----------|----------|----------|----------|----------|
| B20BJ3011 | Language III: Kannada | CC | 1 | 1 | 0 | 2 | 3 |

Course Description:

ಸಾಮಾನ್ಯವಾಗಿ ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವ ಸ್ವಲ್ಪವಾಗಿ ಪ್ರಯತ್ನ, ಉದಾಹರಣೆಗೆ ಉಪಯುಕ್ತವಾದ ಯಜ್ಞ-ಉದಾಹರಣೆ ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ
 «ಜಯದೇವಿಯವರ» ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಪ್ರಾಚೀನ ಉದಾಹರಣೆಗಳನ್ನು ಯಜ್ಞಪ್ರಯೋಗಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು
 «ಜಯದೇವಿಯವರ» ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಪ್ರಾಚೀನ ಉದಾಹರಣೆಗಳನ್ನು ಯಜ್ಞಪ್ರಯೋಗಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು
 «ಉದಾಹರಣೆಗಳನ್ನು» «ಜಯದೇವಿಯವರ» ಮುಖ್ಯವಾಗಿ «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»
 ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»

Pre-requisites:

- ಪ್ರಾಚೀನ ಸಾಮಾನ್ಯವಾಗಿ ಉಪಯುಕ್ತವಾದ ಯಜ್ಞ-ಉದಾಹರಣೆಗಳನ್ನು.
- ಸಾಮಾನ್ಯವಾಗಿ «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»
- «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

ಸಾಮಾನ್ಯವಾಗಿ ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವ ಸ್ವಲ್ಪವಾಗಿ ಪ್ರಯತ್ನ, ಉದಾಹರಣೆಗೆ ಉಪಯುಕ್ತವಾದ ಯಜ್ಞ-ಉದಾಹರಣೆ ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ
 «ಜಯದೇವಿಯವರ» ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಪ್ರಾಚೀನ ಉದಾಹರಣೆಗಳನ್ನು ಯಜ್ಞಪ್ರಯೋಗಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು
 «ಜಯದೇವಿಯವರ» ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಪ್ರಾಚೀನ ಉದಾಹರಣೆಗಳನ್ನು ಯಜ್ಞಪ್ರಯೋಗಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು
 «ಉದಾಹರಣೆಗಳನ್ನು» «ಜಯದೇವಿಯವರ» ಮುಖ್ಯವಾಗಿ «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»
 ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»

- ಸಾಮಾನ್ಯವಾಗಿ, ಉದಾಹರಣೆಗೆ, «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»
- «ಜಯದೇವಿಯವರ» ವ್ಯಾಖ್ಯಾನಿಸಲಾಗುವಂತೆ «ಪ್ರಾಚೀನ ಉದಾಹರಣೆಗಳನ್ನು ಯಜ್ಞಪ್ರಯೋಗಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು
 ಉದಾಹರಣೆಗಳನ್ನು, ಉದಾಹರಣೆಗಳನ್ನು «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»
- «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»
- ಉದಾಹರಣೆಗಳನ್ನು «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು» «ಉದಾಹರಣೆಗಳನ್ನು»

Course Outcomes:

- qÁ. F.Juī. DvÀÄsgÀ, PÀÉÀBqÀ PÀxÀÉÀ uÁ»vÀ : PÁzÀÄsj, ¥ÀPÀ±ÀPÀgÀÀ uÀÉÀ §ÄPi °Èuī, °ÉAUÀÄsgÀÄ. 2016
- zÉÄ±À¥ÁAqÉ Juī.Jeī., °ÉÄAzÉ± ±ÀjÄ¥ÀgÀ PÁvÁÄAiAiÁÉÀ, ¥ÀPÀ±ÀPÀgÀÄ zÉÄ¹ ¥ÀÄuÀPÀ, °ÉAUÀÄsgÀÄ. 2013
- QÄvÀðÉÁxÀ PÄÄvÀðPÉsÄn, PÀÉÀBqÀ uÁ»vÀ uÀAUÁw, ¥ÀÄ±ÀPÀgÀÄ PÄÄvÀðPÉsÄn vÉÄvÉsÄjAiÄÄēī līÖ, zÁgÀvÁqÀ. 2009
- ±ÁvÀÄgÁAiÄÄ vÀ.uÄÄ., PÀÉÀBqÀ uÁ»vÀ ZÀjvÉ. ¥ÀPÀ±ÀPÀgÀÄ vÀÄÄQÉÄ vÉAPÀtÚAiÄÄÄ uÁgÀPÀ UÀAxAvÁiÁÉÉ, vÉÄÈuÀsgÀÄ -2014
- uÀ. qÁ! ¹. Dgī. ZÄAzÄÉÄRgī, vÄÄÄAzÄ¼ÄÄvÀÉÄzÀ ©PÀtUÄÄÄÄÄ °ÉÄÉ¹PÉs¼ÄÄivÀçzÄÄ °ÉÄUÉ?, ¥ÀPÀ±ÀPÀgÀÄ ÉÄvÀPÀÉÄÄIPÀ ¥À©PÉÄuÀÉī ¥É ÉvÉmī å«ÄmÉqī. 2010
- DzÄÄPÀ PÀÉÀBqÀ PÁvÀÄ °ÁUÀ-2, PÄÄvÉAvÄÄ PÀÉÀBqÀ CzÄÄAiÄÄÄÄ uÀAuÉÜ, vÉÄÈuÀsgÀÄ «±ÄÉ«zÁÄ©AiÄÄ, vÉÄÈuÀsgÀÄ. 2004
- ²vÀgÄÄzÄÄÄ f.Juī. PÀÉÀBqÀ uÁ»vÀ uÀÄÄÄPÉ, ¥ÀPÀ±ÀPÀgÀÄ uÀÉÀ §ÄPi °Èuī, °ÉAUÀÄsgÀÄ. 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------|-------------|---|---|---|---|-----------|
| B20BJ3012 | Language-III: Hindi | CC | 1 | 1 | 0 | 2 | 3 |

Course description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभ्र िासहखिक प्रसक्रयाओं द्वारा िमज, ििंस्कृ सत एिं जीिन के मूल्पं कय िमझने हेतु असभकखित है।

Prerequisites/Pre reading for the course: पूववपेक्षत:

- अध्ेता कय, सहन्दी नािक िासहिक का ििंसक्षत ज्ञान आिश्यक है।
- सहन्दी िासहिक के इसतहिक का ििंसक्षत ज्ञान की आिश्यकता है।
- सहन्दी व्याकरण का अबयधन आिश्यक है।
- मीसिया लेििन की बुसनयादी जानकारी चासहए।
- अंगरेजी – सहन्दी अनुिाद िे ििंबंसधत जानकारी जरुरी है।

c) Pedagogy: सिक्षशवस्त्र :

- Direct method
- ICT and Digital support

- Collaborative and Cooperative learning

- Differentiated Instruction
- Flipped Classroom

Course Objectives: पठ्यक्रम उद्देश्य:

- हिंदु धर्म के अंतर्गत उच्चतम भाषा का प्रयोग करने में उत्पन्न करना।
की दक्षता का यथासंभव
- साहित्य के विभिन्न विधाओं में निम्नलिखित विषयों का अध्ययन करना।
माध्यमिक शिक्षा के माध्यम से सामाजिक उत्तम मूल्यों का
- छात्रों में पठन-लेखन की प्रवृत्ति उत्पन्न करनी।
कठिन एवं लंबी अवधि के लिए प्रेरित करना।
- अध्यापक और छात्रों के बीच साहित्य के माध्यम से प्रभावी शिक्षण को शक्तिपूर्वक
कार्यकारी बनाना।

Course Outcomes : अंतिम परीक्षा :

अध्ययन की विधि पर अध्यापक -

- सामाजिक मूल्यों के प्रति जागरूकता का विकास करना।
- साहित्य की प्रासंगिकता का यथोचित ज्ञान की दक्षता है।
- समाज में अंतर्गत सहतत्पदों का एकरूपता और व्यवस्थित करने में विशेष
महत्त्व है।
- साहित्य के माध्यम से प्रभावी शिक्षण को शक्तिपूर्वक कार्यकारी बनाना है।

इकाई -1: नाटक : एक और दृश्याचारा - डॉ. शंकर शेष 7 hours

लेखक

परिचय प्रथम दृश्य

सद्वर्तीय दृश्य

इकाई -2 : नाटक : एक और दृश्याचारा 7 hours

तृतीय दृश्य

चतुर्थ

दृश्य

इकाई -3: नाटक : एक और दृश्याचारा 6 hours

पंचम दृश्य

छठा दृश्य

इकाई -4:

6 hours

अनुवाद : अंग्रेजी - सहन्दी- समाचार पत्र संबंध

भारत में सहन्दी मीसिया की समस्याएँ, रणसिंह, निष्कार

चुनव : प्रत्येक इकवई 25 अंकके सिएसन वररतहै ।

Suggested Text Books and References

Text book/s: पठ्य पुस्तक :

1. एक और दूर्वचवय – डॉ. शंकर शेष

References: हिन्दु ग्रन्थ :

1. मीसिया ले हिन्दु न एहिं जनहिं चार – डॉ. हिंजी कि मार
2. सहन्दी िासहि का इसतहाहि - डॉ. नागेद्र
3. आधुसक सहन्दी िासहि का इसतहाहि - डॉ. बचन सिंंह
4. सहन्दी िासहि का नहिीन इसतहाहि - डॉ. लाल िाहब सिंंह
5. शुद्ध सहन्दी कै हिंे बयले कै हिंे सलहिंे- पृथ्वीनाथ पाण्डे
6. कायालय अनुािाद सनदेसशका
7. मीसिया सिमश – रामशरण जयशी
8. हिंस्कृत सत- बाजार और जनहिं चार , नन्द भरद्वाज

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------------------------|-------------|---|---|---|---|----------|
| B20BJ3013 | Language III: Additional English | CC | 1 | 1 | 0 | 2 | 3 |

Course Description:

This 2-credit course allows the learners to explore the various socio-political aspects represented in literature. The concepts discussed in the course provide learning exposure to real life scenarios. The course is designed to develop critical thinking ability among learners, through the socio-political aspects discussed in literature. Thus, the aim is to produce responsible and sensitive individuals.

Prerequisites: The student must possess fair knowledge of language, literature and society.

Pedagogy: Direct method / ICT / Collaborative Learning / Flipped Classroom.

Course Objectives:

- To outline the global and local concerns of gender and identity.
- To identify the complexities of human emotions through literature.
- To assess the struggles of human survival throughout history.
- To compare and contrast between the various dimensions of childhood.

Course Outcome:

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

- Evaluate the pressing gender issues within our society.
- Criticize human actions through a humane and tolerant approach.
- Perceive the human conflicts with an empathetic perspective.
- Disprove the assumption of a privileged childhood.

Course Contents:

Unit-I: Gender & Identity

6 hours

Anne Sexton – Consorting with Angels
Eugene Field – The Doll's Wooing
Vijay Dan Detha – Double Life
Charlotte Perkins Gilman – The Yellow Wallpaper

Unit-II: Love & Romance

6 hours

Alfred Noyes – The Highway Man
William Shakespeare – Sonnet 116
Frank Richard Stockton – The Lady or the Tiger?
Oscar Wilde – The Nightingale and the Rose

Unit-III: War & Trauma

7 hours

Lord Alfred Tennyson – The Charge of the Light Brigade
Taufiq Rafat – The Medal
Guy de Maupassant – Two Friends
Sadaat Hasan Manto – Toba Tek Singh

Unit-IV: Children's Literature

7 hours

William Blake – The Chimney Sweeper
D.H. Lawrence – Discord in Childhood
Anna Sewell – The Black Beauty (Extract)
Rudyard Kipling – The Jungle Book (Extract)

Reference Books:

- Sexton, Anne. *The Complete Poems*. Houghton Mifflin, 1999.
- Namjoshi, Suniti. *Feminist Fables*. Spinifex Press, 1998.
- Vanita, Ruth & Saleem Kidwai (ed.) *Same Sex Love in India*. Penguin India, 2008.
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Rockland Press, 2017.
- Gale, Cengage Learning. *A Study Guide for Alfred Noyes's "The Highwayman"*. Gale, Study Guides, 2017. (Kindle Edition Available)
- Shakespeare, William. *Poems and Sonnets of William Shakespeare*. Cosimo Classics, 2007.
- Stockton, Frank Richard. *The Lady, or the Tiger?* Createspace Independent Publications, 2017.
- Wilde, Oscar. *The Collected Works of Oscar Wilde*. Wordsworth Editions Ltd., 1997.
- Tennyson, Lord Alfred. *The Complete Works of Alfred Tennyson*. Forgotten Books, 2017.
- Blake, William Erdman, David V. (ed.). *The Complete Poetry and Prose* (Newly revised ed.). Anchor Books, (1988).
- Maupassant, Guy de. *Guy de Maupassant-The Complete Short Stories*. Projapati, 2015.

- Manto, SadaatHasan. *Manto: Selected Short Stories*. RHI, 2012.

- Ricks, Christopher. *Metaphysical Poetry*. Penguin, 2006.
- Sewell, Anna. *The Black Beauty*. Maple Press, 2014.
- Kipling, Rudyard. *The Jungle Book*. Amazing Reads, 2018.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|---|-------------|----------|----------|----------|----------|----------|
| B20BJ3020 | Journalism-III (Audio-Visual Production) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

Prerequisites: Exposure to different programmes of Ausio-Visual media.

Pedagogy: Direct instruction, Collaborative and Kinesthetic method

Course Objectives

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

Course Outcomes:

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

1. Apply skill in script-writing for radio and television
2. Outline the aesthetics and visual grammar in the audio-visual medium
3. Assess the various genres of film
4. Discuss the role and progress of different organizations related to cinema in India

Course Content

Unit I: Radio Production

10 Hours

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

Unit II: Script-writing for Radio and TV

10 Hours

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

Unit III: Basics in TV Production

10 Hours

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

Unit IV: Introduction to Film Studies

9 Hours

Introduction to Film - Film as an art form; aesthetics of film; Types of films; documentary; newsreel; Educational film; Animation film; Feature film; Mainstream cinema; Cinema and society.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|--------------------------|-------------|---|---|---|---|----------|
| B20BJ3020 (P) | Journalism Practical III | HC | 0 | 0 | 2 | 2 | 4 |

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

References Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|---|-------------|---|---|---|---|------------|
| B20BJ3030 | English Literature (Victorian & Modern Ages) & Language – III | HC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

This course is designed to familiarize the students with literary works of significant authors from the Victorian and Modern period of the British literary canon. In order to master the history of English literature, this course is extremely important. After completion of this course, the students will have a wholesome grasp over British literature in its full demeanor and he/she will be able to apprehend and appreciate other literary texts from multiple literary periods competently.

Prerequisites:

- The student must possess basic insights of Romantic age of English Literature.
- The student must possess the fundamental skills of writing, reading and analyzing.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To examine the literary works from Victorian and Modern period.
- To analyze the key concepts of Victorianism and Modernism.
- To assess the basic social and cultural theories of modern age.
- To develop professional skills in speech and writing.

Course Outcomes:

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

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

Course Contents:**Unit – I: Poetry****13 hours***The Victorian Age:*

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

Modern Poetry:

5. W.B. Yeats – An Acre of Grass

6. W.H. Auden – The Shield of Achilles

7. T.S. Eliot – Prelude

Unit – II: Prose

13 hours

1. D.H. Lawrence – The Rocking-Horse Winner

2. R.L. Stevenson – An Apology for Idlers

3. Virginia Woolf – Extract from *A Room of One's Own*

4. Lewis Carroll – Excerpt from *Alice's Adventures in Wonderland*

Unit – III: Fiction

13 hours

1. Charles Dickens – *The Adventures of Oliver Twist*

2. Charlotte Bronte – *Jane Eyre*

Unit – IV: Language

13 hours

1. Speech and Writing

2. Tenor and Domain

3. Introduction to Style

4. Stylistic Analysis: A Framework

REFERENCES:

- Cunningham, Valentine. *Victorian Poetry*. Blackwell, 2003.
- Negri, Paul. *English Victorian Poetry: An Anthology*. Dover, 1998.
- Yeats, W.B. *WB Yeats: Collected Poems*. Vintage, 1990.
- Eliot, T.S. *The Complete Poems and Plays of T.S. Eliot*. Faber, 2004.
- Sen, S. *W.H. Auden: Selected Poems*. Unique Publishers, 2015.
- Lawrence, D.H. *The Rocking Horse Winner*. Perfection Learning, 1982.
- Woolf, Virginia. *A Room of One's Own*. Penguin, 2002.
- Dickens, Charles. *Oliver Twist*. Norton, 2009.
- Bronte, Charlotte. *Jane Eyre*. Penguin, 2002.
- 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. |
|------------------|---|-------------|----------|----------|----------|----------|----------|
| B20BJ3040 | Psychology – III (Social Psychology) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

Social Psychology will provide you with an introduction to the field of social psychology. Social psychology is a subfield of the science of psychology that focuses on the perceptions, thoughts, feelings, and behaviors of individuals and groups within a social context. This course introduces students to the theory and research on the social factors that influence individual and group

behavior. Social perception, The Self, Interpersonal Relationship are among the topics covered in the course. The course will include both individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts. As this is a survey course, this class will give you a broad overview of the major theories and findings within social psychology.

Prerequisites: Basic knowledge about society, culture and values

Pedagogy: Direct Learning, ICT method, Case Discussion

Course Objectives:

1. To introduce the historical and scientific origin, theories and development of the Social Psychology in the western and Indian context
2. To introduce the basic concepts in Social Perception
3. To help the students in understanding one's Self and self development
4. To introduce the dynamics of interpersonal relationships.

Course Outcomes:

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

1. Express and evaluate the ability to articulate factors contributing to human Social Behavior and the cultural influences.
2. Demonstrate the factors that contribute to Social Perceptions of individuals.
3. Express and understand One's Self
4. Outline and elaborate the dynamics of Interpersonal relationship.

Course Contents:

Unit-I: Introduction

10 Hours

- a) Definition; History- Origin and Development.
- b) Social psychology in India
- c) Theories - Cognitive, Decision making, Interdependence, Socio-cultural, Evolutionary, and Mid-range theories.
- d) Research in Social Psychology: goals of research, selecting participants, Research design-correlations, Experimental-field, laboratory, data collection: self-report, observation, internet research.
- e) Bias in research- experimenter bias, subject bias, replication.
- f) Ethics in Research-informed consent, debriefing, minimal risk.

Unit-II: Social Perception

10 Hours

- a) Social Perception: definition
- b) Non-verbal Communication: the visible channel- distance, gestures, eye contact, facial expression, paralanguage; multiple channels.
- c) Impression formation- information used: roles, physical cues, salience, from behaviors to traits, central traits, categorization, context effects; continuum model of Impression formation.
- d) Integrating Impressions: Evaluation, negativity effect, positive bias, emotional information, the averaging principle, imputing meaning, and resolving inconsistencies.
- e) Impression management.

- f) Attribution: definition, types, theory- Jones and Davis's Correspondent Inference Theory, Kelley's Covariation theory. Biases in the Attribution Process-Fundamental attribution error, actor-observer effect, false consensus. Self-serving attributional bias.

Unit –III: The Self

10 Hours

- a) Self-presentation: accuracy in predicting our behavior, self-presentation tactics, ineffective self-presentation, self-handicapping.
- b) Self-knowledge: Sources-socialization, reflected appraisal, feedback from others, self-perception, labeling arousal states, introspection, Self-identity, Culture, cognition and emotions; Aspects of Self-knowledge: self-schemas, self-discrepancies.
- c) Self-regulation: Working Self-concept, Self-complexity, self-efficacy, personal control, behaviors, self-awareness.
- d) Social Comparison: goals, theory, process.
- e) Self-esteem: definition, measurement, gender difference, factors influencing self esteem
- f) Culture and Self: in Indian and western context.

Unit-IV: Interpersonal Relationships

9 Hours

- a) Need to belong: loneliness, social rejection.
- b) Liking: definition, Social exchange theory, Sources-internal, external, social interaction.
- c) Internal sources of Liking others: need to belong, role of affect.
- d) External Sources: proximity, familiarity, physical beauty.
- e) Social Interaction sources of Liking: similarity, reciprocal liking or disliking, social skills, personality, desires, gender differences.
- f) Mate Selection: Gender differences
- g) Love: Definition, types, triangular theory of love.
- h) Romantic Love: cultural variations in marriage.
- i) Interdependency theory: rewards and costs, evaluating outcomes, coordinating outcomes, Fair exchange, beyond exchange.
- j) Self-disclosure: definitions, reasons, hazards, cultural differences, gender differences.
- k) Intimacy: definition, model, gender difference.

Reference Books:

1. Taylor, S E, Peplau, L A and Sears, D O. *Social Psychology*, 12th edition. New Delhi: Pearson Prentice-Hall of India Pvt Ltd. 2017
2. Branscombe, N R and Baron, R A *Social Psychology*, 14th edition, Pearson India Education Services Pvt. Ltd. .2018
3. Crisp, R.J. and Turner, R.N. *Essential Social Psychology*. New Delhi: Sage Publications India Pvt Ltd. 2007,
4. Misra, G. and Dalal, A.K. *Social Psychology in India: Evolution and Emerging trends*. Edited by Ajit.K. Dalal and Girishwar Misra. New Directions in Indian Psychology, Volume I: Social Psychology. New Delhi: Sage Publications India Pvt. Ltd. 2001.
5. Myers, D.G *Social Psychology*, 7th international edition. New York: McGraw Hill Companies. 2002

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|--------------------------|-------------|---|---|---|---|----------|
| B20BJ3040 (P) | Psychology Practical III | HC | 0 | 0 | 2 | 2 | 4 |

Statistics: Correlation-Parametric and non parametric data.

- a. Self-concept
- b. Self-esteem
- c. Free Association
- d. Assessment of Love
- e. Learning styles

Please Note: Media Studies & Life Skills and Personal Development as OE are offered to other School III Sem. UG Non-Engineering students

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---------------|-------------|---|---|---|---|----------|
| B20BJ3051 | Media Studies | OE | 4 | 0 | 0 | 4 | 4 |

Course Description:

This course serves to provide an introduction to the various facets of media studies. Students will examine the significance and impact of media in the society. They will understand and assess current scientific debates in the field and appreciate the relationships between communication, media, culture and evolution of humankind. Students will understand the wide-ranging influences of media and thereby critically analyze how it is shaping the society of present times.

Prerequisite: Basic understanding of communication and media.

Pedagogy: Direct Method, ICT and Collaborative Method.

Course Objectives:

1. To introduce the students to the field of media studies
2. To familiarize the students with the concepts of media and freedom.
3. To know how the different kind of pressures and controls influence the media functioning.
4. To make the students understand the different concepts of media.

Learning Outcomes:

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

1. Appraise the basic concepts related to Communication and media studies
2. Determine the relationship between media and freedom.
3. Analyze the functioning of media considering the threats and pressures on media.

- Interpret the different concepts of media.

COURSE CONTENT

Unit I: Communication and Mass media

13 Hours

Communication meaning, definition and process; principles and functions; Importance of media, Kinds of Mass Media, New Media Technology; functions of media; Mass Media and Culture; social responsibility of media

Unit II: Media and Freedom

13 Hours

Freedom of speech and expression: Article 19(1)a and Reasonable restrictions 19(2); Article 21; Right to information, functions of media in Indian Democracy and other political systems.

Unit III: Controls and Issue

13 Hours

Ownership of media, controls: Internal and external threats, pressures on media; Scams, Page-3, Paid News, Sting Operation, fake news

Unit IV: Concepts of Media

13 Hours

Media and Public Sphere, Media Convergence, Media and development; Media credibility, digital divide, online journalism, citizen journalism, Influence of social media

References Books

- Richard Campbell, Media and culture an introduction to mass communication.
- George Oddman, Mass media issues analysis and debate.
- Media and Democracy in Asia - An AMIC compilation, 2000
- Joseph Dominick, Dynamics of mass communication: Media in Transition -
- Ross Howard, Conflict sensitive journalism -
- Graber, Doris. Media power in politics - 1980
- Asa Berger, Media and Society - Arthur
- VirBala Aggarwal, Media and Society: challenges and opportunities
- New Media and Society - Ed: Nicholas Jankowski - Pub: Sage Publications

| Course Code | Course Tittle | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|---|-------------|----------|----------|----------|----------|----------|
| B20BJ3052 | Life Skills and Personal Development | OE | 4 | 0 | 0 | 4 | 4 |

Course Description:

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behavior and

include reflective skills such as problem-solving and critical thinking, personal skills such as self-awareness, and interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, competencies to take action and generate change, and the capability to have the freedom to decide what to do and who to be.

Prerequisites: Keen interest to Self-development

Pedagogy: Direct learning, Activities, ICT, Kinesthetic method, games, discussion and interactions.

Course Objectives:

1. To develop self-awareness
2. To improve Interpersonal communication
3. To learn goal setting and strategizing to reach them
4. To learn team work and leadership roles.

Course Outcomes:

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

1. Discover One's Self and explores abilities and skills
2. Develop better Interpersonal skills
3. Interpret and understand the skills required for goal setting and learns the skills of reaching them.
4. Apply the skills required for team building and leadership skills.

Course Contents:

Unit-I: Personal Development

13 hours

Me and My Assets, Stages of Adolescence, Self, awareness, Building Self-Confidence, Self Esteem, Self image, Self Concept, Choosing Positive Values, Understanding Mental Models, Stress and Emotions, Surviving Tough Times.

Unit-II: Interpersonal Development

13 hours

Active Listening, Assertive communication, Problem solving, Decision making, Critical thinking, Interpersonal Skills, Time management, Coping with Emotions, Conflict management, Coping with stress.

Unit-III: Goal Setting and Action Planning

13 hours

Goal setting-the basics, SMART goals, Steps for action, setting priorities, Short term goals, Long term goals, Time management.

Unit-IV: Team work and Leadership

13 hours

Team building, Team cycle, Team leadership, My leadership role, The project cycle, Celebration and reflection, Negotiation skills, Conflict management, Entrepreneurship skills.

References:

1. Adkins, W.R. Life skills counseling. In R. Herink (Ed.) The Psychotherapy Handbook. New York, NY: New American Library.1980.

2. Adkins, W. R. Life skills education: A video-based counseling/ learning delivery system. In D. Larson (Ed.) Teaching Psychological Skills: Models for giving psychology away. Monterey, CA: Brooks/ Cole.1984.
3. Burton, J. Career development series at the Ft. George Head Start Center. New York, NY: Institute for Life Coping Skills.1996.

Resources

www.education.gov.uk

www.tes.co.uk/ks1-citizenship-primary-teaching-resources

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------|-------------|---|---|---|---|------------|
| B20BJ3060 | Employability Skills | RULO | 0 | 0 | 0 | 0 | 2 |
| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
| B20BJ3070 | MOOC / Swayam | RULO | 2 | 0 | 2 | 2 | Self-Study |

MOOC/ SWAYAM:

Globally, MOOC (Massive Open Online Course) platforms are gaining much popularity. Considering the popularity and relevance of MOOCs, Government of India has also launched an indigenous platform, SWAYAM. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is basically an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses. There are many other international agencies, foreign universities offering MOOC courses.

A student shall register and successfully complete any of the courses available on SWAYAM. Student shall inform the MOOC/SWAYAM coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 40 hours and of 4 credits. The student should submit the certificate issued by the SWAYAM to the MOOC/SWAYAM coordinator of the school, the grades obtained in the course shall be forwarded to concerned authority of the University

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

| | | | | | | | |
|------------------|--|-----------|----------|----------|----------|----------|--|
| B20BJ3080 | Internship/ Certificate courses | HC | 2 | 0 | 2 | 4 | |
|------------------|--|-----------|----------|----------|----------|----------|--|

FOURTH SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|-------------------------------|-------------|----------|----------|----------|----------|-----------|
| B20BJ4011 | Language – IV: Kannada | CC | 1 | 1 | 0 | 2 | 3 |

Course Description:

ಸಾಮಾನ್ಯವಾಗಿ ವಿವರಿಸಲಾಗಿರುವ ಸ್ವಾಮ್ಯದ ಪರಿಚಯ, ಉಚಿತವಾಗಿ ಸಮೀಕ್ಷಿಸಲಾಗುವ ಘಟನೆಗಳ ಬಗ್ಗೆಯೂ ಇತರ ವಿಷಯಗಳ ಬಗ್ಗೆಯೂ ಉಪಯುಕ್ತವಾದ ಮಾಹಿತಿಗಳನ್ನು ನೀಡುವುದು. «ಜನಜನಿಯೊಳಿರುವ ವ್ಯಾಜ್ಯವೇ ಪ್ರಜ್ಞೆಯು ಅನ್ಯನಾದವನು ಇವನು ಪರಿಶುದ್ಧವಾದ ವ್ಯಾಜ್ಯವೇ, ಹೊಣೆಯನ್ನು ಉಪನಿಷೇಧಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಅಧಿಕಾರವು ಜನಜನಿಯಿಂದಾಗುತ್ತದೆ. ಉಚಿತವಾಗಿ, ಪಾಪ, ವ್ಯಾಜ್ಯದ, ದಿವ್ಯವಾದವನು ಉಚಿತವಾಗಿ «ಎಚ್ಚರಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ. ಈಗಲೂ ವಿಸ್ತಾರವಾಗಿ ಜನಜನಿಯು ಉಚಿತವಾಗಿ ವ್ಯಾಜ್ಯವನ್ನು ಉಪನಿಷೇಧಿಸಿ ಉಚಿತವಾಗಿ ಜನಜನಿಯು ಉಪನಿಷೇಧಿಸಿ ಇವನು ಉಚಿತವಾದ. «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ.

Pre-requisites:

- ಪಾಪವನ್ನು ಸಾಮಾನ್ಯವಾಗಿ ಸಮೀಕ್ಷಿಸಿ ವಿವರಿಸುವುದು.
- ಸಾಮಾನ್ಯವಾಗಿ ವಿವರಿಸಲಾಗಿರುವ ಸ್ವಾಮ್ಯದ ಪರಿಚಯವನ್ನು ಉಪನಿಷೇಧಿಸುವುದು.
- ಉಚಿತವಾಗಿ ವಿವರಿಸಲಾಗಿರುವ ಸ್ವಾಮ್ಯದ ಪರಿಚಯವನ್ನು ಉಪನಿಷೇಧಿಸುವುದು.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

ಸಾಮಾನ್ಯವಾಗಿ ವಿವರಿಸಲಾಗಿರುವ ಸ್ವಾಮ್ಯದ ಪರಿಚಯ, ಉಚಿತವಾಗಿ ಸಮೀಕ್ಷಿಸಲಾಗುವ ಘಟನೆಗಳ ಬಗ್ಗೆಯೂ ಇತರ ವಿಷಯಗಳ ಬಗ್ಗೆಯೂ ಉಪಯುಕ್ತವಾದ ಮಾಹಿತಿಗಳನ್ನು ನೀಡುವುದು. «ಜನಜನಿಯೊಳಿರುವ ವ್ಯಾಜ್ಯವೇ ಪ್ರಜ್ಞೆಯು ಅನ್ಯನಾದವನು ಇವನು ಪರಿಶುದ್ಧವಾದ ವ್ಯಾಜ್ಯವೇ, ಹೊಣೆಯನ್ನು ಉಪನಿಷೇಧಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಅಧಿಕಾರವು ಜನಜನಿಯಿಂದಾಗುತ್ತದೆ. ಉಚಿತವಾಗಿ, ಪಾಪ, ವ್ಯಾಜ್ಯದ, ದಿವ್ಯವಾದವನು ಉಚಿತವಾಗಿ «ಎಚ್ಚರಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ. ಈಗಲೂ ವಿಸ್ತಾರವಾಗಿ ಜನಜನಿಯು ಉಚಿತವಾಗಿ ವ್ಯಾಜ್ಯವನ್ನು ಉಪನಿಷೇಧಿಸಿ ಉಚಿತವಾಗಿ ಜನಜನಿಯು ಉಪನಿಷೇಧಿಸಿ ಇವನು ಉಚಿತವಾದ. «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ.

1. ಸಾಮಾನ್ಯವಾಗಿ ವಿವರಿಸಲಾಗಿರುವ ಸ್ವಾಮ್ಯದ ಪರಿಚಯ, ಉಚಿತವಾಗಿ ಸಮೀಕ್ಷಿಸಲಾಗುವ ಘಟನೆಗಳ ಬಗ್ಗೆಯೂ ಇತರ ವಿಷಯಗಳ ಬಗ್ಗೆಯೂ ಉಪಯುಕ್ತವಾದ ಮಾಹಿತಿಗಳನ್ನು ನೀಡುವುದು.
2. «ಜನಜನಿಯೊಳಿರುವ ವ್ಯಾಜ್ಯವೇ ಪ್ರಜ್ಞೆಯು ಅನ್ಯನಾದವನು ಇವನು ಪರಿಶುದ್ಧವಾದ ವ್ಯಾಜ್ಯವೇ, ಹೊಣೆಯನ್ನು ಉಪನಿಷೇಧಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಅಧಿಕಾರವು ಜನಜನಿಯಿಂದಾಗುತ್ತದೆ. ಉಚಿತವಾಗಿ, ಪಾಪ, ವ್ಯಾಜ್ಯದ, ದಿವ್ಯವಾದವನು ಉಚಿತವಾಗಿ «ಎಚ್ಚರಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ. ಈಗಲೂ ವಿಸ್ತಾರವಾಗಿ ಜನಜನಿಯು ಉಚಿತವಾಗಿ ವ್ಯಾಜ್ಯವನ್ನು ಉಪನಿಷೇಧಿಸಿ ಉಚಿತವಾಗಿ ಜನಜನಿಯು ಉಪನಿಷೇಧಿಸಿ ಇವನು ಉಚಿತವಾದ. «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ.
3. ವಿವರಿಸಲಾಗಿರುವ ಸ್ವಾಮ್ಯದ ಪರಿಚಯ, ಉಚಿತವಾಗಿ ಸಮೀಕ್ಷಿಸಲಾಗುವ ಘಟನೆಗಳ ಬಗ್ಗೆಯೂ ಇತರ ವಿಷಯಗಳ ಬಗ್ಗೆಯೂ ಉಪಯುಕ್ತವಾದ ಮಾಹಿತಿಗಳನ್ನು ನೀಡುವುದು.
4. ಅನ್ಯನಾದವನು ಇವನು ಪರಿಶುದ್ಧವಾದ ವ್ಯಾಜ್ಯವೇ, ಹೊಣೆಯನ್ನು ಉಪನಿಷೇಧಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಅಧಿಕಾರವು ಜನಜನಿಯಿಂದಾಗುತ್ತದೆ. ಉಚಿತವಾಗಿ, ಪಾಪ, ವ್ಯಾಜ್ಯದ, ದಿವ್ಯವಾದವನು ಉಚಿತವಾಗಿ «ಎಚ್ಚರಿಸಿ «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ. ಈಗಲೂ ವಿಸ್ತಾರವಾಗಿ ಜನಜನಿಯು ಉಚಿತವಾಗಿ ವ್ಯಾಜ್ಯವನ್ನು ಉಪನಿಷೇಧಿಸಿ ಉಚಿತವಾಗಿ ಜನಜನಿಯು ಉಪನಿಷೇಧಿಸಿ ಇವನು ಉಚಿತವಾದ. «ಜನಜನಿಯೊಳಿರುವುದಾದಲ್ಲಿ ಮನುಷ್ಯನು ಇವನು ಉಚಿತವಾದ.

- zÉ±ÁÁqÉ Juí.Jeí., ¨ÉÁzÉ±ÁÁqÉ PÁvÁÁiÁiÁfÁ, ¥Á±ÁÁqÁ zÉÁ¹ ¥ÁÁuÁ, ¨ÉÁUÁÁsgÁ. 2013
- QÁvÁØÉÁxÁ PÁvÁØPÉsÁn, PÁÁqÁ uÁ»vÁ uÁAUÁw, ¥Á±ÁÁqÁ PÁvÁØPÉsÁn vÉÁvÉsÁjÁiÁÁi I mÖ, zÁgÁvÁqÁ. 2009
- ±ÁvÁÁgÁÁiÁ vÁ.uÁÁ., PÁÁqÁ uÁ»vÁ ZÁjvÉ, ¥Á±ÁÁqÁ vÁÁÁqÉ vÉAPÁUÁiÁÁ uÁgÁPÁ UÁAxÁvÁiÁÉÉ, vÉÁUÁÁsgÁ -2014
- uÁ. qÁ! ¨. Dgí. ZÁAzÁÉÁRgí, vÁÁAzÁ¼ÁÁvÁÁzÁ @PÁtUÁÁÁÁ ¨ÉÉ¹PÉs¼ÁÁivÁczÁÁ °ÉÁUÉ?, ¥Á±ÁÁqÁ ÉÁvÁPÁÁÁØI PÁ ¥ÁPÉÁµÁÉi ¥É ÉvÉmí á«ÁmÉqí. 2010
- DzÁÁPÁ PÁÁqÁ PÁvÁ ¨ÁUÁ-2, PÁÁvÉÁÁ PÁÁqÁ CzÁÁiÁÁÁ uÁAuÉU, vÉÁUÁÁsgÁ «±Áé«zÁÁ@ÁiÁ, vÉÁUÁÁsgÁ. 2004
- ²vÁgÁÁzÁÁ f.Juí. PÁÁqÁ uÁ»vÁ uÁ«ÁÁPÉ, ¥Á±ÁÁqÁ uÁÁÁ §ÁPi °Éuí, ¨ÉÁUÁÁÁsgÁ. 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|----------------------|-------------|---|---|---|---|-----------|
| B20BJ4012 | Language – IV: Hindi | CC | 1 | 1 | 0 | 2 | 3 |

Course description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभ्र िासहखिक प्रसक्रयाओं द्वारा िमाज, ििंस्कृ सत एिं जीिन के मूल्यं कय िमझने हेतु असभकखित है।

Objectives: पवठ्यक्रम उद्देश्य :

- ििंदभानुिार उसचत भाषा का प्रयग करने की दक्षता कय छात्पं में उत्पन्न करना।
- िासहिक के माध्यम ििे िमाज एिं मानीय मूल्यं कय ििमझाकर, उन मूल्यं की रक्षा हेतु पररत करना।
- छात्पं में पुस्तक पठन एिं लेििन की अकृ सतम प्रिृसि स्थासपत करना।
- अध्येताओं में िासहिक के माध्यम ििे प्रभािी एिं कु शल ििंचार का सिकाि करना।

Learning Outcomes :असिगम पररर्वम:

अध्ययन की िमाखत पर अध्येता –

- िामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर िकता है।
- िासहिक की प्रांसगकता कय जीिन में िमझने की दक्षता रिता है।
- िमाज में अंतसनसहत पदसतया एिं सिचारधाराओं का व्याख्यान करने में िक्षम बन

- िकता है।
- िासहिके माध्यम िेे प्रभािी एिं कु शल ििंचार का सिकाि करिकत है।

c) Pedagogy:सिक्षवस्त्र :

1. Direct method
2. ICT and Digital support
3. Collaborative and Cooperative learning
4. Flipped Classroom

Prerequisites/Pre reading for the course: पूर्वपेक्षवः

- अधयेता कय,सहन्दी िंिककाव्य का िंिसक्षप्त ज्ञान आश्यक है ।
- सहन्दी िासहिके इसतहऱािक का िंिसक्षप्त ज्ञान की आश्यकता है ।
- सहन्दी व्याकरण का अिबयधन आश्यक है ।

Course Content: अध्ययन सवषय िूची / पवठ्यक्रम

इकवई -1: िंिककाव्य – नहुष – मैसथलीशरण गुप्त **7 hours**

कसि पररचय

काव्य पररचय

शची िग

नहुष िग

इकवई -2: िंिककाव्य – नहुष – मैसथलीशरण गुप्त **7 hours**

उिशी

िग

स्वगभयग

िग

इकवई -3: िंिककाव्य – नहुष – मैसथलीशरण गुप्त **6 hours**

िन्दे

श िग

मंत्णा

िगपतन

िग

इकवई -4: **6 hours**

अिकवर

सिसनमव ररव्यू :

िूपर 30, समशन मंगल, थप्पड़, आसिकल 15

िूचनव : फ्रत्येकइकवई 25 अंकके सिएसनिबररतहै ।

d) Suggested Text Books and References

Text book/s: पठ्य पुस्तकः

1. िंि-काव्य – नहुष – मैसथलीशरण गुप्त

References: िन्दर्ग्रथ :

1. रि – छंद – अलंकर - कृ णदे ि शमा & िुरेश आर्ाल
2. सहदी िासहिके इतहाि - िॉ. नागेद
3. आधुसक सहदी िासहिके इतहाि - िॉ. बचन सिंह
4. सहदी िासहिके न्नीन इतहाि - िॉ. लाल िाहब सिंह
5. शुद्ध सहदी के िे बयले के िे लके- पृथ्वीनाथ पाण्डे
6. मीसिया सिमश – रामशरण जयशी

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|------------------------------------|-------------|---|---|---|---|----------|
| B20BJ4013 | Language IV: Additional English | CC | 1 | 1 | 0 | 2 | 3 |

Course Description:

This 2-credit course helps the learner explore various socio-cultural issues through literature. The course provides insight on matters like education and culture that are pertinent in the contemporary society. The course also offers multi-dimensional perspective in the genres of literature and contributes for language enrichment.

Prerequisites: The student must possess fair knowledge of language, literature, culture and society.

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Course Objectives:

- To infer the myths from the contemporary perspective.
- To outline the idea of family represented in literature.
- To interpret horror and suspense as a genre of literature.
- To assess the impact of education in building a society.

Course Outcome:

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

- Examine the relevance of myths and mythology.
- Demonstrate family values and ethics essential to live in the society.
- Analyze horror and suspense as a significant genre of literature.
- Evaluate the applicability of academic contribution in building a society.

Course Contents:

Unit-I: Myths & Mythology

6 hours

John W. May – Narcissus

W.B. Yeats – The Second Coming

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

Unit-II: Family & Relationships

6 hours

Nissim Ezekiel – Night of the Scorpion
Langston Hughes – Mother to Son
Kate Chopin – The Story of an Hour
Henrik Ibsen – A Doll's House (Extract)

Unit-III: Horror & Suspense

7 hours

Edgar Allan Poe – The Raven
Bram Stoker – A Dream of Red Hands
Satyajit Ray – Adventures of Feluda (Extract)

Unit-IV: Education

7 hours

The Dalai Lama – The Paradox of Our Times
Kamala Wijeratne – To a Student
Sudha Murthy – In Sahyadri Hills, a Lesson in Humility
Frigyekarinthy – Refund

Reference Books:

- Finneran, Richard J. *The Collected Works of W.B. Yeats*(Volume I: The Poems: Revised Second Edition). Simon & Schuster, 1996.
- Pattanaik, Devdutt. *Shikhandi: And Other „Queer“ Tales They Don't Tell You*. Penguin Books, 2014.
- Ezekiel, Nissim. *Collected Poems* (With A New Introduction By John Thieme). OUP, 2005.
- Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
- Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. Simon & Schuster, 2004.
- Ibsen, Henrik. *A Doll's House*. Maple Press, 2011.
- Poe, Edgar Allan. *The Complete Poetry of Edgar Allan Poe*. Penguin USA, 2008.
- Stoker, Bram. *Dracula*. Fingerprint Publishing, 2013.
- Ray, Satyajit. *The Complete Adventures of Feluda* (Vol. 2). Penguin Books Ltd., 2015.
- Lama, Dalai. *Freedom In Exile: The Autobiography of the Dalai Lama of Tibet*. Little, Brown Book Group, 1998.
- Murthy, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin India, 2006.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---|-------------|---|---|---|---|-----------|
| B20BJ4020 | Journalism IV(Fundamentals of Media Research) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

Prerequisites: Inquisitive nature to identify the problems.

Pedagogy: Direct instruction and flipped class method

Course Objectives:

1. To expose students to the theory and mechanics of conducting research
2. To provide students with knowledge on the fundamental aspects of research
3. To make the students to apply the research techniques in media studies
4. To empower the students to conduct the research study independently

Course Outcomes:

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

1. Outline the process of research
2. Relate the methods of research with the perspective of industry research in media
3. Discuss the significance of research to build the branch of Media Studies
4. Propose a research topic independently

Course Content:**Unit I: Introduction to Media Research****10 Hours**

Introduction to research concepts- Definition, types & need for research; Basic principles of „Scientific“ research: empiricism, verifiability, generalization; Fundamental vs. Applied Research; Quantitative vs. Qualitative data; Role of research in the media; Steps in research.

Unit II: Elements of Research**10 Hours**

Review of Literature-Significance of Review of Literature; Research Approaches or designs: Experiment Designs- Posttest, Pretest & Posttest, Solomon Four Group Design, Factorial Analysis ; Survey, Content Analysis; Case Study; Data collection techniques: Questionnaire, Interview, Schedule; Sampling techniques.

Unit III: Research Presentation**10 Hours**

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

Unit IV: Research in media audiences and the „effects“ debate**9 Hours**

Magic bullet to limited effects; Two-Step Flow of Communication; Users and Gratifications model; Cultivation analysis; Audience reception.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|-------------------------|-------------|---|---|---|---|----------|
| B20BJ4020 (P) | Journalism Practical IV | HC | 0 | 0 | 2 | 2 | 4 |

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

References Books

1. Berger J. *Media and Communication Research Methods: An Introduction To Qualitative And Quantitative Approaches*, California Sage Publication. 2000
2. Wimmer, Roger D. and Dominick, Joseph R. *Mass Media Research: An Introduction*, Singapore Wadsworth Publishing. 2000.
3. Kothari, C.R , *Research Methodology: Methods and Techniques*, New age International Ltd. Publishers.1990

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|---------------------|-------------|---|---|---|---|------------|
| B20BJ4030 | American Literature | HC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites: The student must possess basic insights of America’s socio-political, cultural History.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To identify the major American poets and their works.
- To examine the relationship between American history and literature.
- To assess the development of American literature and its rich variations.
- To interpret discourses of literature and to empower communication skills.

Course Outcomes:

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

- Demonstrate the development of the American literature.
- Outline the various issues presented in American prose.
- Demonstrate familiarity with the features of the American novel and drama.
- Analyze American film texts to exhibit good grasp of issues related to America and its relevance.

Course Contents

Unit – I: Poetry

13 hours

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

Unit – II: Prose

13 hours

1. Nathaniel Hawthorne – Rappaccini’s Daughter
2. Philip Roth – Defender of the Faith
3. Frederick Douglass – Extract from *Narrative of the Life of Frederick Douglass, an American Slave* (Douglass struggle for learning & his views on plantation slaves)
4. Chief Seattle – *Speech*

Unit – III: Drama/Fiction:

13 hours

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

Unit – IV: American Film Texts

13 hours

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

REFERENCE:

- Whitman, Walt. *The Complete Works of Walt Whitman*. Asia Pacific, 2013.
- Collins, Billy. *The Selected Poems of Emily Dickinson*. Modern Library, 2000.

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

Course Description:

This course is a study of Child growth and development. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to Childhood. Upon completion, students should be able to demonstrate knowledge of development till childhood.

Prerequisites: Basic understanding of Human Life cycle and biology

Pedagogy: Direct Teaching, ICT methods, Experimental method, Case Studies.

Course Objectives:

1. To introduce Basic concepts of human development, factors affecting the human development.
2. To introduce the biological correlates and prenatal human development
3. To introduce the various milestones of infancy and early childhood
4. To introduce the changes in milestones of development in later childhood.

Course Outcomes:

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

1. Elaborate the Basic concepts of child development and evaluate core concepts, strengths, and weaknesses of the major theories of Child development.
2. Evaluate and understand the biological factors that contributes to Child development and

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-----------------------------------|-------------|---|---|---|---|----------|
| B20BJ4040 | Psychology IV (Child Development) | HC | 2 | 1 | 0 | 3 | 4 |

changes during prenatal development

3. Analyze the impact of biological/genetic influences on physical growth, cognition and behavior during Infancy and early Childhood

4. Analyze the impact of biological/genetic influences on physical growth, cognition and behavior during Later Childhood

Course Contents:

Unit-I: Introduction

10 Hours

- a) Definition of child psychology, difference between developmental and child psychology.
- b) Domains of Development, Stages of Child development
- c) Issues: Continuous or Discontinuous Development, Nature vs. Nurture, one or many course of Development.
- d) Historical Foundations: medieval Times, The Reformation, philosophies of the Enlightenment, scientific beginnings-Darwin, Hall, Gesell, Baldwin.
- e) Modern Perspectives: Psychoanalytic-Freud, Erikson; Behaviorism and social learning theory, Cognitive development theory-Piaget.
- f) Recent Theoretical Perspectives: Information processing, Developmental Cognitive Neuroscience, Ethology and Evolutionary Developmental Psychology, Vygotsky's sociocultural theory, Ecological Systems theory.
- g) Child Development and Social Policy: Definition, need for social policy for children, culture and public policies.
- h) Research Designs: Correlational, experimental, modified experimental, longitudinal, cross-sectional, sequential, microgenetic design.

Unit-II: Foundations of Development

10 Hours

- a) Biological Foundations: Evolutionary perspective, Genetic Foundation-genes, chromosomes, genetic code, dominant and recessive inheritance, genotype, phenotype, sex determination, multiple offspring's, Chromosomal Abnormalities: down syndrome, klinefelter's syndrome, turner's syndrome, Fragile X syndrome; Gene-linked abnormalities- tayachs disease, sickle cell anemia, PKU. Genetic Counselling.
- b) Prenatal Development: Prerequisites for conception- maturation, ovulation, fertilization. Conception.
- c) Milestones of Prenatal development: Zygote, Embryo, Foetus- changes across the stages.
- d) Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound
- e) Birth: stages of labor, Delivery-types-normal, C-section, breech, forcep and suction.
- f) Neonate: appearance, assessment-APGAR scale,

Unit -III: Infancy and Early childhood

10 Hours

Infancy: Reflexes and states of arousal.

- a) Physical Development: Pattern of growth, height and weight, Brain, Sleep and Nutrition.
- b) Motor development-sequence and skills.
- c) Sensory and Perpetual Development: Vision, touch, hearing, taste and smell.
- d) Cognitive Development: cognitive process-sensorimotor stage. Language development
- e) Socioemotional Development: temperament and personality, attachment and its development.

- f) Early childhood:
- g) Physical Development: body growth, motor development, sleep.
- h) Cognitive Development: Piaget's Preoperational stage, vygotsky's theory.
- i) Language development: phonology, morphology, syntax, semantics, pragmatics.
- j) Socioemotional development: the self, emotional development, moral development, parenting impact, sibling relationships, peer relations, play and media.

Unit- IV: Middle Childhood

9 Hours

- a) **Physical Development:** body growth and change, the brain, Motor Development, exercise, health, illness and disease. Children with disabilities- scope of disabilities, educational issues
- b) **Cognitive Development:** Piaget's theory, information processing, Intelligence.
- c) **Language Development:** vocabulary, grammar and metalinguistic awareness, reading, writing, bilingualism and second language, learning.
- d) **Socioemotional development:** The Self, emotional development, moral development, changes in parent-child relationships, Peers- changes, peer status, social cognition, bullying, and friends.

Reference Books:

1. Laura E Berk. Child Development, 9th edition, Prentice Hall of India. 2017.
2. Diane E Papalia. Human Development 7th International Edition, Mc Graw Hill Publications. 1998.
3. Lois Hoffman. Developmental Psychology Today 5th Edition, Mc Graw Hill Inc. 1988.
4. Elizabeth B Hurlock. Developmental Psychology-a life-span approach 5 th Edition, Tata Mc Graw Hill publication. 1987.
5. Hetherngton & Parke. Child Psychology. 5 th International Edition, Mc Graw, Hill. 1999.
6. John W. Santrock. Life Span Development, 9 th Ed. Mc Graw Hill Publication. 2011.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|--------------------------|-------------|---|---|---|---|----------|
| B20BJ4040 (P) | Psychology Practicals IV | HC | 0 | 0 | 2 | 2 | 4 |

Statistics: t-test: independent sample and dependent sample.

5. Concept Formation
6. Creativity
7. Size and weight Illusion
8. Two-point threshold
9. VSMS

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|-------------------------------|-------------|----------|----------|----------|----------|-----------|
| B20BJ4050 | Minor Research Project | HC | 0 | 0 | 6 | 6 | 12 |

Project work/Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real-life situation / difficult problem.

Prerequisites: Student must have knowledge of Research methodology

Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising

Course Objective:

1. To carry out the research under the guidance of supervisor and in the process learn the techniques of research.
2. To explore new and fruitful ideas in the chosen field of the programme
3. To develop a perspective and to design and execute a research
4. To experience how the research is performed and to investigate an identified problem

Course Outcomes:

On successful completion of the project, the student shall be able to:

1. Infer with the literature search
2. Demonstrate the experiments related to research and formulate computational techniques
3. Interpret the data and to demonstrate their domain knowledge
4. Apply and write report and defend the research findings.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|--|-------------|----------|----------|----------|----------|-----------|
| B20BJ4060 | Employability Skills – II (Placement) | RULO | 0 | 0 | 0 | 0 | 2 |

Note: The students will have to undergo Skill Development course being conducted by Training and Placement cell of the University.

FIFTH SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|--|-------------|----------|----------|----------|----------|----------|
| B20BJ5010 | Journalism-V(Media Laws And Ethics) | HC | 3 | 1 | 0 | 4 | 4 |

Course Description:

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

Prerequisites: Primary understanding of the requirement of laws in society.

Pedagogy: Direct instruction, Collaborative and ICT method

Course Objectives:

1. To provide students with knowledge on the laws and ethics in journalism
2. To equip the students with legal understanding of legal issues impacting them on the field.
3. To make students aware of the legal limits when reporting on sensitive and controversial issue of the day
4. To familiarize with the different kinds of media laws that a journalist will encounter in the field.

Course Outcomes:

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

1. List best contemporary ethical and professional journalism practices
2. Define basic legal terminology.
3. Explain the workings of the Indian civil and criminal justice system.
4. Define the limits of legal rights.

Course Content:

Unit I: Indian Constitution

8 Hours

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

Unit II: Media Laws

12 Hours

Press and Registration of Books Act; Working Journalist Act; Defamation - Civil and criminal defamation-Libel & Slander; Judicial Reporting & Contempt of Court; Right to Information Act; Legislative privileges and contempt of legislature; Copy right Act; Intellectual Property Rights-

Copyright, Trademarks, Patents & GI; IT Act 2000 & Cyber Laws; cable network Resolution; Film Censorship; Cinematograph Act 1952; Prasar Bharathi Act

Unit III: Issues in Media

11 Hours

Information Society; ICT revolution-Information & Knowledge society; NWICO; Media and Globalization- Implications; Sensationalism, Paid News; Sting Operations, Obscenity; Pressures on media

UNIT-IV: Ethics in Media

8 Hours

Control; Press commission's (I&II) recommendations; Prasar Bharathi Act; Press council- code of conduct for journalists; Broadcasting Code-Right to privacy-Self Regulatory Bodies – IBF, NBA, Broadcast Content Compliance Council (BCCC), Ombudsman

Projects:

1. Case study Presentation
2. RTI
3. News Analysis of Court and Parliamentary Proceedings
4. Visit to High Court/ Vidhana Soudha

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------------------|-------------|---|---|---|---|-----------|
| B20BJ5021 | Journalism-VI A (Brand Ecology) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

The course Brand Ecology is structured to prepare students to have an understanding on how brands communicate with consumers. It gives a deeper insight to students about brand communication methods from traditional forms like guerilla marketing to modern ways that have

opened up in electronic and social media. It familiarizes students in understanding effective brand communication by use of new media technologies towards new types of consumers and media users. Students will also learn to design and implement brand communication strategies, measure brand effectiveness and cater the internal and external stakeholders. The course will be a combination of inform lecture and involve group discussion activities, case analysis and exercises.

Prerequisites: A basic idea about the concept of brands.

Pedagogy: Direct instruction, inquiry based and Collaborative method

Course Objectives:

- To introduce the students to the concepts of Branding, Brand image, Brand value and equity.
- To understand how brands are created, managed and sustained.
- To plan and implement brand marketing programs.
- To familiarize with the concepts of managing brands.

Course Outcomes:

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

- Identify the brand management concepts in the real world.
- Examine how Brands function and sustain.
- Interpret the Planning, designing and implementing brand communication strategies.
- Make use of the new media technologies as a medium to communicate to stakeholders.

Course Content:

Unit-I : Introduction to Brand Management

10 Hours

The importance of Branding. Brand versus Product; Brand image, Brand Value, Brand Equity, Brand Position, Product Life Cycle, Market Segmenting, Targeting, Identifying and establishing Brand Positioning.

Unit-II : Brand Management

10 Hours

Identifying and establishing brand positioning. Positioning guidelines, Brand Associations, Internal Branding, Branding challenges and opportunities, Choosing Brand Elements to Build Brand Equity, Brand-Product Matrix.

Unit-III: Strategic Brand Management

10 Hours

New product Branding and Introduction process; Brand Extensions, Advantages and disadvantages and Opportunities, How consumers evaluate Brand Extensions, Developing Brand Plans, Designing and implementing Brand Marketing programs, Measuring and Interpreting Brand performance, Sustaining Brand Equity.

Unit-IV: Managing Brands

9 Hours

Managing Brand Portfolio, Reinforcing Brands, Revitalizing brands, sustaining a Brand long term, Maintaining Brand Consistency, Protecting Sources of Brand Equity, Acquiring New customers, Global Brand Equity, Global Brand Positioning.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|------------------------------|-------------|---|---|---|---|----------|
| B20BJ5021 (P) | Journalism Practicals VI (A) | SC | 0 | 0 | 2 | 2 | 4 |

Submit a case analysis of any Indian brand of your choice
 Prepare a brand plan to brand yourself
 Prepare a brand plan for a new product to be introduced.

References Books:

1. Keller, Parameswaran and Jacob (Edt). *Strategic Brand Management*, Bangalore: Pearson India.2015.
2. Philip Kotler (Edt). *Marketing management*, New Delhi: Pearson India.2015.
3. Ramanuj Majumdar. *Product Management in India*, New Delhi: Phi Learning. 2009.
4. Annurag Batra. *Marketing Whitebook*, New Delhi: BW Businessworld Media.2019.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---|-------------|---|---|---|---|----------|
| B20BJ5022 | Journalism VI (B) (Fundamentals of Photography) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This course will introduce students to the basic principles and techniques of b/w and color digital photography. Hands-on class demonstration and training will be ranging from the technical to the artistic, employing both straightforward and creative camera and computer procedures. The teaching style will incorporate several formats including seminar-type presentations, hands-on practice, group discussions, critiques, and independent research.

Prerequisites: Keen interest in photography

Pedagogy: Direct Method, Kinesthetic, ICT and Collaborative method

Course Objectives:

1. To make the students concentrate on building the fundamental skills needed to produce images for publication in today's media.
2. To ensure that students successfully acquire a basic knowledge of how to operate their cameras

3. To equip students with skills that allow the use of technology to the advantage as visual storytellers.
4. To understand the issues in Photojournalism.

Course Outcomes:

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

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

Course Content:

Unit-I: Introduction To Photography

10 Hours

Photography, its role & importance and history

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

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

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

Unit-II: Aspects of Photography

10 Hours

Lens- Definition, Concept & Characteristics of lens

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

Filter- definition & concept; Characteristics and types of filters

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

Unit-III: Principles of Photography

9 Hours

Lighting: Sources of light: Natural & Artificial

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

Unit-IV: Issues Related to Photojournalism

10 Hours

Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports, Night photography; street photography

Advertising Photography: Studio and Outdoor,

Text vs. Photograph; Essentials of a press photograph

Qualities of a good photojournalist

Visual story telling - Photo-features, Photo – essays

Writing captions
Challenges faced by photojournalists

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|--------------------------------|-------------|---|---|---|---|----------|
| B20BJ5022 (P) | Journalism Practical VI (B) | HC | 0 | 0 | 2 | 2 | 4 |

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

- 1) Night Photography
- 2) Architecture
- 3) Portrait
- 4) Landscape
- 5) Fashion

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

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|--------------------|-------------|---|---|---|---|------------|
| B20BJ5030 | Literary Criticism | HC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites:

- The student must have basic idea of literary sensibility and Criticism.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To appraise the basic ideas of literary criticism.
- To outline the development of literary criticism.
- To analyze the diversity of literary criticism and its application in literary and non-literary endeavours.
- To examine the modern developments in literary criticism.

Course Outcomes:

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

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

Course Contents:**Unit – I: Introduction 13 hours**

1. Introduction to Literary Criticism
2. Function of literature and literary criticism
3. Brief history of literary criticism

Unit – II: Introduction to Greek Literary Criticism 13 hours

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

Unit – III: Elizabethan, Neo-Classical and Romantic Criticism 13 hours

1. Introduction to Elizabethan, Neo-Classical and Romantic Criticism
2. Dryden: Extract from *Essay of Dramatic Poesy* (Neander's views on English drama)
3. William Wordsworth & Samuel T. Coleridge: Extract from Preface to *Lyrical Ballads*

Unit – IV: Victorian, Modern and Postmodern Criticism 13 hours

1. Introduction to Victorian, Modern and Postmodern Criticism

2. Matthew Arnold: *The Study of Poetry* (Extract)
3. T.S. Eliot: *Tradition and Individual Talent* (Extract)
4. Lawrence E. Cahoone: *What Postmodernism Means*

REFERENCE:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|--------------------------|-------------|---|---|---|---|------------|
| B20BJ5041 | Literatures of India – I | SC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites: The student must have basic idea of Indian culture, history and society.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To outline the various movements of Literatures from India.
- To develop an understanding of the socio-political and economic issues of the post-independent India.
- To examine Literatures of India, particularly to writings in translations.
- To assess the literary and political issues that Literatures from India has undergone.

Course Outcomes:

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

- Analyze the various issues discussed by classical and modern poets of Literatures from India.
- Distinguish the major features in the fictional narratives of Literatures from India.
- Demonstrate familiarity with concerns specific to India as presented in non-fictional works by Indian writers.
- Develop a better understanding of socio-political dimensions of India.

Course Contents

Unit – I: Poetry

13 hours

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

Unit – II: Short Fiction

13 hours

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

Unit – III: Essays

13 hours

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

Unit – IV: Drama/Novel

13 hours

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

REFERENCE:

- Kale, MR. *The Ritusamhara*. Bharatiya Kala Prakashan, 2007.
- Dharwadker, Vinay. *Kabir*. Penguin, 2003.
- Bly, Robert. *Mirabai: Ecstatic Poems*. Aleph Book, 2017.
- Sen, Ramprasad. *Grace and Mercy in her Wild Hair: Selected Poems to the Mother Goddess*. Hohm Press, 1999.
- Kiernan, V.G. *Poems by Faiz Ahmed Faiz*. Oxford, 2000.
- George, KM. *Modern Indian Anthology: Surveys and Poems*. SahityaAkademi, 1992.

- Manto, Saadat Hasan & Aatish Taseer. *Manto: Selected Short Stories*. RHI, 2012.
- Narasimhachar, Sudha. *Selected Stories of Munshi Premchand*. Unicorn Books, 2016.
- Holmstorm, Lakshmi. *The Inner Courtyard: Stories by Indian Women*. Rupa, 1991.
- Tagore, Rabindranath. *Rabindranath Tagore Omnibus*. Rupa, 2003.
- Ramanujan, A.K. *The Collected Essays of A.K. Ramanujan*. Oxford University Press, 1999.
- Narayan, R.K. *The Guide*. Indian Thought Publications, 2007.
- Karnad, Girish. *Hayavadana*. Oxford, 1997.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|--------------------------------------|-------------|---|---|---|---|------------|
| B20BJ5042 | European & Non-European Writings – I | SC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites: The student must have basic idea of European Literature.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives

- To assess the cross-cultural perspectives of European literature.
- To examine literature from all over the world and initiate them to the basic concepts and ideas of non-canonical literature.
- To analyze multiple socio-political histories and culture through literature.
- To develop an understanding of basic cultural contexts into which the texts are systematically located.

Course Outcomes:

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

- Demonstrate a good understanding of various issues presented in poetry from all over the world.

- Develop an initial association with the fictional works of literary stalwarts from various nations and their contribution to world literature.
- Outline the characteristic features of Greek drama.
- Analyze the history of Hitler’s regime.

Course Contents:

Unit – I: Poetry **13 hours**

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

Unit – II: Poetry **13 hours**

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

Unit – III: Essays **13 hours**

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

Unit – IV: Drama **13 hours**

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

REFERENCES:

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

- Chekhov, Anton. *Plays*. Penguin, 2002.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20BJ5050 | Psychology – V (Measurement and Research Methods in Psychology) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This course aims to provide scientific approach to the field by introducing to the psychological measurement and application of it. Offers basic understanding to process of scientific research, ethical concepts involved in it and introduces basic skill for scientific writing, in order to orient students towards responsible research work in the field of Psychology.

Prerequisites: knowledge about the discipline science and its distinction from other disciplines.

Pedagogy: Direct learnings, Discussion, Assignments, Critical Reasoning, Problem solving.

Course Objectives:

1. To introduce the basic concepts of Psychological measurement and testing
2. To orient to the basic concepts of scientific research process and ethics in research.
3. To equip with scientific writing research methodology.
4. To prepare students to make sense of the research papers.

Course Outcomes:

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

1. Discover and understand of basic concepts of Psychological Measurement and Research process testing
2. Outline and elaborate the process of scientific research and ethics involved in research
3. Identify and execute step by step process of conducting research
4. Adapt and incorporate scientific writing skills in research.

Course Contents:

Unit I: Psychological Measurement

10 hours

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, Problems in psychological measurements.

Definition of psychological test, Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, ethical issues in psychological testing.

Unit II: Introduction to Scientific Research

10 hours

Definition: Science, difference between science and common sense
 Methods of knowing: method of tenacity, method of authority, priori method, method of science.
 Science and its function
 The aims of science, scientific explanation and theory.
 Scientific research definition.
 The scientific approach.
 Types of research: quantitative, qualitative, experimental, explorative, pure, action and applied.
 Ethical issues in research.

Unit III: Research Process **10 hours**

Steps in Scientific Research: identifying the problem, hypothesis: definition, types.
 Variables: Independent and Dependent variable
 Sample vs. population, sampling definition: types-random and non-Radom sampling
 Data collection: questionnaire, interview, observation.
 Data Analysis: descriptive statistics – central tendency, S.D
 Inferential Statistics- Correlation and t-test.

Unit IV: Writing Research Report. **9 hours**

Need to write report
 Structure of a research report
 APA format of report writing
 In text citation
 Referencing
 Need for publishing

Reference Books:

1. Best, J.W. & Kahn, J.V. Research in education. Prentice-Hall of India. (9th ed, EEE). Publication Manual of the American Psycological Association (6th ed). 2013
2. Kothari, C. R. Research Methodology: Methods and Techniques. WishwaPrakashan(2nd ed).2003.
3. Singh, A. K. Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Tata McGraw Hill.1986.

| Course Code | Course Tittle | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|---------------------------|-------------|---|---|---|---|----------|
| B20BJ5050 (P) | Psychology Practical V | HC | 0 | 0 | 2 | 2 | 4 |

Statistics: Median test

1. David's Battery of Differential Aptitudes-I
2. David's Battery of Differential Aptitudes-II
3. Comprehensive Interest Schedule
4. Tweezers Dexterity Test.
5. Regan's Progressive Matrices.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|--|-------------|----------|----------|----------|----------|----------|
| B20BJ5061 | Psychology – VI (A) (Abnormal Psychology - I) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This course provides an examination of the various psychological disorders as well as theoretical and clinical perspectives to the study of psychopathology. Emphasis is on terminology, classification, etiology and diagnosis of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behaviour patterns as well as demonstrate knowledge of etiology, symptoms, and diagnosis criteria's of major mental disorder. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in social/behavioural sciences.

Prerequisites: Basic Concepts of Psychology

Pedagogy: Direct Learning, Case Studies, Critical Analysis, ICT.

Course Objectives:

1. To sensitize on nature, history and diagnosis of mental disorders.
2. To learn the different perspectives in understanding abnormal behaviour.
3. To learn the symptoms and causes of Anxiety Disorders and Obsessive Compulsive Disorders.
4. To learn the symptoms and causes of Trauma and Stress related disorders and Depressive Disorders.

Course Outcomes:

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

1. Elaborate the nature, history and diagnosis of abnormal behaviors
2. Discover and understand the different perspectives in understanding the abnormal behavior
3. Outline and elaborate the symptoms, causes and diagnosis of Anxiety and Obsessive-compulsive disorder.
4. Analyze and understand the symptoms, causes and diagnosis of Trauma and Stress related disorders and Depressive Disorders.

Course Contents:

Unit-I: Introduction to Psychopathology

10 Hours

- a. Definition: Abnormal Psychology, Mental Disorder. The science of Psychopathology, The stigma of Abnormal Behaviour, Adaptive and Maladaptive behaviour.
- b. Historical conceptions: the ancient western world, the Middle ages, renaissance, age of reason and the Enlightenment, The reform movement.
- c. Diagnosing Psychological disorders: Classification Systems- ICD and DSM.
- d. Seeking help for Abnormal Behaviour: reasons for clinical contacts, sources of help.

Unit-II: Theoretical Perspectives on Maladaptive Behaviour

10 Hours

- a. The Biological Perspective: genetic factors, nervous system and the Brain, The Endocrines, The Neuroscience Revolution, Integration of Biological and Psychological Systems.
 - b. The Psychodynamic Perspective: Freud and Psychoanalysis, More recent approaches to psychoanalysis.
 - c. The Behavioural Perspective: Classical conditioning, Operant conditioning and Social-cognitive theories.
 - d. The Cognitive Perspective: Maladaptive behaviour and cognition.
 - e. The Humanistic perspective
 - f. The Existential perspective
- The Community-cultural perspective.

Unit-III: Anxiety and Obsessive-compulsive disorders (DSM-5)

10 Hours

- a. Definition of Anxiety, Fear and Panic.
- b. Prevalence of Anxiety disorder, gender difference if any.
- c. Clinical Description of Types: Generalized Anxiety Disorder, Panic disorder, agoraphobia, Specific Phobia-animal, natural environment, Blood-injection-injury, situational, Social Anxiety Disorder, Separation Anxiety Disorder, selective Mutism.
- d. Obsessive-compulsive disorders: OCD, excoriation (skin-picking) disorder, hoarding disorder, Body Dysmorphic Disorder, clinical Description and causes.

Unit-IV: Trauma- and stressor-related disorders and Depressive disorders 9 Hours

Trauma- and stressor-related disorders:

- a. Definition of Trauma and Stress, type. Stressors
- b. Clinical Description and causes of Posttraumatic stress disorder (PTSD), acute stress disorder, reactive attachment disorder and disinhibited social engagement disorder, Adjustment disorders.

Depressive disorders: Disruptive Mood Dysregulation Disorder, Major Depressive Disorder-single episode-mild, moderate, severe, recurrent episode-mild, moderate severe, Persistent Depressive Disorder(Dysthymia), Premenstrual Dysphoric Disorder.

Reference Books:

1. Alloy, L.B., Riskind, JH., and Manos, M.J. Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw- Hill Edition. 2006.
2. American Psychiatric Association. Diagnostic and statistical manual of mental disorders (5th ed., text revision). Washington, DC: Author. 2013.
3. Barlow, D.H. and Durand, M.V. Abnormal Psychology. 2nd Edition. New Delhi: Thomson Publication. 2000.
4. Bootzin, R.B., Acocella, J.R. and Alloy, L.B. Abnormal Psychology – Current perspectives. 6th Edition, International Edition, Tata Graw – Hill Inc., USA. 1993.
5. Carson, R.C., Butcher, J.N and Mineka, S. Abnormal psychology. 13th Edition. New Delhi: Pearson Education. 2004.
6. DSM-5 manual,
<https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf>
7. Davidson and Neal Abnormal psychology. Revised 6th Edition, John Wiley Sons World Health Organization. (2008). ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.). New York, NY: Author. 1996.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---|-------------|---|---|---|---|----------|
| B20BJ5062 | Psychology –VI (B) (Health Psychology - I) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

Prerequisites: Basic understanding and experience of healthy and illness.

Pedagogy: Direct Learning, ICT, Discussion

Course Objectives:

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

1. To understand the nature, history, origin and scope of Health Psychology.
2. To enhance the cognitive aspects of illness and factors influence compliance.
3. To learn about health promoting behaviors
4. To outline the connection between Pain and Psychological factors.

Course Outcomes:

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

1. Outline and relate Health and Psychology and its relevance.
2. Analyze the impact of cognition on illness and explore the need for compliance and factors influencing it.
3. Elaborate and apply the various behaviors that promote health.
4. Acquire and evaluate the psychological aspects related to pain perception and evaluate strategies for dealing with pain sensation and perception.

Course Contents:**Unit-I: Introduction****10 Hours**

- a) Definition of Healthy Psychology
- b) History of Health Psychology
- c) Aims of health psychology.
- d) Future of health psychology
- e) Advantages of the Bio psychosocial Model, Clinical Implications of the Bio psychosocial Model.
- f) The Bio psychosocial Model: The Case History of Nightmare Deaths.
- g) The Need for Health Psychology: Changing Patterns of Illness, Advances in Technology and Research, Expanded Health Care Services, Increased Medical Acceptance.
- h) Health Psychology Research: The Role of Theory in Research, Experiments, Correlational Studies, Prospective and Retrospective Designs, the Role of Epidemiology in Health Psychology, Methodological Tools.

Unit-II: Illness Cognition and Compliance**10 Hours**

Definition of Health, illness

Illness cognition: definition, dimensions, evidences for dimensions, Measurement.

Leventhal's Self-regulatory model

Symptom Perception

Coping with crisis of illness

Using the self-regulatory model to predict outcomes-adherence, recovery from stroke and MI

Illness cognitions and health outcomes

Compliance: Definition, work of predicting the patient's compliance, improving compliance

Unit-III: Health-Promoting Behaviors**10 Hours**

- a) **Health Promotion:** health behaviors and health habits, Practicing and changing health behaviors, barriers to Modifying poor Health Behaviors, Intervening with Children and Adolescents, Intervening with At-risk people, Health promotion and Older Adults, Ethnic and Gender Differences in health risks and habits.
- b) **Exercise:** Benefits of Exercise
- c) **Accident Prevention:** Home and Workplace Accidents
- d) **Cancer-Related Health Behavior:** Mammograms, Colorectal Cancer Screening, Sun safety practices

- e) **Developing a Healthy Diet:** changing diet, Resistance to Modifying Diet, Intervention to Modify Diet.
- f) **Sleep:** Sleep and Health
- g) **Rest, Renewas, Savoring**

Unit-IV: Pain

9 Hours

- a) Pain: nature, definition, cross-cultural perspective on pain, measuring pain, physiology of pain.
- b) Pain theories: early theories, gate control theory.
- c) Role of Psychosocial factors in pain perception.
- d) Clinical Issues in Pain Management: acute and chronic pain, pain and personality.
- e) Pain control techniques: Pharmacological Control of Pain Surgical Control of Pain Sensory Control of Pain Biofeedback Relaxation Techniques Distraction Coping Skills Training Cognitive-Behavioural Therapy.

References Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------------------|---|-------------|---|---|---|---|----------|
| B20BJ5061(P)/B20BJ5062(P) | Psychology Practical -VI(A)/ Psychology Practical VI(B) | SC | 0 | 0 | 2 | 2 | 4 |

Statistics: Chi-square test.

1. Eysenk's personality questionnaire
2. Bell's adjustment inventory
3. Type A and Type B behavioural pattern
4. Assertiveness
5. Big-5 personality factors

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------------|-------------|------------------------------|---|---|---|----------|
| B20BJ5070 | Employability Skills – III | RULO | Non credit compulsory course | | | | 2 |

SIXTH SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20BJ6010 | Journalism VII (Advertising and Corporate Communication) | HC | 3 | 1 | 0 | 4 | 4 |

Course Description:

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

Prerequisites: A preliminary exposure to the advertisements.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

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

Course Outcomes:

After the completion of this course, students will be able to:

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

Course Content:

Unit-I: Introduction to Advertising

13 Hours

Advertising- Definition, Nature and scope
Origin and development of advertising
Social and Economic Effects of Advertising
Ethical & Regulatory Aspects of Advertising
Ad Agency- structure and Function

Unit-II: Elements in Advertising

13 Hours

Mediums of advertising: Print, Radio and television
New trends in advertisement; Designing advertisement: Copy writing, elements of ad copy, layout
Ethics in advertising; Types of advertising; Advertising appeals
Campaigns- Media planning strategy, media mix, Media selection, Ad budgeting.

Unit-III: Introduction to Public Relations

13 Hours

Public Relations- Meaning & Definition, nature, scope; Functions
Origin and development of public relations in India
Differences between Public opinion, Publicity, Propaganda and PR
Role and responsibility of a public relation practitioner

Unit-IV: Aspects of Public Relations

13 Hours

PR Tools - House Journals, Press Conferences, Press releases, Exhibitions, Advertising, Media Tour. Corporate Communication. Corporate Social Responsibility.
Ethical issues in PR- Employee relations, shareholder relations, distributor-dealer relations, community relations, consumer relations
Lobbying and fundraising
Professional organizations in PR

References Books:

1. J V Vilanilam. *Public Relations in India*, Sage Publications.2011.
2. Choonawala S A and Sethia K C (Edt). *Foundations of Advertising theory & Practice*, Bangalore: Himalaya Publishing.2005.
3. Wells and MorlatyBurfert (Edt). *Advertising: Principle &Practice*.NewDelhi:Prentice Hall.2003.
4. Chandrakandan . *Public Relations*, Authors press.2002.
5. Percy LarR ry. *Strategic Advertisement Management*, Europe Prentice Hall ISBN.2002.
6. R Staffer Marla (Edt). *Advertising Promotion and New Media*, USA :Times Mirror Co.2001.
7. Wells William. *Advertising, Principles and Practice*, London: Prion Books Ltd.2001.
8. Ahuja &chabra. *Public Relations*. New Delhi : Surjit Publications.2001.
9. F Arens Williams. *Contemporary Advertisement*,USA: Times Mirror Education Group.2000.

10. Singh Bir. (Edt). *Advertising Management* .New Delhi: Anmol Publications.2000.
11. Percy Larry (Edt). *Strategic advertisement Management*. New Delhi: Suraj Publications.2000.
12. Pandey,Meena. *Foundation of Advertising Theory and Practice*.Bombay: Himalaya Publishing house.1989.
13. M Scott, Cutlip. *Effective Public relations*. Prentice Hall. 1985.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------------------|-------------|---|---|---|---|----------|
| B20BJ6021 | Journalism -VIII (A) (New Media) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This course provides the students with a critical introduction to the emerging “wired” or “cyber” technologies and the economic and political implications of the same. In this course, the students will learn about the historical development of the Internet and other forms of new media and examine the repercussions of the digital revolution for our communities, identities, politics, and our daily lives. Students will further learn how to create a web page and how to blog.

Prerequisite: Basic knowledge to work with ICT

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning, Flipped Classroom

Course Objectives:

1. Through a variety of online and offline projects, students will develop the skills needed to be an active participant in the new media culture
2. To be able to relate to technological determinism in society
3. To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the Internet
4. To acquire the skills required for technical proficiency required in web platforms

Course Outcomes:

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

1. Define and discuss key theoretical concepts related to new media studies
2. Develop technical proficiency to be an active participant in the new media culture.
3. Identify and assess the social, cultural and political implications of new media production and consumption process.
4. Relate to upcoming digital evolution

Course Content:

Unit – I: Introduction to New Media

10 Hours

Introduction to New Media- Meaning and characteristics
Interactivity and New Media

Economics of New Media

Intranet to Internet; Information & Knowledge Society

Social Media: Uses by different demographics; Ethical issues with Social Networking, Social relationship and Identity-Online and Offline

Transmedia

Unit – II: Impact of New Media on Journalism

10 Hours

Understanding New Media- Impact of new media on journalism

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

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

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

Unit – III: Writing For the Web

10 Hours

Linear vs. nonlinear form

Writing for the screen vs. writing for print

Web page writing and editing techniques

Website vs. web-portal

Web site planning, design and the writer

Audience analysis; content planning, structure; Copyright issues; Mobile content/connecting to your audience

Visual Design; New Media aesthetics

Unit – IV: New Media and Society

9 Hours

Networked Societies

E-Governance; Innovations in E-Governance

New Media as Surveillance Technology

Activism in Cyber Space

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|---------------------------|-------------|---|---|---|---|----------|
| B20BJ6021 (P) | Journalism Practical I | SC | 0 | 0 | 2 | 2 | 4 |

- Introduction to Blogging and Vlogging
- Creating a news portal.
- Learning the basics of the production of a podcast.
- Actively participate in a Cyber Media campaign or do a report on Cyber Activism
- Observational studies on Surveillance technologies, Youth and Social Networking

References Books:

1. Hand Book of New Media by Lievrouw and Livingston, Sage (Student Edition)

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| B20BJ6022 | Journalism - VIII (B) (Development Communication) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

Prerequisite: Basic level of understanding of the development concept

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning, Flipped Classroom

Course Objectives

1. To help the students understand the concept of development.
2. To explain students the indicators of development.
3. To interpret development issues, particularly in Indian perspective
4. To apply the skills of development journalism

Course Outcomes:

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

1. List the indicators of development
2. Classify developmental issues plaguing the developing nations
3. Demonstrate communication strategies to tackle developmental issues
4. Analyse the development communication strategies from the Indian perspective

Course Content:

Unit – I: Concept of Development

10 Hours

Definition, meaning and process of development

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

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

Unit – II: Indicators Of Development

10 Hours

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

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

Unit – III: Development Issues

10 Hours

Poverty Alleviation

Employment generation

Women and child development

Health and Family Welfare

Tribal rights on forest

Unit – IV: Media & Development

9 Hours

Use of traditional media for development

Role of print media in development

Contribution of radio & TV to development

ICT for Development

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|---------------------------------|-------------|---|---|---|---|----------|
| B20BJ6022 (P) | Journalism Practical – VIII (B) | SC | 0 | 0 | 2 | 2 | 4 |

- Prepare Case Study of a Welfare Scheme
- Devise and conduct a street play on a social issue outside the campus

- Make a PSA on a social cause of your choice (Print or Electronic)

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|-------------------------------|-------------|---|---|---|---|------------|
| B20BJ6030 | Literary Theory and Criticism | HC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites:

- The students should possess the qualities of analyzing and critically evaluating the texts.
- The student must have basic idea of Classical criticism.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To develop basic ideas of critical theory.
- To distinguish certain eminent schools of critical theory.
- To build a deep interest for critical theory among the learners.
- To enhance interpretation and application of the theory and its relevance.

Course Outcomes:

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

- Interpret the various characteristic features of Feminist Criticism.
- Demonstrate familiarity with Marxist Criticism.

- Examine the major ideas related with Postcolonial theory and criticism.
- Analyze the ways in which literary criticism can be applied in practice.

Course Contents:

Unit – I: Feminist Criticism

13 hours

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

Unit – II: Marxist Criticism

13 hours

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

Unit – III: Postcolonialism

13 hours

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

Unit – IV: Literary Criticism in Practice

13 hours

1. Excerpts from *A Handbook of Critical Approaches to Literature* by Wilfred L Guerien et al)
Three readings of “To His Coy Mistress” – Traditional, Formalist, and Feminist
 - i) The Traditional Approaches in Practice – Traditional Approaches to Marvell’s “To His Coy Mistress”
 - ii) The Formalist Approach – Word, Image, and Theme: Space-Time Metaphors in “To His Coy Mistress”
 - iii) Feminist Approaches – The Marble Vault: The Mistress in “To His Coy Mistress”
2. Robert Cross - A Postcolonial Reading of *Lagaan*

REFERENCES:

- Barry, Peter. *Beginning Theory*. Viva Books, 2010.
- Tharu, Susie and K. Lalitha. *Women Writing in India: Volume I 600 B.C. to the Early Twentieth Century*. OUP, 1997.
- Eagleton, Terry. *Marxism and Literary Criticism*. Routledge, 2002.
- Howard, Jean E. and Scott Cutler Shershow (Ed): *Marxist Shakespeares*. Routledge, 2000.
- Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2013.
- Said, Edward W. *Orientalism*. Penguin India, 2001.
- Gandhi, Leela. *Postcolonial Theory – A Critical Introduction*. OUP, 1998.

- Guerien, Wilfred L (et al). *A Handbook of Critical Approaches to Literature*. OUP USA, 2005.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|---------------------------|-------------|---|---|---|---|------------|
| B20BJ6041 | Literatures of India – II | SC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites:

- The student must have basic idea of key themes of Literatures from India.
- The student must be familiar with Indian history, society and culture.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To develop the idea of „Unity in Diversity“ through Literatures from India.
- To outline the socio- political and cultural issues of the cotemporary period through Literatures from India.
- To enhance the ability to critically address postcolonial issues.
- To infer genre of gender aspects through literature.

Course Outcomes:

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

- Explain the various issues dealt by contemporary poets of India and their contribution towards „decolonization“.
- Analyze the major features and their value in the fictional narratives of India.
- Demonstrate familiarity with concerns specific to India as presented in non-fictional works.
- Illustrate an understanding and participate in the contemporary socio-political happenings of India.

Course Contents:**Unit – I: Poetry****13 hours**

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

Unit – II: Short Fiction**13 hours**

1. O.V. Vijayan – After the Hanging
2. Githa Hariharan – The Remains of the Feast
3. Tamsula A. – The Jungle Major

Unit – III: Essays**13 hours**

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

Unit – IV: Drama/Novel**13 hours**

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

REFERENCE:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|-------------|---------------------------------------|-------------|---|---|---|---|------------|
| B20BJ6042 | European & Non-European Writings – II | SC | 4 | 0 | 0 | 4 | 4 |

COURSE DESCRIPTION:

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

Prerequisites:

- The student must have basic idea of geographical and cultural aspects of Europe and European Literature.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To interpret the works of the significant authors of the European and Non-European Literature.
- To infer socio-political and cultural issues as represented in the select European and Non-European literary texts.
- To develop familiarity of global concerns.
- To build an understanding of various dimensions of world literature and its role in refining the theory of human mind.

Course Outcomes:

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

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

Course Contents:**Unit – I: Poetry****13 hours**

1. Pablo Neruda – I am Explaining a Few Things
2. A.D. Hope – Australia
3. Margaret Atwood – Helen of Troy Does Countertop Dancing

4. Zulfikar Ghose – This Landscape, These People
5. Gabriel Okara – You Laughed and Laughed and Laughed
6. Yasmine Gooneratne – On an Asian Poet Fallen Among Americans

Unit – II: Short Fiction **13 hours**

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

Unit – III: Essays **13 hours**

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

Unit – IV: Novel **13 hours**

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

REFERENCE:

- Neruda, Pablo. *The Essential Neruda: Selected Poems*. City Light Books, 2014.
- Hope, A.D. *A.D. Hope: Selected Prose and Poetry*. Halstead, 2000.
- Atwood Margaret. *Eating Fire: Selected Poetry 1965-1995*. Little Brown Book Group, 2010.
- Ghose, Zulfikar. *50 Poems*. OUP Pakistan, 2010.
- Okara, Gabriel. *Gabriel Okara: Collected Poems*. University of Nebraska Press, 2016.
- Marquez, Gabriel Garcia. *Collected Stories*. Penguin, 2000.
- Mansfield, Katherine. *The Garden Party and Other Stories*. Penguin, 2007.
- Rhys, Jean. *Wide Sargasso Sea*. Penguin, 2000.
- Achebe, Chinua. *Things Fall Apart*. Penguin, 2001.
- Loomba, Ania. *Colonialism/ Postcolonialism*. Routledge, 2016.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---|-------------|---|---|---|---|----------|
| B20BJ6050 | Psychology – VII (Industrial Psychology) | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

Industrial psychology combines the principles of psychology with a methodical investigation of various work settings. Often referred to as industrial-organizational psychology, this discipline analyzes numerous aspects of the working world and the attitudes of individuals toward their

respective careers. Industrial psychology concerns itself with the application of psychological concepts to the work environment. Professionals who hold degrees in the discipline often perform consulting work for companies.

Prerequisites: Understanding of Basic Concepts of Psychology

Pedagogy: Direct Learning, ICT, Case Studies, Discussion

Course Objectives:

1. To understand the basic concepts of industrial-organizational psychology.
2. To learn the role of Leadership in organizations and determinants of employee motivation.
3. To learn the sources of employee stress and coping strategies
4. To learn about factor that influences job satisfaction and morale in organizations.

Course Outcomes:

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

1. Develop the solid fundamental knowledge of Organizational psychology as a discipline.
2. Elaborate the leadership behavior and its impact on employee's performance and compare and contrasts different strategies to motivate and reward the employee's in organization.
3. Analyze the difference stressors and its impact on employees' and explore difference strategies to manage the stress level in the organization.
4. Outline and analyze the factors that contribute to Job satisfaction and Morale in Organizations.

Course Contents:

Unit-I: Introduction to Organizational Psychology

10 Hours

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

Unit-II: Leadership and Motivation

10 Hours

- a. Leadership – definition and nature, styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders, Team work, Team cycle and team building.
- b. Motivation- Goal setting- elements, Content Theories of Motivation – Herzberg's-Motivator-Hygiene (Two factors) Theory, Alderfer's- E-R-G Model.
- c. Reward system- Financial and Non-financial incentives.
- d. Economic Incentive Systems: Purposes & Types- Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay.

Unit-III: Employee Stress and Management

10 Hours

- a. Employee stress: Definition of Employee Stress, Extreme Products of Stress, Causes of Stress, Stress & Job Performance, Individual differences in Stress Response.
- b. Approaches to Stress Management: Organizational strategies to manage stress, individual approaches to manage stress.

Unit-IV: Job Satisfaction and Industrial Morale

9 Hours

- a). Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Factors influencing on job satisfaction.
- b) Industrial Morale: Nature and characteristics, importance of industrial morale.

References:

1. Ivancevich, John. M. Konopaske, Robert & Matteson, Michael. T, Organizational Behavior and Management. 10th edition, McGraw-Hill Irwin 2013.
2. Griffin, Ricky. W and Moorhead, Gregory Organizational Behaviour: managing people and Organizations. 11th edition. South-Western cengage learning. 2014.
3. Buchanan, David. A and Huczynski, Andrzej. A Organizational Behaviour. 9th edition. Pearson. 2013.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|---------------------------|-------------|---|---|---|---|----------|
| B20BJ6050 (P) | Psychology Practical -VII | HC | 0 | 0 | 2 | 2 | 4 |

PRACTICAL -VII: B20BJ6050 (P) - DESSERTATION WORK: Based on Student Interest

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20BJ6061 | Psychology-VIII (A) (Abnormal Psychology - II) | SC | 2 | 1 | 0 | 3 | 3 |

Course Description:

This course provides an examination of the various psychological disorders as well as theoretical, clinical, perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, diagnosis of some of the major disorders such as Somatoform Disorder, Schizophrenia, Mood Disorders and Personality Disorders.

Prerequisites: Basic understanding about normal and abnormal behaviour.

Pedagogy: Direct learning, Case Discussion, ICT, Critical analysis.

Course Objectives:

1. To learn about symptoms, causes, types and diagnosis of Bipolar Disorders.
2. To learn about symptoms, causes, types and diagnosis of Somatic symptom Disorders.
3. To learn about symptoms, causes, types and diagnosis of Schizophrenia Spectrum Disorders.

4. To identify normal and abnormal behaviour.

Course Outcomes:

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

1. Outline and understand the clinical features, causes, types and causes of Bipolar Disorders.
2. Outline and elaborate the clinical features, causes, types and causes of Somatic symptom Disorders
3. Elaborate and the clinical features, causes, types and causes of Schizophrenia Spectrum Disorders
4. Distinguish the clinical features, causes, types and causes of Bipolar Disorders.

Course Contents:

Unit-I: Bipolar Disorders

10 Hours

Bipolar I Disorder: Current or most recent episode manic, Current or most recent episode hypomanic, Current or most recent episode depressed, current or most recent episode unspecified- Symptoms and causes

Bipolar II Disorder-mild, moderate, severe- Symptoms and causes

Cyclothymic Disorder- Symptoms and causes

Unit-II: Somatic Symptom Disorders

10 Hours

Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder- symptoms and causes.

Unit-III: Schizophrenia Spectrum Disorder.

10 Hours

Schizotypal (personality) Disorder, Brief psychotic disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder-bipolar type, depressive type, Catatonic Disorder- symptoms and causes.

Unit-IV: Personality Disorders

9 Hours

Cluster A Personality Disorders: Paranoid Personality Disorder, Schizoid Personality Disorder, and Schizotypal Personality Disorder.

Cluster B Personality Disorders-Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder.

Cluster C Personality disorders-Avoidant Personality Disorder, Dependent Personality Disorder, and Obsessive –Compulsive Personality Disorder. Clinical symptoms and causes.

Reference Books:

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

4. Carson, R.C., Butcher, J.N and Mineka ,S. Abnormal psychology. 13th Edition. New Delhi: Pearson Education.2004.
5. Davidson and Neal. Abnormal psychology. Revised 6th Edition, John Wiley Sons World Health Organization. ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.). New York, NY: Author.1996.

| Course Code | Course Tittle | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---|-------------|---|---|---|---|----------|
| B20BJ6062 | Psychology-VIII (B) (Health Psychology - II) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This is an advanced course in psychology designed to give a broad overview of the field of health psychology. Health psychology is a relatively young, diverse, and multidisciplinary field that examines the mind-body connection and many factors that influence the individual's well-being. In this course, students will explore the impact of stress on our health and difference strategies to cope with stress. It explore the psychological determinants of Life style disorders, psychoneuroimmunology and immunology disorders.

Prerequisites: Basic understanding of concepts of Health Psychology.

Pedagogy: Direct learning, ICT, Kinesthetic methods, Case studies.

Course Objectives:

1. To learn about causes and consequences of stress.
2. To learn about strategies to cope with various stressors.
3. To understand the psychological contribution in onset, treatment of life style disorders.
4. To understand the psychological correlates of psychoneuroimmunoloigcal and immunology disorders.

Course Outcomes:

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

1. Identify the sources of stress.
2. Outline the skills of coping with stress.
3. Evaluate the role of Psychological factors in the onset, worsening, treatment of various life-style disorders.
4. Simplify the ways in which quality of life and longevity can be enhances among people suffering from various Life-style disorders.

Course Contents:

Unit-I: Stress

10 Hours

- a. Stress: Definition, Stressor, Appraisal of Stressors.

- b. Origins of the Study of Stress: Fight or Flight, Selye's General Adaptation Syndrome, Tend-and-Befriend, Stress and Illness
- c. The Physiology of Stress: Effects of Long-Term Stress, Individual Differences in Stress Reactivity, Physiological Recovery, Allostatic Load.
- d. Stressful Events: Dimensions of Stressful Events, Perception of Stress, adaptation to ongoing stress.
- e. Studying Stress: Studying Stress in the Laboratory, Inducing Disease, Stressful Life Events, Daily Stress.
- f. Sources of Chronic Stress: Effects of Early Stressful Life Experiences, Chronic Stressful Conditions, Stress in the Workplace, Some Solutions to Workplace Stressors, Combining Work and Family Roles

Unit-II: Coping Strategies

10 Hours

Coping with Stress and Resilience: Personality and Coping, Psychosocial Resources, Resilience, Coping styles, Problem-Focused and Emotional-Focused Coping.

Coping and External Resources

Coping Outcomes

Coping Interventions: Mindfulness Meditation and Acceptance/Commitment, Therapy, Expressive Writing, Self-Affirmation, Relaxation Training.

Social Support: What is Social Support, Effects of Social Support on Illness, Bio psychosocial pathways, Moderation of Stress by Social Support, Effective kinds of Support, Enhancing Social Support?

Unit-III: Life-style Disorders

10 Hours

CHD: Nature of CHD, Stress and CHD, Women and CHD, Personality, Cardiovascular Reactivity, and CHD, Depression and CHD, Other Psychosocial Risk Factors and CHD, Management of Heart Disease.

Hypertension: measurement, causes, treatment, stress and personality, The Hidden disease

Stroke: risk factors, consequences, rehabilitative Interventions.

Type II Diabetes: Health Implications of Diabetes, The Management of Diabetes.

Unit-IV: Psychoneuroimmunology and Immune related disorders.

9 Hours

Psychoneuroimmunology: the immune system, assessing immune functioning, stress and immune functioning, negative affect and immune functioning, stress, immune functioning and interpersonal relationships, coping and immune functioning, intervention to improve immune functioning.

Cancer: difficulty in studying it, predictors, psychosocial factors and cancer, adjusting to cancer, psychosocial issues and cancer, finding meaning in cancer, interventions, therapies with cancer patients.

Type I Diabetes: Problems of Adolescent Diabetics.

Reference Books:

1. Jane Ogden. Health Psychology – a text book, 4th edition, Tata McGraw Hill Education Private Limited, New Delhi. 2010.

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------------------------|--|-------------|---|---|---|---|----------|
| B20BJ6061(P)/B20BJ6062 (P) | Psychology Practical -VIII(A)/ Psychology Practical - VIII(B) | SC | 0 | 0 | 2 | 2 | 4 |

Statistics: Non-parametric tests for significant difference: Mann-Whitney U test and Wilcoxon signed rank test.

1. Beck's Depression Inventory.
2. Beck's Anxiety Inventory
3. General Health Questionnaire.
4. 16 Personality factors.
5. Multiphasic Personality Questionnaire.

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 Journalism, Political Science & Economics is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and March forward to make better career. The School of Applied sciences also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. Special training is also arranged for those interested in entrepreneurial venture. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in

the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

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