REVA UNIVERSITY
Bengaluru, India

SCHOOL OF ARTS AND HUMANITIES

BA (JEP) - HAND BOOK – 2017

Rukmini Knowledge Park

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Rukmini Educational
Charitable Trust

A Unit of DivyaSree

Dr. P. Shyama Raju
Chancellor
REVA University

Education during recent years has witnessed a great transformation. Today's society, termed as "Knowledge Society" has brought about unprecedented economic and social growth. This has propelled universities across the world to devise new ways of tapping human potential for different competencies and building a vibrant society with a win-win situation for all.

REVA University has seen the light of the day to imbibe this character of paradigm shift in academic pursuits to contribute to the knowledge society. REVA works hard to bring in you an exciting and rewarding educational experience, to discover new interests and to develop your career prospects. You will benefit from a unique approach to student-centered outcome based learning through group work and individual study tackling real world challenges under the guidance of committed teachers, researchers and well experienced practitioners.

REVA has excellent learning facilities including custom built teaching facilities designed specifically to emulate working conditions, air-conditioned library opened for your studies from early morning till midnight and facilities for variety of sports and cultural activities.

Our faculties have introduced socially relevant and market driven engineering courses after studying the requirements of industries and other sectors of employment in detail and consulting entrepreneurs, experts in different areas of engineering and industries and other stake-holders. I am glad that the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) adopted by the University will facilitate learning environment under continuous guidance and monitoring by the faculty members and equip you with competent skills to opt for different job prospects across the global. Our most modernised Career Development Centre not only helps you in inculcating communication proficiency skills in respective areas, but also facilitate opportunities for campus selection by top notched companies and Corporates.

I hope that the present scheme of instructions, continuous periodic progress assessments, course curriculum of B A Programs and other information provided in this hand book will guide you to choose appropriate courses of study and move ahead in the right direction in your chosen area of study. I hope you will enjoy and experience the curriculum, the student-centered teaching and learning ambience in developing your personality to become successful professionals, entrepreneurs and proud citizens of the country.

I wish you every success in your career.

MESSAGE FROM THE VICE CHANCELLOR

The curriculum of an institution of higher learning is a living entity. It evolves with time; it reflects the ever changing needs of the society and keeps pace with the growing talent of the students and the faculty. The curriculum of the B.A. program of REVA University is no exception.

The curriculum has been designed in such a way that the teacher enjoys freedom to expand it in any direction she/he feels appropriate and incorporates the latest knowledge and stimulates the creative minds of the students. The BA curriculum is designed to strengthen the skills in the critical analysis of literature and provide a broad understanding of literary traditions. Our courses are taught by accomplished instructors who are dedicated to your success. The present curriculum is contemporary because it is culmination of efforts of large number of faculty members, experts from industries and research level organizations.

I am very sure that all students of this program will enjoy this curriculum and take fullest advantage to expose themselves to fundamentals and applications. Also, imbibe all attributes that are required to term them as Global Engineers. The innovativeness and creativity being introduced should be explored fully by our students.

The flexibility in the curriculum permits staff and students to incorporate changes in terms of addition of new courses and deletion of irrelevant courses keeping the rapid advances in the technology into consideration.

I also record my personal gratitude to Chancellor and members of Academic Council who have lent every bit of their wisdom to make this curriculum truly superior.

Dr. S.Y. Kulkarni

Vice Chancellor

PREFACE

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

A hearty welcome to this 'new beginning'!

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

The programs of study offered foster cultural, social and political understanding and hone the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We take great pride in our students who have been performing exceedingly well in the field of academics and co-curricular activities and have been bringing laurels to the University every year.

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

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

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

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

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

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

With Best Wishes

Dr. Payel Dutta Chowdhury
Director
School of Arts & Humanities

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RUKMINI EDUCATIONAL CHARITABLE TRUST

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. **Rukmini Educational Charitable Trust** (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Commerce, Education, Engineering, Environmental Science, 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 Degree College (Evening), 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 Engineering, Architecture, Commerce, Management, Education, Law and Arts, 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 notch educational institutions was born of the philanthropic instincts of Dr. P. Shyama Raju to do public good, quite in keeping with his support to other socially relevant charities such as maintaining the Richmond road park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to M. Phil and PhD degrees. REVA has well qualified experienced teaching faculty of whom majority are doctorates. The faculty is supported by committed administrative and technical staff. Over 11,000 students

study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conductive environment for the knowledge driven community.

ABOUT REVA UNIVERSITY

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

REVA University located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library and central computer centre facilitating conducive environment for studies, research and overall personality development. The unique feature of REVA campus is the largest residential facility for students, faculty members and supportive staff.

The University is presently offering 23 Post Graduate Degree programs, 20 Degree and PG Degree programs in various branches of studies and has 12000+ students studying in various branches of knowledge at graduate and post graduate level and 302 Scholars pursuing research leading to PhD in 18 disciplines. It has 800+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to PhD.

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

REVA University recognizing the fact that research, development and innovation are the important functions of any university has established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. The interdisciplinary-multidisciplinary research is given the top most priority. The division continuously liaisons between various funding agencies, R&D Institutions, Industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members.

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

supported by well experienced Trainers, Counselors and Placement Officers.

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

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

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division

headed by a senior Professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training entire faculty to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities such as Bharat Ratna Prof. C. N. R.

Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc., and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defence Dr. Sathish Reddy, Scientific Advisor, Ministry of Defence, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of the effort in motivating and inspiring youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such award instituted by REVA University is 'Life Time Achievement Award' to be awarded to successful personalities who have made mark in their field of work. This award is presented on occasion of the "Founders' Day Celebration" of REVA University in presence of dignitaries, faculty members and students gathering and the first "REVA Life Time Achievement Award" for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO on the occasion of Founder's Day Celebration, 6th January, 2016 and the second "REVA Life Time Achievement Award" for the year 2016 has been awarded to Shri. Shekhar Gupta, renowned Journalist and Padma Shree Shri Ignace Tirkey, Former Indian Hockey Player & Captain on the occasion of Founder's Day Celebration, 6th January, 2017.

REVA University is keen in promoting sports and cultural activities to inculcate cultural, traditional, ethical and moral values among our students. It has well planned sports facility with cricket ground, running track & variety of indoor and outdoor sports activities, facilities for cultural programs. Recently a music hall with all necessary gadgets / instruments has been established to promote cultural interest among students. REVA organises various cultural programs throughout the academic year. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVAMP conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, quizzes, group discussion, seminars, exhibitions and variety of cultural events. Another important event is 'Shubha Vidaaya' - Graduation Day for the final year students of all the programs, wherein,

the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective spheres of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised by distributing awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday to students, faculty members, administrative staff and their family members and organises yoga camps for villagers around.

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

SCHOOL OF ARTS AND HUMANITIES

The Master's and the Bachelor's Degree offered by the school aims to create graduates who have command over the respective subjects, and who can interact with contemporary thought and pursue research in their respective specializations. The core courses in the program deepen student's journalistic and linguistic skills. These courses raise awareness of value of corpus in investigating language and expose them to different research methodology. It also engages the learners in indigenous, innovative and global research and contributes to the enrichment and dissemination of knowledge in Media industry.

Vision

Providing its students the highest quality of preparation in an atmosphere that promotes intellectual vigor, critical inquiry, citizenship and creative decision-making requisite for personal growth and professional success.

Mission

- To produce individuals who are personally, intellectually and professionally competent and are aware of the human potential and achievement.
- To instill in students a love of learning that will make them life-long learners.
- To produce leaders who are sensitive to social, ethical and environmental concerns.

Program Educational Objectives

After few years of graduation, the graduates of **B.A (Political Science, Economics and Journalism)** will be able to:

> PEO-1: Pursue Higher Education and carry out research in Universities at national and international level.
> PEO-2: Occupy a position and work as a team member in Public, Private, Corporate and Government Sector as techno managers, academicians, administrators or entrepreneurs, investigative agencies with effective Communication and moral principles.
> PEO-3: Start own enterprise and communicate with customers effectively and adopt lifelong learning Skills for magnifying Business.

Program Specific Outcomes

On successful completion of the program, the graduates of **B.A (Political Science, Economics and Journalism)** program will be able to:

1. Demonstrate the Knowledge in Political Science, Economics and Journalism.

2. Analyze and report the problems in political science by understanding the economical situation of the country.

3. Use different techniques to gather information inJournalism and report effectively.

Program Outcomes

On successful completion of the program, the graduates of **B.A (Political Science, Economics and Journalism)** program will be able to:

- **PO 1: Disciplinary knowledge**: Demonstrate comprehensive knowledge and in understanding Political, Journalism and Economics 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**: 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.

Seven Deadly Sins

"Wealth without work
Pleasure without conscience
Science without humanity
Knowledge without character
Politics without principle
Commerce without morality
Worship without sacrifice.**"**
— Mahatma Gandhi

Advisory Board

SL No.	Name
1.	Dr. S Ramaswamy, Professor[Retd] Bangalore University, Bangalore
2.	Dr. V. S. Sreedhara, Professor of English , NLSUI, Bangalore
3	Dr. Shivalinga Swamy, Associate Professor and HoD of English, Tumkur University, Tumkur
4.	Dr. Etienne Rassendren, Professor, Dept of English, St Joseph's College[Auto], Bangalore
5	Dr. C. P. Ravichandra, Professor, Dept of English, Mysore University, Mysore
6	Dr. Rajendra Chenni, Professor. Dept of English, Kuvempu University, Shimogga
7	Prof. S. Narayanan, Professor [Retd], Kongadiappa College, Doddabalapura
8	Shri. Shirahatti - Former Doordarshan Kendra Director
9	Shri Mohamad Aslam - Vice President Maldives broadcasting Association
10	Prof. Usharani - Professor, Department of Mass Communication
11	Mr. Anantha Subramanya- Photo Journalist, Bangalore Mirror
12	Dr. Abbas- Tehran University, Tehran, Iran
13	T S Nagabharana Director (National Awardee)
14	Mr. Yash Chawla, Chief, Sports Bereau, NDTV

"Education is the manifestation of the perfection already in man"

- Swami Vivekananda

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

- Ayn Rand

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

- J. G. Ballard

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

- C. S. Lewis

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

-   Boris Pasternak

CBCS (CHOICE BASED CREDIT SYSTEM) AND CAGP (CONTINUOUS ASSESSMENT AND GRADING PATTERN) OF EDUCATION AND ITS ADVANTAGES

CBCS is a proven, advanced mode of learning in higher education. It facilitates students to have freedom in making their own choices for acquiring a Degree / Master's Degree program. It is more focused towards the student's choice in providing a wide range of Units available in a single campus across various disciplines offered by experts in the subjects. It leads to quality education with active teacher-student participation.

Studying under CBCS has following advantages:

- Students may undergo training in cross-disciplinary and multi-disciplinary subjects and acquire more focused and preferred knowledge.
- Students may get more skills from other subject(s) which are required for the career path in addition to their regular subject knowledge.
- Students may get ample opportunities to use the laboratories and gain practical exposure to the much needed Units available in other departments/schools for want of scientific inputs.
- Courses are conducted by subject experts identified on the basis of their experiences. Courses taught by such experts may provide in-depth information and clear understanding of the Units.
- Students may get an opportunity to study courses with other students of different programs and exchange their views and knowledge in a common class room.
- CBCS provides a cross-cultural learning environment.
- Students may benefit much from selecting the right options to successfully face the public service examinations like UPSC, KPSC, IES wherein the knowledge of additional subjects become mandatory for general or optional papers.
- Students are exposed to the culture of universal brotherhood during their campus life.
- Students are allowed to practice various methods of learning a subject.

Summary of REVA University Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Three Years Graduate Degree Programs

1. **Teaching and Learning Process:**

   The teaching & learning process under CBCS – CAGP of education in each course of study will have three components, namely**:**

   (i) L= Lecture (ii) T= Tutorial (iii) 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 that equip students to acquire the much required skill component.

2. **Courses of Study and Credits**
   a. The study of various subjects in BBA degree program is grouped under various courses. Each of these courses carries credits which are based on the number of hours of teaching and learning.
   b. 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.
   c. **The total duration of a semester is 20 weeks inclusive of semester-end examination.**

   d. **A course shall have either or all the four components.** That means a course may have only lecture component, or only practical component or combination of any two or all the three components.

   e. The total credits earned by a student at the end of the semester upon successfully completing the course are L + T + P. **The credit pattern of the course is indicated as L: T: P**

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

a. Core Course:

A course which should compulsorily be studied by a candidate as a core-requirement is termed as a Core course. The CORE courses of Study are of THREE types, viz – (i) Foundation Course, (ii) Hard Core Course, and (iii) Soft Core Course.

b. Foundation Course (FC):

The foundation Course is a core course which should be completed successfully as a part of graduate degree program irrespective of the branch of study. These would include basic courses in Languages, courses of study prescribed by the University.

c. Hard Core Course (HC):

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.

d. Soft Core Course (SC):

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.

e. Open Elective Course:

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 O**pen Elective Course.**

f. Project Work / Dissertation:

Project work / Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A project work carrying **FOUR or SIX** credits is called **Minor Project** work / **Dissertation.** A project work of **EIGHT, TEN, TWELVE or SIXTEEN** credits is called **Major Project** work /

Dissertation. **A Minor Project work may be a hard core or a Soft Core as decided by the BOS / concerned. But the Major Project shall be Hard Core.**

3. **Scheme, Duration and Medium of Instructions:**

3.1. B.A in Journalism, English & Psychology (BA – JEP) Degree program is of 6 semesters - 3 years duration. A candidate can avail a maximum of 12 semesters - 6 years as per double duration norm, in one stretch to complete the Three Year Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, he/she has to study the prevailing courses offered by the School when he/she resumes his/her studies.

3.2. The medium of instruction shall be English.

4. **Credits and Credit Distribution**

4.1. **A candidate has to earn 144 credits for successful completion of Three Year BA - JEP degree** with the distribution of credits for different courses as decided by the Board of Studies.

4.2. The concerned BOS based on the credits distribution pattern given above 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, as **Foundation Course(FC), Hard Core(HC) or Soft Core(SC) or Open Elective(OE)**.

4.3. A candidate can enroll for a maximum of 30 credits and a minimum of 20 credits per Semester. However he / she may not successfully earn a maximum of 30 credits per semester. This maximum of 30 credits does not include the credits of courses carried forward by a candidate.

4.4. **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 144 credits (150 credits in case of Honors 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.

5. **Add- on Proficiency Certification:**

To acquire **Add on Proficiency Certification** a candidate can opt to complete a minimum of 4 extra credits either in the same discipline /subject or in different discipline / subject in excess to 144 credits required for BA - JEP degree program.

6. **Add on Proficiency Diploma:**

6.1. To acquire **Add on Proficiency Diploma,** a candidate can opt to complete a minimum of 18 extra credits either in the same discipline /subject or in different discipline / subject in excess to 144 credits required for BA - JEP Degree program.

6.2. The A**dd on Proficiency Certification / Diploma** so issued to the candidate contains the courses studied and grades earned.

7. Scheme of Assessment & Evaluation

7.1. The Scheme of Assessment and Evaluation will have two parts, namely;

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

7.2. Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment and Semester End Examination of BA - JEP degree programs shall carry 50 marks each (i.e., 50 marks internal assessment 50 marks Semester End Examination).

7. 3. The 50 marks of Internal Assessment (IA) shall comprise of:

Internal Test	= 30 marks
Assignments	= 10 marks
Seminars	= 10 marks

7.4. There shall be three internal tests conducted as per the schedule given below. The students haveto attend all the three tests compulsorily.

- 1st test for 15 marks at the end of 5th week of the beginning of the Semester;
- 2nd test for 15 marks at the end of the 10th week of the beginning of the Semester; and
- 3rd test for 15 marks at the end of the 15th week of the beginning of the Semester.

7.5. The coverage of syllabus for the said three tests shall be as under:

- For the 1st test syllabus shall be 1st unit of the course;
- For the 2nd test it shall be 2nd unit and 1st half of the 3rd unit;
- For the 3rd test the syllabus will be 2nd half of the 3rd unit and complete 4th unit.

7.6. Out of 3 tests, the highest marks scored in **two tests** are automatically considered while assessing the performance of the students.

7.7. There shall be two Assignments and two Seminars each carrying 5 marks. Hence two assignments carry 10 marks and two seminars carry 10 marks as stated at Sl.No. 7.3 above.

7.8. The Semester End Examination (SEE) for 50 marks shall be held during 18th and 19th week of the beginning of the semester and **the syllabus for the semester end examination shall be entire 4 units**.

7.9. The **duration of the internal test shall be 75 minutes and for semester end examination the duration shall be 3 hours.**

7.10. The Summary of Internal Assessment (IA) and Evaluation in a given semester is as provided in the following table:

Summary of Internal Assessment and Evaluation Schedule

Type of Assessment	Period	Syllabus	Marks	Activity
First Test	2nd half of 5th Week	1st Unit	15	Consolidation of 1st Unit
Allocation of Topics for Assignments	6th Week	First Unit and 1st half of second unit		Instructional process and Continuous Assessment
Submission of Assignments	7th Week	First Unit and 1st half of second unit	5	Instructional process and Continuous Assessment
Seminars	8th Week	First unit and 1st half of second unit	5	Instructional process and Continuous Assessment
Second Test	2nd half of 10th Week	Second unit and 1st half of third unit	15	Consolidation of 2nd and 3rd Unit
Allocation of	11th	2nd half of		Instructional

Topic for 2nd Assignment	Week	second unit and 3rd Unit		process and Continuous Assessment
Submission of Assignments	12th Week	2nd half of second unit and 3rd Unit	5	Instructional process and Continuous Assessment
Seminars	13th Week	2nd half of second unit and 3rd Unit	5	Instructional process and Continuous Assessment
Third Test	2nd half of 15th Week	Second half of third unit and complete 4th Unit	15	Consolidation of 2nd half of 3rd Unit and entire 4th Unit
Semester End Practical Examination	16th Week	Entire syllabus	50	Conduct of Semester - end Practical Exams
Preparation for Semester–End Exam	16th & 17th Week	Entire Syllabus		Revision and preparation for semester–end exam
Semester End Theory Examination	18th Week & 19th Week	Entire Syllabus	50	Evaluation and Tabulation
	End of 20th Week			Notification of Final Grades

Note: 1. *Examination and Evaluation shall take place concurrently and Final Grades shall be announced latest by 5 days after completion of the examination.*

2. *Practical examination wherever applicable shall be conducted after 3rd 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 Registrar (Evaluation) who will notify the same immediately*

8.0. Assessment of Performance in Practicals

8.1. 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.

8.2 The 50 marks meant for continuous assessment 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**

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

i	Conduction 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**

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

8.4 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:

i	Periodic Progress and Progress Reports (25%)
ii	Results of Work and Draft Report (25%)
iii	Final Evaluation and Viva-Voce (50%). Evaluation of the report is for 30% and the Viva-Voce examination is for 20%.

9. Provision for Appeal

9.1. If a candidate is not satisfied with the evaluation of IA components, he/she can approach the grievance cell with the written submission together with all facts, the assignments, test papers etc, which were evaluated. He/she can do so before the commencement of concerned 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 taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

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

      i. The Registrar (Evaluation) - Ex-officio Chairman / Convener

      ii. 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.

      iii. One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

10. Eligibility to Appear Semester End Examination

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 course(s) shall be eligible to appear for Semester End examination.

11. Requirements to Pass the Semester and to Carry Forward the Failed Subjects / Courses:

11.1. Requirements to Pass a Course

A candidate's performance will be in terms of scores, and the sum of Internal Assessment and Semester End examination will be for a maximum of 100 marks (i. e, 50 marks of IA and 50 marks of SEE) and have to secure a minimum of 40% to declare pass in a given course. However, a candidate has to secure a minimum of 25% (12 marks) in Semester End Examination which is compulsory.

11.2. Requirement to pass the semester:

To pass the semester, a candidate has to secure minimum of 40% marks in each subject / course of study prescribed in that semester.

11.3   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, he / she shall have to clear all courses of all semesters within the double duration, i. e., within six years of admission of the first semester failing which the student has to re-register to the entire program.

11.4   Re-Registration and Re-Admission:

a) 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 end semester examination and he / she shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.

b) In such a case where in a candidate drops all the courses in semester due to personal reasons, it is considered that the candidate has dropped the semester and he / she shall seek re-admission to such dropped semester.

12.   Attendance Requirement:

12.1   All students must attend every lecture, tutorial and practical classes.

12.2 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.

12.3 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 as provided above.

12.4 Teachers offering the courses will place the above details in the School Board meeting during the last week of the semester, before the commencement of examination, and subsequently a notification pertaining to the above will be brought out by the Director of the School before the commencement of examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

13. Grade Card and Grade Point:

a. **Provisional Grade Card**: The tentative / provisional Grade Card will be issued by the Registrar (Evaluation) 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 BA - JEP Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).

c. **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>90	9	v*9	A+
70 > 80	8	v*8	A
60> 70	7	v*7	B+
55 > 60	6	v*6	B
50 > 55	5.5	V*5.5	C+
40> 50	5	v*5	C
0-40	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)+M] secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of the course. G is the grade and GP is the grade point.

i.   Computation of SGPA and CGPA

The Following procedure to compute the 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 (Si) = $\sum$(Ci x Gi) / $\sum$Ci**
where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

Illustration for Computation of SGPA and CGPA

Illustration No. 1

Course	Credit	Grade Point	Grade letter	Credit Point (Credit x Grade point)
Course 1	**4**	**8**	**A**	**4X8=32**
Course 2	**4**	**7**	**B+**	**4X7=28**
Course 3	**3**	**9**	**A+**	**3X9=27**
Course 4	**3**	**7**	**B+**	**3X7=21**

Course				
Course 5	3	6	B	3X6=18
Course 6	3	5	C	3X5=15
Course 7	2	7	B+	2X7=14
Course 8	2	8	A	2X8=16
	24			171

Thus, **SGPA = 171 ÷ 24 = 7.13**

Illustration No. 2

Course	Grade Point	Grade letter	Credit	Credit Point (Credit x Grade)
Course 1	9	A+	4	4X9=36
Course 2	8	A	4	4X8=32
Course 3	7	B+	3	3X7=21
Course 4	10	O	3	3X10=30
Course 5	5	C	3	3X5=15
Course 6	6	B	3	3X6=18
Course 7	10	O	2	2X10=20
Course 8	8	A	2	2X8=16
			24	188

Thus, **SGPA = 188 ÷ 24 = 7.83**

Illustration No.3

Course	Credit	Grade Point	Grade Letter	Credit Point (Credit x Grade point)
Course 1	4	10	O	4 x 10 = 40
Course 2	4	9	A+	4 x 9 = 36
Course 3	3	7	B+	3 x 7 = 21
Course 4	3	8	A	3 x 8 = 24
Course 5	3	9	A+	3 x 9 = 27
Course 6	3	9	A+	3 x 9 = 27
Course 7	4	10	O	4 x 10 = 40
	24			215

Thus**, SGPA = 215 ÷ 24 = 8.99**

ii. Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits (144) for BA - JEP degree is calculated taking into account all the courses undergone by a student over all the semesters of a program i. e.,

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

Where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

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

Illustration:

CGPA after Final Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	24	6.83	24 x 6.83 = 163.92
2	24	7.13	24 x 7.13 = 171.12
3	24	7.83	24 x 7.83 = 187.92
4	24	8.99	24 x 8.99= 215.76
5	24	8.68	24 x 8.68 = 208.32
6	24	9.20	24 x 9.20 = 220.80
Cumulative	144		1167.84

Thus, **CGPA** = $\dfrac{24 \times 6.83 + 24 \times 7.13 + 24 \times 7.83 + 24 \times 8.99 + 24 \times 8.68 + 24 \times 9.20}{144}$ = 8.11

CONVERSION OF GRADES INTO PERCENTAGE:
Conversion formula for the conversion of CGPA into Percentage is:
Percentage of marks scored = CGPA Earned x 10
Illustration: CGPA Earned 8.11 x 10 = 81.10

14. **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
CGPA <4	-	F	Unsatisfactory		Unsuccessful

Overall percentage=10*CGPA

15. Challenge Valuation

a. A student who desires to apply for challenge valuation shall obtain a photo copy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She 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 Registrar (Evaluation) within 10

days after the announcement of the results. **This challenge valuation is only for SEE (**Semester End Examination).

b. **The answer scripts 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.**

16. With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

Course Numbering Scheme
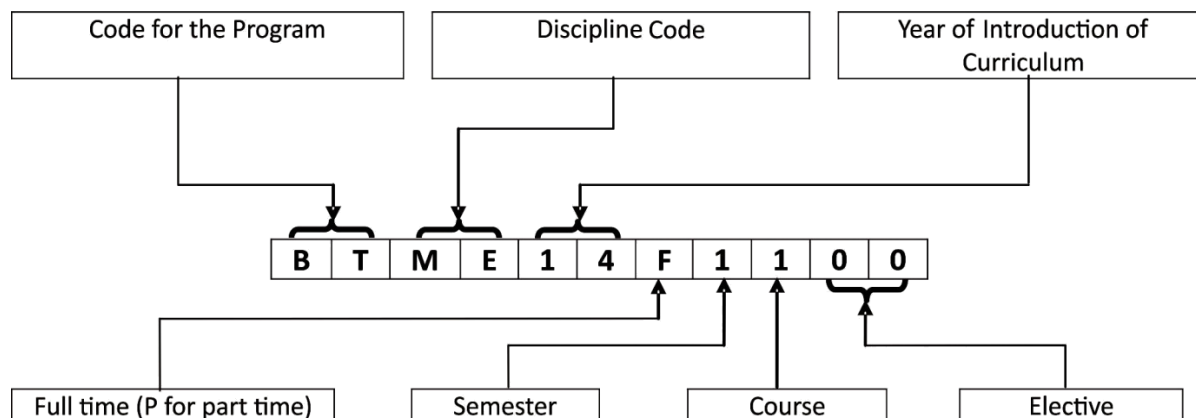
List of Codes for Programs and Disciplines / Branch of Study

Program Code	Title of the Program	Discipline Code	Name of the Discipline / Branch of Study
BA	Bachelor of Arts	AE	Advanced Embedded Systems
BB	BBA (Bachelor of Business Administration)	AI	Advanced Information Technology
BC	B.Com (Bachelor of Commerce)	AP	Advanced Power Electronics
BR	B. Arch (Bachelor of Architecture)	CA	Computer Aided Structural Engineering
BS	B Sc, BS (Bachelor of Science)	CE	Civil Engineering
BT	B.Tech (Bachelor of Technology)	CH	Chemistry
BP	Bachelor of Computer Applications	CO	Commerce
BL	LLB (Bachelor of Law)	CS	Computer Science and Engineering
MA	Master of Arts	DE	Data Engineering and Cloud
MB	MBA (Master of Business Administration)	EC	Electronics and Communication Engineering
MC	M.Com (Master of	EN	English
MS	M.Sc / MS (Master of	MD	Machine Design and Dynamics
MT	M Tech (Master of Technology)	ME	Mechanical Engineering
MO	Master of Computer Applications	EE	Electrical & Electronics Engineering

MJ	Master of Communication & Journalism	JE	Journalism, English & Psychology

BA- Journalism, English, Psychology (JEP) Program

Sl. No	Course Code	Title of the Course	HC/ SC/ CC	Credit Pattern			
				L	T	P	Total
FIRST SEMESTER							
1	17JE101K/H/E	Language – II: K / H / AE	CC	3	1	0	4
2	17JE102	Communicative English – I	FC	2	0	2	4
3	17JE103	Indian Constitution and Human Rights	FC	2	1	1	4
4	17JE104	Journalism - I (Introduction to Media & Communication)	HC	2	1	1	4
5	17JE105	English Literature & Facets of Language - I	HC	3	0	1	4
6	17JE106	Psychology - I (Foundation of Psychology)	HC	2	1	1	4
		Total Credits		**14**	**4**	**6**	**24**
SECOND SEMESTER							
1	17JE201K/H/E	Language – II: K / H / AE	CC	3	1	0	4
2	17JE202	Communicative English – II	FC	2	0	2	4
3	17JE203	Journalism - II (Reporting & Editing)	HC	2	1	1	4
4	17JE204	English Literature & Facets of Language - II	HC	3	0	1	4
5	17JE205	Psychology - II (Basic Psychological Process)	HC	2	1	1	4

6	**17JE206**	Internship / Practice / Club Activity	HC	0	0	4	4
		Total Credits		**12**	**3**	**9**	**24**

THIRD SEMESTER

1	17JE301K/H/E	Language – II – H/K/ AE	CC	3	1	0	4
2	17JE302	Disaster Management	FC	2	0	0	2
3	17JE303	Environmental Science	FC	1	0	1	2
4	17JE304	Journalism - III (Audio-Visual	HC	2	1	1	4
5	17JE305	English Literature & Facets of Language - III	HC	3	0	1	4
6	17JE306	Psychology - III (Developmental Psychology - I)	HC	2	1	1	4
7	17JE317	Media Studies (For Non B.A. Students)	OE	2	1	1	4
		Total Credits		**15**	**4**	**5**	**24**

FOURTH SEMESTER

1	17JE401K/H/E	Language II – H/K/AE	CC	3	1	0	4
2	17JE402	Journalism – IV (Fundamentals of Media Research)	HC	2	1	1	4
3	17JE403	American Literature and Facets of Language	HC	3	0	1	4
4	17JE404	Psychology - IV (Developmental Psychology - II)	HC	2	1	1	4
5	17JE405	Minor Project	HC	0	0	4	4
6	17JE406	Internship / Practice / Club Activity	HC	0	0	4	4
		Total Credits		**10**	**3**	**11**	**24**

FIFTH SEMESTER

1	17JE501	Journalism-V (Media Laws & Ethics)	HC	2	2	0	4
2	17JE512	Journalism-VI (A) (Advertising & Corporate Communication)	SC	2	0	2	4
3	17JE522	Journalism-VI (B) (Fundamentals of Photography)	SC				
4	17JE503	Indian Writings in English – I	HC	3	1	0	4
5	17JE504	European and Non-European Writings - I	HC	3	1	0	4
6	17JE505	Psychology – V (Industrial Psychology - I)	HC	2	1	1	4
7	17JE516	Psychology – VI (A) (Abnormal Psychology -	SC	2	0	2	4
8	17JE526	Psychology –VI (B) (Health Psychology - I)	SC				
		Total Credits		**14**	**5**	**5**	**24**

SIXTH SEMESTER

1	17JE601	Journalism-VII (Media Management)	HC	2	2	0	4
2	17JE612	Journalism-VIII (A) (New Media)	SC	2	0	2	4
3	17JE622	Journalism-VIII (B) (Technology for Communication)	SC				
4	17JE603	Indian Writings in English - I	HC	3	1	0	4

5	17JE604	European and Non-European Writings - I	HC	3	1	0	4
6	17JE605	Psychology – V (Industrial Psychology - II)	HC	2	1	1	4
7	17JE616	Psychology-VIII (A) (Abnormal Psychology - II)	SC	2	0	2	4
8	17JE626	Psychology-VIII (B) (Health Psychology - II)	SC				
		Total Credits		**14**	**5**	**5**	**24**
		Total Credits of All Semesters		**79**	**24**	**41**	**144**

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE101E	**Communicative English - I**	HC	2	1	0	3	3

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

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

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

Course Content:

Unit-I: Functional English   **12 Hours**
Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs
Writing Skills: Paragraph Writing
Activities: Conversations; Leaving Phone Messages
Literature: Chief Seattle – The End of Leaving and Beginning of Survival

Unit-Ii: Interpersonal Skills   **12 Hours**

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

Unit-Iii: Multitasking Skills   **12Hours**

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

Unit-Iv: Communication Skills   **12 Hours**

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

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE101E	**Language: PÀ£ÀßqÀ - I**	HC	3	1	0	4	4

Course Outline:

¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀ¸ÀÄ²À §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀÅåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄ²À ªÀÄÆ®PÀ «zÁåyðUÀ¼À ªÀÅQÛvÀé «PÁ¸À °ÁUÀÄ ¸ÀÀzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÀ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÀÛvÀ ¸ÀAzÀ¨sÀðPÉÎ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÄÉÆ½ À®Ä ¥ÀoÀå¸À£ÀÄß gÀÆ¦ À¯ÁVzÉ. PÀ¯É ªÀÄävÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤ÃqÀ¯ ÁVzÉ. EzÀÄ ªÀÄÆgÀÄ PÉærmï °ÉÆÆ¢zÉ.

Course Objectives:

£À®ÄÌ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀAÄÄÀæ PÀ£ÀßqÀ ¸Á»vÀ åÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±À±ÀÀ£ÀÄß °ÉÆÆ¢zÉ. CzÀgÀAvÉ ªÉÆzÀ®£ÉÃAiÀÄ ¸É«Ä¸ÀÖgï£À°è d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄÄ, °ÉÆÆ¸ÀUÀ£À£ÀÄßUÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄÄ °ÁUÀÄ £ÁlPÀ ¸Á»vÀ åÀ£ÀÄß ¥ÀoÀååÀ£ÀÄßÃV DAiÉÄÄÌ ªÀiÁrPÉÆÆAqÀÄ, «zÁåyðÀ°è ¸Á»vÀzÀ §UÉÎ ¸ÀÀzsÀÃügÀ£ÀAiÀÄ£ÀÄß ªÀÄÆr À¯ ÁUÀ²À£ÀÛzÉ. ¸ÁÀ ÀÌÎøPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆÆvÉUÉ ªÀÄåQÛvÀé «PÀ ¸À£ÀzÀ PÀqÉUÀ UÀªÀÀ£À ¤ÃqÀ¯ ÁUÀ²À£ÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀÅå, EwÃÀ ªÀÄävÀ£ÀÄß ¸ÀA ÀÀIÄøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁÝlPÀPÉÚ ¸ÀA§ÀÞ¹zÀÀvÉ ¥ÀjZÀ¬Ä¸ÀÀ ÁUÀ²À£ÀÛzÉ.
- «zÁåyðUÀ¼À ¸ÀÀðvÉÆÆ£ÀÝR ¨É¼ÀªÀt¬ÄUÉ C£À£ÀÁUÀÀ£ÀÄÉ °ÁUÀÆ C°ÁgÀ°è ¸ÀiÁ£À ¸ÀA§zsÀÀÄÄ¼À §UÉÀ°è, ¸Á»iÁ£ÀÀÉ ªÀÄÆr¹, ¨É¼ÀÄ»ÀÄÀ° ¤nÖ°è ¥ÀÆ À°ÄÄ¼À DAiÉÄÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸Àd£À²Ã®ÀÅÉ, ±ÀÄÄzÀÀ ¨sÁµÉ, GvÀÛÀ°À «ÀÄÄ±Áð UÀ£Àt, ¤gÀÄÀ¢ÀÝ ¸ÀÀ¨sÀÀ£ÀÉ, ¨sÁµÀt PÀ£ÁÉ °ÁUÀÆ §gÀ°ÀÄ PË±À®åUÀ¼À£ÀÄß ¨É¼À ÀÄÄÀÀÅÄzÀÀ UÀ°ÀjAiÀÄ£ÀiÁVzÉ
- ¸ÀÀzsÀðvÉÆÀÄÀÄPÀ ¥ÀjÃPÉëUÀ½ÉÃ C£À£ÀÀÆÄ®ÀÄÀ£ÀÀvÀÝ «µÀ£ÀAiÀÄUÀ¼À£ÀÄß ¸ÀÀ¸ÀÀ£ÀÄÀ°ÄÄ£À £ÀAÆPÁ²ÄAiÀiÁVzÉ.

Course Outcomes:

d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄÄ, °ÉÆÆ²À£À£À£ÀÄÀ°ÀÅ£ÀAÀUÀÀ ¸ÀÀzsÀðvÀÄÄ¼À °ÁUÀÄ £À®²À «zÁåyð PÀ°PÉAiÀÄ ªÀÄÆgÀ°À PÁ®zÀ ¹À²À°ÀvÀÄÀÄÀUÀUÀÀ£ÀÄß CzÀgÀ M£À £À£À£ÀÄÀ£ÀÄÄ¼À ¨sÉÆÆÄ£ÀAÀÆzÉ.

- ¸ÀiÀ°À£À£ÀPÀÀ, gÀ¢QÃÀAiÀÄ£ÀÄ, zsÁ«ÀÄ²ÀÀÄ, ¸ÀiÀ°À£ÀIÆÄ£ÀPÀÀ °ÁUÀÆ °AÄÀ¸À¢ü «ZÀÀ£ÀÄÁÉÃqÀ PÀ£ÀiÀ°À£À£ÀÄ£À£ÀÄÀ£ÀÄ£À£ÀUÀÉ¸ÀÀÉUÀÀ¢ÀÉ «zÁåyðUÀ¼À°è ZÀ£À£À£À²À£À£ÀÄÀ°ÄÀÀÀ ¨É¼À£ÀiÁi±ÀÄÀ° ¨É¼ÀiÄÉ¼À£ÀÄÀ£ÀÀ°ÄÄzÉ.
- f²ÀÁ°À£À£ÀÂÄ£À§gÀ£ÀAÀ°À C©ü¥ÁÄÆÄ£ÀAÀÄ ¨ÉÃzÀ±À°À£ÀÄ£ÀAÀ, ¸ÀÀ°À ÉÄÄ¼À£ÀÄÀ°ÀÅ£À°ÄÄ£ÀAÀ DzsÀ°À£À¤À£ÀÀPÀ ¸ÀÀ£À¨sÀ£À²À°è ªÀiÀ°À£À£ÀÄÀ«ÃÀÄÀÄÉÄ¢ÄÀÉÄ¢ÆÉ£À¢À»ÄÀÀ°ÀvÀ£ÀÄÄÄÁ ¥ÉÄÄÆÄ£ÀAÀ£ÀÀvÀ£ÀÄÄÉ ¥ÉæÃgÀÉÃÀ° À£À£ÀÄÅ£À°ÄÄzÉ.
- GvÀ£ÀÄ£ÀAÀ ¸ÀiÀ°À£À£À°À£À PÀ£À£ÀÀ£ÀÄ£À£ÀÄÀ°ÄÀÅ£ÀAÀ ¨É¼À£ÀÄÀ£ÀÅÄ£À£ÀAÀ GzÉÝÃ±À°À£À£ÀÀ°ÄÄ£ÀAÀ FqÀÉÄÄÀ°À£ÀÄÅ£À°ÄÄzÉ.

Course Content:

Unit I	d£À¥ÀzÀ ªÀ£ÀÀ£ÀÄ¯ÀÀ ¥ÁæaÃ£À PÁªÀå	12 Hours

1. ¸ÀÀ²À°ÀÀÀÄÄ °ÀQÉÄÀ°ÀÀÉ- d£À¥ÀzÀ VÃ£ÀÉ
2. £ÉÆ¸À²À£ÀÄ£À ¤£ÀÀ°ÄÀÀß ªÀPÀÀ°ÀëzÉÆÆÃ°É- ¥ÀÀÄ¥À
3. ÀÄqÀÄÄ ZÀ¥À²À°ÀÉ d¥ÀzÀ ªÀÄävÀ£À£ÀÀAÄAÀÀ- £ÀÀÆÀÀ°ÀÀ£ÀAÀð
4. avÀÀ°ÀÀ£ÀÄ¥À°À²À£ÀÉæ gÀ£ÀÀ°À£À£À£À£À £Áj- d£ÀAß

Unit II ªÀÄzsÀåPÁ°Ã£À PÁªÀå   **12 Hours**

1. C©ÞAiÀÄÄªÉÆªÉÄð PÁ®ªÀ±À¢A ªÀÄgÁåzÉAiÀÄÄ zÁAlzÉÃ.... £ÁUÀZÀAzÀæ
2. ªÀZÀ£ÀUÀ¼ÀÄ   CPÀÌªÀÄ°ÁzÉÃ«
3. ªÀZÀ£ÀUÀ¼ÀÄ   §¸ÀªÀÀtÚ
4. UÀÄÄAqÀÀiÀÄÄåå£À gÀUÀ¼ÀÉ   °Àj°ÀgÀ

Unit III ¸ÀtÚ PÀxÉUÀ¼ÀÄ   **12 Hours**

1. zÀÄµÀÖ§Ä¢ÞAiÀÄÄ zsÀÄð§Ä¢ÞAiÀÄÄ   zÀÄUÀð¹A°À
2. PÀ¯ÁärAiÀÄ PÉÆÃt   ªÀiÁ¹Û
3. AiÀÀiÁgÀÆ CjAiÀÄÄzÀ «Ã°À   PÀÄªÉÆ¥ÀÄ
4. ¸ÀªÀÄ¸ÉåAiÀÄ ªÀÄUÀÄÄ   wæªÉÃtÂ

Unit IV £ÁlPÀ   **12 Hours**

mÉÆ¼ÀÄîÀnÖ n.¦.   PÉÊ¯Á¸À

¥ÀgÁªÀÄ±Àð£À UÀæAxÀUÀ¼ÀÄ :

1. ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
2. ¸ÀAUÀæºÀ. £ÁUÉÃUÀËqÀ JZï.J¯ï., ZÁjwæPÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÛÛ, ¨ÉÃUÀ¼ÀÆgÀÄ. 2008
3. ¹ÃAiÀiÁwÃ«vÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄÄvÀÄÛ 6, PÀ£ÀßPÁ¥ÀvÀ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014
4. ¸ÀAUÀæºÀ. £ÁUÉÃUÀËqÀ JZï.J¯ï., PÀ£ÀßqÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÛÛ, ¨ÉÃUÀ¼ÀÆgÀÄ. 2007
5. °ÀA¥À £ÁUÀgÁdAiÀÄÄÄ, ¸ÁUÀÄ«vÀ PÀ«UÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉÃUÀ¼ÀÆgÀÄ. 2010
6. £ÁgÁAiÀÄt ¦.«, ZÀA¥Àæ PÀ«UÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉÃUÀ¼ÀÆgÀÄ. 2010
7. PÁ¼ÉÃUÀËqÀ £ÁUÀªÁgÀ, wæªÀ¢, gÀÄÀ¼É ªÀÄÄvÀÛÛ eÁ£À¥ÀzÀ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉÃUÀ¼ÀÆgÀÄ. 2010
8. ¸ÀA. ¨ÉÀ£ÀÄ¯Á¯ï gÁªÀÄ gÁ¯ï ªÀÄÄvÀÛÛ ¥Á£Àåå ¸ÀÀÄAzÀgÀ ±Á¹ÛçÃ, ¥ÀÀägÁt £Á¯À ZÀÄÆqÁªÀtÂ, ¥ÀæPÁ±ÀPÀgÀÄ ¥Àæ¸ÁgÁAUÀ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå®AiÀÄ. 2010
9. qÁ. azÁ£ÀAzÀ ªÀÄÄwð, ªÀZÀ£À ¸ÁUÀ¼É, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉÃUÀ¼ÀÆgÀÄ. 2013
10. ¸ÀA. §¸ÀªÀgÁdÄ J¯ï. ¸ÀAzÀÄÕ¼ÀÄ ªÀZÀ£ÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2012
11. ¸ÀA. §¸ÀªÀgÁdÄ J¯ï. CPÀ̼À ªÀZÀ£ÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 1997
12. ¸ÀA ªÀÄÄgÀÄ¼À¹zÀÝ¥Àà PÉ, £ÁUÀÄÀgÁd Q.gÀA. ªÀZÀ£À PÀªÀÄÄ¼À, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉÃUÀ¼ÀÆgÀÄ. 2016
13. £ÀUÀ¹ºÀ°ÁZÁgï. r.J¯ï., ¥ÀÄ¥À ¨ÃsgÀUÀvÀ ¢Ã¦PÉ, ¥ÀæPÁ±ÀPÀgÀÄ r.«.PÉ ªÀÄÄwð ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ. 2012

14. gÀAeÁ£ï zÀUÁð, ±ÀgÀtgÀ ¸À¨ÀÄUÀæ PÁæAw, ¥ÀæPÁ±ÀPÀgÀÄ. ¯ÉÆÃAiÀiÁ ¥ÀæPÁ±À£À, §¼Áîj. 2015

15. zÉÃ±À¥Á¼ÁqÉ J¸É.J¯ï. ¨ÉÃazÉæ ±ÀjÃ¥sÀgÀ PÁªÁåAiÀiÁ£À, ¥ÀæPÁ±ÀPÀgÀÄ zÉÃ¹ ¥ÀÀ ¸ÀÛPÀ, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

16. ¸À. ©.J¸ï. PÉÃ±ÀªÀgÁªï. PÉÊ¯Á¸À PÀ£ÀßqÀ £ÁlPÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ CAQvÀ ¥ÀÀ ¸ÀÛPÀ, ¨ÉAUÀ¼ÀÆgÀÄ. 2005

17. ±ÁªÀÄgÁAiÀÄ vÀ.¸ÀÄ., PÀ£ÀßqÀ ¸À»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼ÀÄÄQ£À ªÉÆPÀÛÀÁAiÀÄÄå ¸ÀäðPÀ UÀæAxÀ UÀæxÀ UÀ¼À£À -2014

18. ²ªÀgÀÄzÉæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸À»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸À¤¥Àà §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE101E	**Language: Hindi-I**	HC	3	1	0	3	4

पाठ्यक्रम रूपरेखा :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभन्न िॅसहिखिक प्रस्क्रयाओं द्वारा िॅमाज, िॅस्कृ सत एिॅं जीॅिन के मूॅल्यॅं कय िॅमझने हेॅतुॅ असभकखित हैॅ।

पाठ्यक्रम उद्देश्य :

- िॅदभानुॅिॅार उसित भाषॅा कॅा प्रययग करने कीॅ दक्षतॅा कय छात्यॅं मेॅं उत्पन्न करना।
- िॅासहिॅ के माध्यम िॅेॅ िॅमाज एिॅं मानिीय मूॅल्यॅं कय िॅमझाकर, उन मूॅल्यॅं कीॅ रक्षॅा हेॅतुॅ पुॅॅेररत करना।
- छात्यॅं मेॅं पुॅस्तक पठन एिॅं लेॅिॅन कीॅ अकृॅ सतम प्रिॅृॅसि स्थॅासपत करना।
- अध्येॅताओॅ मेॅं िॅासहिॅ के मॅाध्यम िॅेॅ प्रभािॅी एिॅं कुॅ शल िॅंिॅार कॅा सिकॅाॅिॅ करना।

अधिगम पररणाम :

अध्ययन की िॅमाखि पर अध्येयता –

- िॅामासजक मूल् एिॅ नैसतक जिाबदेही कय स्वीकार कर िॅकता है।
- िॅासहि की प्रािॅंॅसगकता कय जीॅिन में िॅमझने की दक्षता रिता है।
- िॅमॅाज मेॅं अंॅतसनसहत पद्दॅॅतयॅा एिॅं सिॅॅारधाराओॅ कॅा व्यॅाख्यान करने मेॅं िॅक्षम बन िॅकता हॅै।

अध्ययन धिषय सूची / पाठ्यक्रम

इकाई – 1: कहानॅी, िॅंॅस्मरण   अध्यापन अिॅॅिधियॅाॅॅॅः : 12 hrs.

1.कहानॅी – नशॅा – पुॅेॅमिॅंद
2.कहानॅी – िॅुॅ िॅमय जीॅिन – िॅंॅद्रधर शमॅा गुॅलेॅरी

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3.संस्मरण – शरत के साथ सबतायो कुछ समय – अमृतलाल नागर

इकाई – 2: कहानी, आत्मकथा   **अध्यापन अविधियाँ :** 12 hrs.

4.कहानी – मरने के पहले – भीष्म साहनी

5.कहानी – लाल हवेली – रिशान्नी

6.आत्मकथा – जेल– जीवन की झलक - गणेश शंकर विद्यार्थी

इकाई – 3: कहानी, व्यंग्य रचना   **अध्यापन अविधियाँ :** 12 hrs.

7.कहानी – चाय का एक प्याला – कैथरीन मैन्सफील्ड

8.व्यंग्य रिना – भेड़े और भेसियें – हररशंकर परिाई

इकाई – 4: अनुवाद, संक्षेपण   **अध्यापन अविधियाँ :** 12 hrs.

अनुवाद : अंग्रेज़ी – हिन्दी (शब्द एवं अनुच्छेद)

संक्षेपण : पररच्छेद का एक सतहाई भाग में|

सन्दर्भ ग्रन्थ :

- पाठ्य पुस्तक – रेिा सिक्षसिद्यालय
- वयधध व्यिहाररक हिन्दी – डॉ. कुलदीप गुिा
- असभनि व्यिहाररक हिन्दी – डॉ.परमानन्द गुिा
- हिन्दी साहित्य का इसतहास - डॉ. नागेन्द्र
- आधुसनक हिन्दी साहित्य का इसतहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नविीन इसतहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कै वि बयलें कै वि लििे- पृथ्वीनाथ पाण्डे
- कायिालय अनुवाद सनदेसशका
- संक्षेपण और पल्लिन - के.िी.भासियो&तुमन सिंग

सूचना : पाठ ३. प्रणाम और ६. सनराला : एक आकसित व्यखित्व के स्थान पर ३. शरत के साथ सबतायो हुआ कुछ समय और ६. जेल जीिन की झलक पाठ कय ियन करके , पाठ्यक्रम में संशयधन सकया गया है |

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE102	**Lang: Addditional English-I**	HC	3	1	0	3	4

Course Objectives:

1. To equip students with the ability to acquire the functional use of language in context.

2. To enable the students to explore and critique issues related to society and Ethics.

3. To develop in the students a genuine habit of reading and writing leading to effective and efficient communication.

Course Outcomes:

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

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

Course Contents:

Unit-I: Functional English   **12 Hours**
Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs
Writing Skills: Paragraph Writing
Activities: Conversations; Leaving Phone Messages
Literature: Chief Seattle – The End of Leaving and Beginning of Survival

Unit-II: Interpersonal Skills   **12 Hours**
Remedial Grammar: Present Simple & Present Continuous; Activity & State Verbs
Writing Skills: Official Letters
Activities: Making Apologies; Invitations & Making Arrangements
Literature: Ruskin Bond – Tiger in the Tunnel

Unit-III: Multitasking Skills   **12 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   **12 Hours**
Remedial Grammar: Collocations; Prepositions
Writing Skills: Precis 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.
17JE104	**Introduction to Media and Communication**	HC	2	0	2	4	5

Course Description:

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

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

Course Outcomes:
On completion of this course, the student would be able to:
- List detailed understanding about process and elements in communication
- Define the process, models and levels of communication
- Relate to the various types of mass media

Course Content:

Unit I: Process and Elements of Communication; 12 Hours

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

Unit II: Folk and Print Media; 12 Hours

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

Unit III: Broadcast Media & Films; 12 Hours

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

Unit IV: Issues in Journalism 12 Hours

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

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

Reference Books:
1. Vivian John. 2012. *The Media of Mass Communication*. New Delhi:PHI learning private limited.
2. J Kumar Keval. 2006. *Mass communications in India*. Mumbai: Jaico Publication.

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE105	**English Literature & Language – I**	HC	3	1	0	3	4

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

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

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

Course Content:

Unit 1: Poetry   **12 Hours**

The Medieval Age:
1. Chaucer - "Wife of Bath" (from *Prologue to the Canterbury Tales*)
The Elizabethan Age:
2. Edmund Spencer – Sonnet 75 (from the *Amoretti*)
3. William Shakespeare – Sonnet 118
The Puritan Age:
14. John Milton – Extract from *Paradise Lost* (Book – I)
Metaphysical Poetry:
5. John Donne – The Sunne Rising
6. George Herbert – The Altar
7. Andrew Marvell – To His Coy Mistress
The Neoclassical Age:
8. Alexander Pope – Extract from *The Rape of the Lock*

Unit II: Prose   **12 Hours**

1. Francis Bacon – Of Travel; Of Studies
2. Joseph Addison – Silence
3. Dr. Samuel Johnson – Extract from *Preface to Shakespeare*
4. Oliver Goldsmith – Extract from *The Citizen of the World*

Unit III: Drama   **12 Hours**

William Shakespeare – *Macbeth*
Christopher Marlowe – *Dr. Faustus*

Unit IV Language: **12 Hours**

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

Reference Books:

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

11. Shakespeare, William. *Macbeth*. Oxford University Press, 2016.

12. Marlowe, Christopher, *Dr. Faustus*. Oxford University Press, 2010.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE106	**FOUNDATIONS OF PSYCHOLOGY-I**	HC	2	0	2	4	5

Course Description:

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

Course Objectives

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

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

Course Outcomes:

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

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

- Differentiate among various subfields of psychology.
- Identify the primary research methods employed in the study of psychology
- Identify the primary objectives (goals) of psychology.
- Demonstrate knowledge of ethical principles and limitations of research in psychology.
- Critically evaluate sources of information in the field of psychology, including research articles published in major psychological journals.

Course Content:

Unit-I: The Science Of Psychology   **12 hours**

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

Unit-II: Psysiological Basis of Behaviour   **12 hours**

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

Unit-III: Learning, Memory and Forgetting   **12 hours**

A. Learning:
a) Meaning and definition of learning, factors influencing on learning.
b) Theories of learning: 1.Thorndike's Trial and error learning and laws of learning.
2. Classical conditioning and its principles, (acquisition, generalization, discrimination, extinction and spontaneous recovery) Applications of classical conditioning.
3. Operant conditioning – Skinner's approach to operant conditioning (positive and negative reinforcement, and primary and secondary reinforcement). Applications of operant conditioning.
4. Insight learning theory and its applications.
B. Memory and Forgetting
a) Nature of memory – (Memory Encoding, Attention Level of processing, Elaboration, Imaginary)

b) Forgetting – nature and causes of forgetting (Decay theory, Interference theory, Memory dysfunction], types of forgetting.
c) Improving memory: Mnemonics.

Unit-IV: Motivation And Emotion   12 hours

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

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

PRACTICAL – 1

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

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

SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE202	**Communicative English - II**	HC	2	1	0	3	3

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

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

Course Outcomes:
On completion of the course, learners will be able to:
- Develop professional communicative skills.
- Apply their acquired grammatical knowledge in broader spheres of linguistic usage.
- Utilize their communicative skills in multiple arenas of practical existence.

Course Content:

Unit-I: Language Acquisition   **12 Hours**
Remedial Grammar: Questions & Negatives; Questions Tags
Writing Skills: Email Writing
Activities: Group Discussions
Literature: Alphonse Daudet - The Last Lesson

Unit-II: Persuasive Skills   **12 Hours**
Remedial Grammar:Past Simple & Past Perfect
Writing Skills:Report Writing
Activities:Book & Movie Reviews
Literature:Lord Alfred Tennyson – Ulysses

Unit-III: Cognitive Skills   **12 Hours**
Remedial Grammar:Present & Past Passive; Conditionals

Writing Skills:Creative Writing
Activities:Role Plays
Literature:O. Henry – The Gift of the Magi

Unit-IV: Employability Skills   **12 Hours**
Remedial Grammar:Reported Speech; Idioms
Writing Skills:Cover Letter & CV
Activities:Exchanging Information
Literature:Saki – The Open Window

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE201K	**Language: Kannada-II**	HC	2	1	0	3	4

Course Outline:
¨sáµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÆ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÆ ¸ÀÀzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀ, ¥Àæ¸ÀÄÛvÀ ¸ÀÀzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÖUÉÆ½¸À®Ä ¥ÀoÀå¥À£ÀÄß gÀÆ¦¸À¯ÁVzÉ. PÀ¯É ªÀÄvÀÀÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤qÀ¯ÁVzÉ. EzÀÀ ªÀÄÆgÀÀ PÉærmï ºÉÆA¢zÉ.

Course Objectives:
£À®ÄÌ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄÄÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÀªÀ GzÉÝÃ±À±ÀÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ JgÀqÀ£ÉAiÀÄ ¸É«Ä¸ÀÖgïÀ°è ¥ÁæaãÀ, ªÀÄzsÀåPÁ°ãÀ PÁªÀååUÀ¼ÀÀ, ¯ÉÃR£ÀÀUÀ¼ÀÀ ºÁUÀÀ ¥Àæ¥À À PÀxÀ£À ¸Á»vÀåÀ£ÀÄß ¥ÀoÀå¥À£ÀßV DAiÉÄÌ ªÀiÁrPÉÆArgÀÄÀ, «zÁåyðUÀ¼À°è ¸Á»vÀzÀ §UÉÎ ¸ÀzÀ©ügÀÀaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ÁÀ ÀÌ¼øwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆÄvÉUÉ ªÀåQÛvÀé «PÀ¸ÀÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤qÀ¯ÁUÀÄvÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£Àßqà, PÀ£ÁðlPÀaPÉÎ ¸ÀA§Açü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÀvÀÛzÉ.
- «zÁåyðUÀ¼À ¸À¹ÀðvÉÆÃ¸ÀÄÄR ¨É¼À¸ÀtÂUÉUÉ C£ÀÄ¸ÀÄÀ¸ÀAvÉ ºÁUÀÆ CªÀgÀ°è ¸ÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸À¸ÀiÁ£ÀvÉ ªÀÄÄÆr¹, ¨É¼À¸À¸ÀÄÀ ¤nÖÁ¸°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸ÀÈd£Á²Ã®vÉ, ±ÀÄzÀÞ ¨ÀsÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄÀt, ¤gÀÄÀð¼À ¸ÀA¨ÀsÁµÀÄÉ, ¨ÀsÁµÀt PÀ¯É ºÁUÀÆ §gÀ°À PË±À®åUÀ¼À£ÀÄß ¨É¼À¸À¸À¸ÀÀzÀÄ UÀÄÀjÀiÀiÁ¹VzÉ
- ¸Àà¸zsÁðvÀäPÀ ¥ÀjÃ¹ÉëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀ¸ÀÀvªÀºÀ «µÀAiÀÄÄUÀ¼À£ÀÄß UÀaÀÄ£ÀzÀ°èèlÄÖPÉÆÿqÀÄ ¸ÀÆPÀÛ ¥ÀoÀå£ÀÄß DAiÉÄÌ ªÀaÀÁrPÉÆ¼À¼ÀĤ ÁVzÉ.

Course Outcomes:

¥ÁæaÃ£À, ¸ÀÄÄzsÀåPÁ°Ã£À PÁ¸ÀÀåUÀ¼À£ÀÄ, ºÉÆ ¸ÀUÀ£À£ßqÀzÀ ¯ÉÃR£À£ÀÄ¼À¼À£ÀÄ ºÁUÀÄ ¥Àæ¸Á¸À PÀxÀ£À ¸Á»vÀå PÀ°PÉAiÀiÀÄ ¸ÀÄÀÆ®PÀ PÀ®zÀ ¹ÜvÀÀåvÀÄgÀUÀ¼À£ÀÄ£À£ß CzÀgÀ M¼À£É£ÆÃålUÀ¼À£ÀÄ£À£ß ¨É¼À¼É¸ÀÀvÀÛzÉ.

- ¸ÁªÀiÀiÁfPÀ, gÀÄÁdQÃAiÀiÀÄ, zsÁ«Äð°PÀ, ¸ÁA¸À£ÀÌøwPÀ ºÁUÀÆ ºÁUÀ¸ÀAÀA§Açü «ZÁgÀUÀ¼À£ÀÄÉqÉ UÀ¸ÀÀtÀ¸°ÀÀÀj¸ÀÄÀ¸ÀÄÀ£ÀÄÉ¸ÀÀtUÉÆÃ«zÀÄÉ «zÁåyðUÀ¼À°è ¸ÀZÀÀZÁð ¸ÀÀvÉÆÃ§vÉ¸ÁªÀ¸ÀÀtÀÅ ¨É¼É£ÀiÀiÁ¸ÀAà¸ÀÀvÛzÉ.
- fÃ¸ÀÀÀtzÀ°è §gÀ¸ÀÀvÀÀ C©ü¥ÁæaAiÀÄÄ ¨ÉÃzsÀsÀĸ¸À¸ÀÄÀ£ÀÄÄ, ¸ÀÀvÀÄ ¸ÉåUÀÀÄÀ¼À£À£ß DzsÀÄÄ¤¥À ¸ÀÀÀza¸ÀsÀðzÀÀ°è ¸ÀÀÄÀi¸À«Ã¸ÀsÀÀÄAÀÄɸ¸ÀÀÄÆÁ¢Àĸ¸ÀÄÉ ¤ÀªÀÀð»¸ÀÀvÀÀ¸É ¥ÀÀ¸À¸sÀĸ¦¸ÀÄvÀÛzÉ.
- GvÀÛªÀÀÄÄ ¸ÀÀ¸À¸¸ÀÀ£À£ß PÀ¯ÉsÀiÀiÀ£ÀÄ£À£ß ¨É¼À£ÀiÀiÀiÀÄ GzÉÃÝÃ¸À±À£À£À£ß FqÉÃ¸Àj¸ÀÀvÀÛzÉ.

Course Content:

Unit-I ª À Ä z s À P Á ° Ã £ À P Á ª À å   **12 Hours**

1. ZÀAzÀæªÀÄw «¯ Á¥À   gÁWÀªÀÁÁPÀ
2. ºÀUÉÉUÀ¼À£À£À »Arz£ÀÄÄ ªÀ£À£À£ÀÀzÉÆÆ¼À£ÀÄÉ   PÀ¸ÀÄÀiÀiÁÁgÀÀÁÁ½À
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Unit II ª À Ä z s À P Á ° Ã £ À P Á ª À å   **12 Hours**

1.   wæ¥À¢UÀ¼À£ÀÄ   ¸ÀªÀÀðdÕ
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PÀÀmÉÆÃ VjAiÀÄÄ¸ÀÀvÀ¸À¸ÀÄÀ¸Àä
3. UÀ¸ÀÄÀgÀÄÀ«¸À¸À UÀÄ¸À¯ À¸ÀÀ£ÀÄ¸À¸ÀÄÀ¸Àª¸ÀÀ vÀ¸ÀÀ¸ÀPÀ ¥ÀÀÀgÀzÀÀzÀgÀzÁ¸ÀgÀÀzÀÄ
4.   PÀgÉzÀÀzÀ PÉÆÆ¯Ö£À£ÀÄ ±À¥À¸ÀÀ¸ÀÀ£ÀÄ
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Unit III ¯ É Ã R £ À ¸ À Ä À ¸ À Ä Á   **12 Hours**

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2.   gÁªÀÄ-PÀÈµÀÚ-²ªÀ   ¯ÉÆÃ»AiÀiÁ

3. ªÀiÁ£À«ÃAiÀÄÀvÉ CAvÁgÀ¯Áè   zÉªÀ£ÀÆgÀÄ
    ªÀÄºÁzÉªÀÀ

4. ¨sÀÆvÁ¬Ä ªÀÄÄ¤zÀ¼ÀÄ   ªÀÄgÁj §¯Áè¼À

Unit IV   ¥ÀæªÁ¸À PÀxÀ£À   **12 Hours**

£À£ÉÆß¼ÀV£À ºÁqÀÄ PÀÆå¨Á   f.J£ï. ªÉÆÃ°£ï

¥ÀgÁªÀÄ±Àð£À UÀæAxÀUÀ¼ÀÄ :

1. ªÀÄÄUÀ½ gÀÄ.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÀ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014

2. ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄvÀÄÛ 6, PÀÄªÉA¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014

3. ºÀA¥À £ÁUÀgÁdAiÀÄå, ¸Á°UÁªÀå PÀ«UÀ¼ÀÄ, ¥ÀæPÀ±ÀPÀgÀÄ ¸Éé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010

4. PÀ¼ÉÃUËqÀ £ÁUÀ¥ÀàgÀ, wæ¥À¢, gÀUÀ�¼É ªÀÄvÀÄÛ eÁ£À¥ÀzÀ ¸Á»vÀå, ¥ÀæPÀ±ÀPÀgÀÄ ¸Éé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010

5. ¸ÀA. ¨É£ÀPÀ¯ï gÁªÀÄ gÁ¬Ä ªÀÄvÀÄÛ ¥Á£À¼À ¸ÀÄzsÀgÀ ±À¹ÛÃ, ¥ÀÄgÁt £Á¸ÀÀ ZÀÆqÁªÀÄtÂ, ¥ÀæPÀ±ÀPÀgÀÄ ¥Àæ¸ÁgÀ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ. 2010

6. ¸ÀA. §À£ÀUÁqÀ J¯ï. ¸ÀªÀÀðdÕ£À ªÀZÀ£ÀUÀ¼ÀÄ, ¥ÀæPÀ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2012

7. ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, µÀlà¢ ¸Á»vÀå, ¥ÀæPÀ±ÀPÀgÀÄ ¸Éé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010

8. ¸ÀA. ¸ÉÃªÀÄgÁªÀÄ gÁªÀi C.gÁ., ²æÃ ®QëöäÃ±À£À eÉÊ«¤ ¨sÁgÀvÀ(ªÀÄÄ®-vÁvÀÛ¥ÀiÀÄð-¸ÁavÀÆ), ¥ÀæPÀ±ÀPÀgÀÄ PÁªÀÄzsÉ£ÀÄ ¥ÀÄ¸ÀÛPÀ ¨sÀªÀ£À, ¨ÉAUÀ¼ÀÆgÀÄ. 2010

9. ¸ÀA. f.J¸ï.¨Àmï., PÀÄ«ÄgÀ¸ªÀgÀ £À PÀuÁðl ¨sÁgÀvÀ PÀxÁªÀÄ¤dj ¥ÀæªÉÃ±À, ¥ÀæPÀ±ÀPÀgÀÄ CPÀëgÀ ¥ÀæPÀ±À£À, ºÉUÉÆÃÁqÀ£À, ¸ÀUÀgÀ. 2006

10. QÃªÀð£À£ÀPÀ PÀÄªÀ£ðPÉÆÃn, PÀ£ÀßqÀ ¸Á»vÀå ¸ÀÀUÀÄw, ¥ÀæPÀ±ÀPÀgÀÄ PÀÄÁ£ðPÉÆÃn£À ªÀÀ¥ÉÆÃªÀiÁjAiÀÄÄ£À¯ï læ¸ïÖ, zsÁgÀªÁqÀ. 2009

11. ±ÀªÀÄgÁ£ÀiÀÄ vÀ.¸ÀÀ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÀ±ÀPÀgÀÄ vÀ¼ÀÄÄÄQ£À ªÉAPÀnÃAiÀÄ ¸Áæ±ÀÀtÀÀ UÀææAxÀ ªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ -2014

12. ²ªÀgÀÄzÀ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÃÃPÉë, ¥ÀæPÀ±ÀPÀgÀÄ ¸Éé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE201K/H/E	**Language: Hindi-II**	HC	2	1	0	3	3

अध्ययन धिषय सूची / पाठ्यक्रम

इकाई – 1: प्राचीन कविता, आधुनिक कविता   **अध्यापन अवधियाँ :** 12 hrs.

1. कबीर के दोहे
2. कविता – जलियांवाला बाग में बसंत- सुभद्राकुमारी चौहान
3. कविता – भाषा की मृत्यु पर - धर्मवीर भारती

इकाई – 2: मध्यकालीन कविता, आधुनिक कविता   **अध्यापन अवधियाँ :** 12 hrs.

4. रहीम के दोहे
5. कविता – हमारी जिन्दगी - केदारनाथ अग्रवाल
6. कविता – जलना हमारा काम है।- शिवमंगल सिंह सुमन

इकाई – 3: मध्यकालीन कविता, आधुनिक कविता   **अध्यापन अवधियाँ :** 12 hrs.

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

इकाई – 4: अनुवाद, सम्बंध   **अध्यापन अवधियाँ :** 12 hrs.

अनुवाद : हिन्दी – अंग्रेजी

धनबंध :
1. भारत में किसानों की स्थिति
2. संविधान आयोग का महत्व
3. स्त्री की आजादी कितनी सार्थक
4. भारतीय नारी
5. शिक्षा का उद्देश्य

सन्दर्भ ग्रन्थ :

- पाठ्य पुस्तक – रेवा शिक्षाविद्यालय
- व्यवधि व्यावहारिक हिन्दी – डॉ. कुलदीप गुप्ता
- असभन व्यावहारिक हिन्दी – डॉ. परमानन्द गुप्ता
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखें- पृथ्वीनाथ पाण्डे
- कार्यालय अनुवाद सन्देशिका
- हिन्दी सम्बंध संग्रह

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

17JE201K/H/E	Language: Additional English-II	HC	2	1	0	3	3

Course Outline:

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

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

Course Outcomes:

On completion of the course, learners will be able to:
- Demonstrate a deep understanding of the society and its values.
- Develop a constructive understanding of the cultural dimensions of the human world.
- Make use of his understanding to become a responsible global citizen of tomorrow.

Course Content:

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

Literature **-** Toru Dutt - Casuarina Tree

Robert Frost – Stopping by Woods on a Snowy Evening

Tomas Rivera–The Harvest

V.   Raman – Water – The Elixir of Life

Language**:** Degrees of Comparison

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

Literature: Tadeusz Rozewicz – Pigtail

Jyoti Lanjewar – Mother

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   **12 Hours**

Literature: Kamala Das – An Introduction

UshaNavrathnaram – To Mother

Rabindranath Tagore – The Exercise Book

Jamaica Kincaid – Girl

Writing Skills: Dialogue Writing

Unit-IV: Popular Culture   **12 Hours**
Literature: Rudyard Kipling – The Absent-minded Beggar
Sir Arthur Conan Doyle – The Hound of the Baskervilles
Aldous Huxley – The Beauty Industry
Writing Skills: Story Writing

Reference Books:

1. Agrawal, K.A. *Toru Dutt the Pioneer Spirit of Indian English Poetry - A Critical Study.* Atlantic Publications, 2009.
2. Latham, Edward Connery (ed). *The Poetry of Robert Frost*. Holt Paperbacks, 2002.
3. Gale, Cengage Learning. *A Study Guide for Tomas Rivera's The Harvest*. Gale, Study Guides, 2017.
4. Basu, Tejan Kumar. *The Life and Times of C.V. Ram*an. PrabhatPrakashan, 2016.
5. Rozewicz, Tadeusz. *New Poems*. Archipelago, 2007.
6. Manohar, Murli. *Critical Essays on Dalit Literature*. Atlantic Publishers, 2013.
7. Hansda, SowvendraShekhar. *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
8. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Createspace Independent Publication, 2014.
9. Das, Kamala. *Selected Poems*. Penguin Books India, 2014.
10. Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Maple Press, 2012.
11. Gale, Cengage Learning.*A Study Guide for Jamaica Kincaid's Girl*. Gale, Study Guides, 2017.
12. Kipling, Rudyard. *The Absent-Minded Beggar*. Hardpress Publishing, 2013.
13. Doyle, Arthur Conan. *The Hound of the Baskervilles*. General Press, 2017.
14. Dixson, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
15. Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.
16. Samson, T. (ed.) *Innovate with English.* Cambridge University Press, 2010.
17. Kumar, E Suresh, J. Savitri and P Sreehari (ed). *Effective English*. Pearson Education, 2009.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE203	**Reporting & Editing**	HC	2	0	2	4	5

Course Description:
The course Reporting & Editing is structured to prepare students for careers in newspaper, magazine, convergence, or journalism education. It caters to students who want to gain proficiency on the content-providing side of the media. By offering hands-on, engaging courses such as Reporting,

Interview, Press Conference, Computer Assisted Reporting and Design for Print media, the Reporting and Editing program readies students to be leaders in their chosen field upon graduation.

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

Course Outcomes:
On completion of this course, the student would be able to:
- Develop skill in reporting for different beats and editing
- Develop practical knowledge on editing and prof reading
- Demonstrate the visual elements in print media

Course Content:

Unit I: Attributes of Print Journalism;   **12 Hours**

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

Unit II: Techniques of Reporting ;   **12 Hours**

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

Unit III: Principles of Editing;   **12 Hours**

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

Unit IV: Design Elements in Newspapers;   **12 Hours**

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

Practical Component:
1. Reporting Exercise
2. Interview
3. Re-writing and Editing

4. Photo Editing and caption writing
5. Head Line writing
6. Page Lay out
7. News Letter
8. **Media Visit:** News paper/ Television channel offices.

References Books:

1. Desh Pandey, B.K. 2007. *Photo journalism*. New Delhi: Sonali Pubication.
2. Carole Rich. 2005. *Writing and Reporting news*. Wadsworth Thompson Learning Inc.
3. Pilger John 2004 (Edt). *Tell me no lies*. London :Vintage Publishers.
4. Jon & Lawis(Eds).2003. *The Mammoth Book of Journalism*.London:Robinsm Publishers.
5. R. Smith, Schumeman(Edt). 2000. *Photographic Communication: Principles Problem and challenges of Photo Journalism,*New York : Hasing House.
6. Kamath MV. 1991. *Professional Journalism*, Vikas Publication.
7. Desai M V and Ninan Sevanti .1996. *Beyond Those Headlines*.Bangalore: Allied Publishers Limited.
8. Westley Bruce. 1980. *News Editing*, Oxford IBH.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE204	**English Literature & Language – II (Semester II) British Literature (The Romantic Age) & Aspects of Language**	HC	4	0	0	4	4

Course Desription:

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

Course Objectives:
- To enable the students to understand the context of the literary age and genre focused in the syllabus.

- To enable students understand and relate British literature chronologically in reference to select authors of the Romantic period.
- To appreciate the vivacity of the canon of British literature.

Course Outcomes:

On completion of the course, students will be able to:
- Identify the major poets of the Romantic period and their works in English Literature.
- Outline the various issues presented in the prose of the period.
- Demonstrate complete familiarity with the features of novels of the Romantic period.
- Illustrate a good understanding of the structure of sentences and discourse.

Course Content:

Unit-I: Poetry   **12 Hours**

The Age of Transition:
1. William Blake – The Chimney Sweeper
The Romantic Age:
2. William Wordsworth – A Slumber did my spirit seal; Daffodils
3. Samuel Taylor Coleridge – Kubla Khan
4. Lord Byron – On This Day I Complete My Thirty-Sixth Year
5. Percy Bysshe Shelley – Ode to the West Wind
6. John Keats – Ode on a Grecian Urn

Unit-II: Prose   **12 Hours**

1. Charles Lamb – Dream-Children: A Reverie
2. William Hazlitt – On the Feeling of Immortality in Youth
3. Percy Bysshe Shelley – Extract from *A Defence of Poetry*
4. Mary Wollstonecraft – Extract from *A Vindication of the Rights of Women*

Unit-III: Fiction   **12 Hours**

1. Ann Radcliffe – *The Mysteries of Udolpho*
2. Jane Austen – *Pride and Prejudice*

Unit-IV: Language   **12 Hours**

1. The Structure of Sentences
2. Discourse

Reference Books:

1. Wordsworth, Jonathan. *The Penguin Book of Romantic Poetry*. Penguin, 2006.

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
7JE205	**Foundations of Psychology -II**	HC	2	0	2	4	5

Course Description:

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

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

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

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

Course Content:

Unit-I: Sensation And Perception 12 hours

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

b) **Perception** – Nature and meaning of perception; Gestalt laws of perceptual organization, The Constancies (Size, Shape and Brightness); Depth perception; Errors in perception.
c) **Attention**: definition, Characteristics, Types of attention.

Unit-II: Personality 12 hours
   a) Nature and definition of personality (Allport's definition).
   b) Factors influencing on development of personality.
   c) Approaches to personality theories.
   Psychodynamic Perspectives: Freud and Jung's thoery
   Trait approaches: NEO-5 theory.
   Social Learning theory: Bandura's theory of Personality.
   Humanistic Approach: Roger's Theory.
   d) Measurement of personality: Objective Measurement: Questionnaires, rating scales. Projective Techniques.

Unit-III: Thinking 12 hours

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

Unit-IV: Intelligence 12 hours

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

Practicals-II

   1. Signal detection

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

References Books:

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

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE301K/H/E	**Language: Kannada-III**	HC	2	1	0	3	4

Course Outline:

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Course Objectives:

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Course Outcomes:

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Course Content:

Unit I	**£À°ÉÇÃzsÀ£ÀAiÀÄ PÀ«ªÉUÀ¼À£ÀÄ**		**12 Hours**

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Unit II	**£À°ÉÇÃzsÀ£ÀAiÀÄÀ£À°Ä ºÁUÀÄ £À°ÉÀ°£À° PÀ«ªÉUÀ¼À£ÀÄ**		**12 Hours**

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Unit III	**¸ÀtÚ PÀ«ªÉUÀ¼À£ÀÄ**		**12 Hours**

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Unit IV	**£À°¯PÀ**		**12 Hours**

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¥À£À°gÁ°À°À£À£±À£À£À£z£À££À°£££À°ÀÀ UÀ°ÀæÀÄAx£À°ÄÀ£À£UÀ£À°Ä£À°££À°Ä :

1. ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄÄ. 2014

2. ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄÄl 1,2,3,4,5 ªÀÄÄvÀÄÄ 6, PÀÄªÉA¥ÀÄÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄÄ «±Àé«zÁå¤®AiÀÄÄ, ªÉÄÊ¸ÀÆgÀÄÄ. 2014

3. qÁ. CgÀ«AzÀ ªÀiÁ®UÀwÛ, ¸Á»vÀå ¸ÀA¸ÀÌøw ªÀÄÄvÀÄÄ zÀ°vÀ ¥ÀæeÉÕ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÀßqÀ ¸Á»vÀå¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄÄ. 2014

4. qÁ. F.J¸ï. DªÀÄÆgÀ, PÀ£ÀßqÀ PÀxÀ£À ¸Á»vÀå : PÁzÀA§j, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄÄ. 2016

5. QÃvÀð£ÁxÀ PÀÄvÀÄðPÉÆÃn, PÀ£ÀßqÀ ¸Á»vÀå ¸ÀAUÀw, ¥ÀæPÁ±ÀPÀgÀÄ PÀÄvÀÄðPÉÆÃn ªÉÄÃªÉÆÃjAiÀÄÄ¯ï læ¸ïÖ, zsÁgÀªÁqÀ. 2009

6. ¸ÀA. ©.J¸ï. PÉÃ±ÀªÀgÁªï. PÉÊ¯Á¸ÀA PÀ£ÀßqÀ £ÁlPÀÄ¯ÀÄ¼ÀÄÄ, ¥ÀæPÁ±ÀPÀgÀÄ CAQvÀ ¥ÀÄÛ¸ÀÛPÀ, ¨ÉAUÀ¼ÀÆgÀÄÄ. 2005

7. ±ÁªÀÄÄgÁAiÀÄ vÀ.¸ÀÄÄ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼À¤ÄÄQ£À ªÉAPÀtÚAiÀÄÄ¼À ¸ÁägÀPÀ UÀæAxÀªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄÄ -2014

8. DzsÀÄ¤PÀ PÀ£ÀßqÀ PÁªÀå ¨sÁUÀ-2, PÀÄªÉA¥ÀÄÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄÄ «±Àé«zÁå¤®AiÀÄÄ, ªÉÄÊ¸ÀÆgÀÄÄ. 2004

9. ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE301K/H/E	Langiage: Hindi-III	HC	2	1	0	3	4

अध्ययन धिषय सूची / पाठ्यक्रम

इकाई – 1: नाटक : एक और द्रयणाचाय – डॉ. शंकर शेष   **अध्यापन अविधियाँ** : 12 hrs.

लेखक

पररिय प्रथम

दृश्य

सद्वतीय दृश्य

इकाई – 2: नाटक एक और   **अध्यापन अविधियाँ** : 12 hrs.

:   द्रयणाचाय

तृतीय दृश्य

चतुथ दृश्य

इका ई – 3: नाटक : एक और   **अध्यापन अविधियाँ** : 12 hrs.

द्रयणाचाय

पंचि

म दृश्य

छठा दृश्य

इकाई – 4: अनुिाद, जनसंिार माध्यम   **अध्यापन अविधियाँ** : 12 hrs.

अनुिाद : अंग्रेजी - सहन्दी (िमािार पत्र िसे िबंसधत)

जनसंचार माध्यम : स्वरुप, उद्धि और सिकाि |

सन्दर ग्रथ :

- एक और द्रयणाचाय – डॉ. शंकर शेष
- मीसियाल ेखन एिं जनसंिार – डॉ.िंजीि कुमार
- सहन्दी िासहि का इसतहाि - डॉ. नागेन्द्र
- आधुसनक सहन्दी िासहि का इसतहाि - डॉ. बच्चन सिंह
- सहन्दी िासहि का नािीन इसतहाि - डॉ. लाल िाहब सिंह

- शुद्ध सहन्दी कै ि॰ े बयले कै ि॰ े सलि॰ े- पृथ्वीनाथ पाण्डे
- कायालय अनुि॰ाद सनदे सशका
- मीसिया सिमश – रामशरण जयशी

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE301K/H/E	**Language: Additional English-III**	HC	2	1	0	3	4

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

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

Course Outcomes:
On completion of the course, learners will be able to:
- Demonstrate a thorough understanding of sensitive and critical social issues.
- Develop their own ideas about their own society and culture.
- Express their own opinions in a coherent and communicable manner.

Course Content:

Unit-I: Gender & Identity   **12 Hours**
Anne Sexton – Consorting with Angels
Eugene Field – The Doll's Wooing
Suniti Namjoshi – Extracts from *Feminist Fables*
Ruth Vanita & SaleemKidwai (ed) – *Same Sex Love in India* (Extract)
Charlotte Perkins Gilman – The Yellow

Unit-II: Love & Romance   **12 Hours**
Alfred Noyes – The Highway Man
William Shakespeare – Sonnet 116
Frank Richard Stockton – The Lady or the Tiger?
Oscar Wilde – The Nightingale and the Rose
William Shakespeare – *Excerpt from Romeo and Juliet* (Balcony Scene)

Unit-III: War & Trauma   **12 Hours**
Lord Alfred Tennyson – The Charge of the Light Brigade
TaufiqRafat – The Medal
Guy de Maupassant – Two Friends

Sadaat Hasan Manto – Toba Tek Singh
Bertolt Brecht – Excerpt from *Fear and Misery of the Third Reich*

Unit-IV: Children's Literature   **12 Hours**
William Wordsworth – Three Years She Grew in Sun and Shower
D.H. Lawrence – Discord in Childhood
Hans Christian Anderson – The Snow Queen
Anna Sewell – *The Black Beauty* (Extract)
Rudyard Kipling – *The Jungle Book* (Extract)

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE304	**Audio-Visual Production**	HC	2	0	2	4	5

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit I: Radio Production   **12 Hours**

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

Unit II: Script-writing for Radio and TV   **12 Hours**

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

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

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

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

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

Practical Component

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

References Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE305	**English Literature & Language – III (Semester III) British Literature (Victorian & Modern) & Aspects of Language**	HC	2	1	0	3	4

Course Desription:
This course is designed to familiarize the students with literary works of significant authors from the Victorian and Modern period of the British literary canon. In order to master the history of English

literature, this course is extremely important. After completion of this course, the students will have a wholesome grasp over British literature in its full demeanor and he/she will be able to apprehend and appreciate other literary texts from multiple literary periods competently.

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

Course Outcomes:

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

Course Content:

Unit: I Poetry   **12 Hours**

The Victorian Age:
1. Alfred Tennyson – Ulysses
2. Robert Browning – My Last Duchess
3. Christina Rossetti – Goblin Market
4. Mathew Arnold – Dover Beach
Modern Poetry:
5. W.B. Yeats – An Acre of Grass
6. W.H. Auden – The Shield of Achilles
7. T.S. Eliot – Prelude

Unit: I Prose   **12 Hours**
1. D.H. Lawrence – The Rocking-Horse Winner
2. R.L. Stevenson – An Apology for Idlers
3. Virginia Woolf – Extract from *A Room of One's Own*
4. Lewis Carroll – Excerpt from *Alice's Adventures in Wonderland*

Unit: III Fiction   **12 Hours**
1. Charles Dickens – *The Adventures of Oliver Twist*
2. Charlotte Bronte – *Jane Eyre*

IV: Language   **12 Hours**

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

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE306	**Developmental Psychology - I**	HC	2	0	2	4	5

Course Description:

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

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

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

Course Outcomes:

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

- Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.
- Understand the historical and scientific origin and development of the field in the western and Indian context.
- Describe, discuss and analyze major issues and concepts in the field of Social Psychology.
- Demonstrate the ability to state the fundamental principles of Social Psychology.
- Describe the development of the self and the dynamics of interpersonal attraction, prosocial behaviour, aggression, prejudice, group processes and attitude formation and change in a social context.
- Comprehend the nature of scientific methods employed to study behaviour in the social context.

Course Content:

Unit-I: Introduction   **12 Hours**

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

Unit-II: Social Perception   **12 Hours**
a) Self concept – Beginnings, Formation, Self- schemas and Multicultural perspective
b) Self- presentation - False modesty, Self-handicapping, Impression management. Self-esteem- Development and Consequences.
c) Perceiving persons- Attribution theories and biases, Integration, Confirmation bias

Unit-III: Positive Social Relations And Negative Social Relations   **12 Hours**
a) Prosocial behavior – Helping influences - Personal, Interpersonal and Situational, Receiving help. Interpersonal attraction and affiliation – Characteristics of the individual, others and situational influences.

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

Unit-IV: Social InfluencES   **12 Hours**

Attitudes – Definition; Theories – Cognitive Dissonance and Dual Processing; Attitude and Behaviour; Attitude change.
Group - Basic features; Group performance – Types of tasks, Brainstorming; Group decision making; Group polarization, and Group think.

Practicals-III

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

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

FOURTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE401K/H/E	**Language-Kannada-IV**	HC	2	1	0	3	4

Course Outline:

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Course Objectives:

£À®ÄÄÄ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀÀÄÆÄUÀæ PÀ£ÀßqÀ ¸Á»vÀÄåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄÄªÀ GzÉÃÝÃ±ÀªÀÀ£À¼ÀÄß °ÉÆÆÉ§zsÉ. CzÀÀgÀÄÄªÀÉ £À®Ì£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è °ÉÆÆÉ ¸ÀÀ£À£À£ßqÀ ¸Á»vÀÄå ¥ÀæÀ§UÀÄ¼ÀÄÄÁzzÀ £ÀÄªÀÄÄ, ¹ÛçªÀÁ¢ °ÁUÀÄÄ £ÀÁÉÇÁÃvÀÛgÀÄ PÀªÀÄÄÅÀÄ, ««zsÀ ¯ÉÃ¨R£ÀÄÄ¼ÀÄÄÄ °ÁUÀÄ PÁzÀÀ§j ¸Á»vÀÄåªÀ£ÀÄß ¥ÀÀoÀÆÆÉÁæ§V DAiÀÉÄÄ ¸ÀiÀÁ£ÀrPÉÆÆÉAqÀÄ, «zÁååð£À§À£À ¸Á»vÀÄåzÀ §UÉÎ ÀÀzÀ©ügÀÄÄaÄÀ£À£ÀÄ£ÄÄ ¸ÀÀÄÆÄ£À£r¨À¯ÀÁ ÁAÄ¸ÀÀzzÀÄ. ¸ÁÀ¸ÀÌøwPÀ w¼ÀÀÀÄÄ½PÉAiÀÄ eÉÆÆÉvÉvÉÉ ¸ÀÀÄÆÄQÛvÀé «PÀ¸ÀÀ£À£À£À PÀqÉÃUÉ UÀ¸ÀÀÄ£À£ÀÄ ¤ÄqÀ¯ÁÀ Á§VzÀÀzÀÄ.

- ¨sÁµÉ, ¸Á»vÀÅ, Ew°Á¸À ªÀÄÄÀÄÄ ¸ÀÀ¸ÀÀÄÆøQÛUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÀÁðlPÀÀPÉÎ ¸ÀÀ§ÀA¢üü£À§¢ÀÀAvÉÉ ¥ÀjZÀ¬Ä¸ÀÄ£ÀÄÀÆÄ¸ÀÀÄ£zÀÄ.
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Course Outcomes:

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- fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀÄ¤PÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄÄvÉAiÉÆ¢UÉ ¤ªÀð»¸ÀÄªÀÀvÉ ¥ÉæÃgÉÃ¦¸ÀÄvÀÛzÉ.
- ¸À²ªÀiÁfPÀ CjªÀÅ ªÀÄÆr¸ÀÄvÀÛzÉ.
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COURSE CONTENT:

Unit I   £ÀªÀÀå-¹ÛçÃ¹Á¢ PÀ«vÉUÀ¼ÀÄ   12 Hours

1. PÀlÄÖ°ÀÀ £Á°ÀÀ   CrUÀgÀÄ
2. §Ä¢ÞªÀÀAvÀjUÉ PÀ£À¸ÀÄ ©zÀÝgÉ   J.PÉ.gÁªÀÄÀ£ÀÄßd£ï
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Unit II   zÀ°vÀ-§AqÁAiÀÄ   12 Hours

1. ¸ÁévÀÀvÀæ VÃvÉ   ZÀÀ¥Á
2. d£À¥ÀzÀ PÀxÉUÀ¼ÀÄ gÁPPÀëÀ   PÀÀ¨ÁgÀ
3. zÀ°vÀgÀÄ §gÀÄ¸ÀgÀÄ zÁj©r   ¹zÀÞ°AUÀÀAiÀÄÄ
4. PÀlÖÖqÀzÀ PÉ®ÀÀUÁgÀgÀÄ   JZï J¸ï ²ªÀÀ¸ÀgÁ¸À

Unit III   ¯ÉÃR£ÀUÀ¼ÀÄ   12 Hours

1. °À¹gÀÄ ºÉÆ¸À PÀÀ¥ÀÀ UÀtrÀUÀ¼ÀÄ   AiÀÄ®è¥Àà gÉÀ·
2. ªÀZÀ£À¸Á»vÀå «ZÀgÀ PÁ«Aw   f.Jï.Jï
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Unit IV   PÁÀÁz§j   12 Hours

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¥ÀgÁ°ÀÄ±À£ð¼À UÀæÀxÀUÀ¼ÀÄ :

1. ªÀÄÄUÀ½ gÀÀ²ÖÃzÀ, PÀÀ¼ÀqÀ ¸Á»vÀå ZÀÀjÉ, ¥ÀæPÀÀ±ÀÀgÀÄ VÃvÀ §ÀPï º¸À, ªÀÉÄÊ ¸ÀÀgÀÄ. 2014
2. ¹Ã¶ÀÀiÀÄÃvÀ PÀ¼ÀqÀ ¸Á»vÀå ¸ÀÀ¥ÀÄÄ 1,2,3,4,5 ªÀÄvÀÄÀÛ 6, PÀÄÀÉÄ¥ÁÀÄ PÀ¼ÀqÀ CzsÀ³ÀAiÀÄ£À ¸ÀÀ¸Ä, ªÉÄÊ ¸ÀÀgÀÄ «±À¥Àé«zÁ¤®ÀiÀÄAiÀÄ, ªÉÄÊ ¸ÀÀgÀÄ. 2014
3. °ÀA¥À £ÀÄÀgÁdAiÀÄÀÀÀ, ¸ÁªÀÀÀvÀ PÀ«UÀ¼ÀÄ, ¥ÀæPÀÀ±ÀÀgÀÄ ¸É¥À¨ï §ÀPï º¸À, ¨ÉÀUÀ¼À¥ÀgÀÄ. 2010
4. gÀÄAeÁ£ï zÀÄÀÁð, ±ÀÀgÀÄtÀ ¸ÀªÀÄÀÀµÀ PÁÀÀÁw, ¥ÀæPÀÀ±ÀÀgÀÄ. ¯ÉÃÃ»ÀiÀÄÀÀÁ ¥ÀæPÀÀ±À¾ÀÀ, §¼ÀÁ¸ï. 2015
5. ªÀ¹µÀÀ×., gÀÀÀÁ¸ßPÀgÀÄ¸ÀÀÀÀÀâÀðAiÀÄ¢AiÀÄÄ ¨sÀgÀÄvÉÃ±À ªÉÊ¨sÀÀªÀÀ, ¥ÀæPÀÀ±ÀÀgÀÄ ZÉÃvÀÀ£À¼ÀÀ §Ä±Pï º¸À, ªÉÄÊ ¸ÀÀgÀÄ. 1999
6. qÁ. CgÀÀ«ÀÀAzÀ ªÀiÁ£®UÀÀÀÀÀ¹°Û, ¸Á»ÀÀÀvÀ ¸Á ¸ÀÀ®ØÀw ªÀÄvÀÄ¶ÀÀÛ zÀ°ÀÀvÀ ¥ÀæÀeÉÃÕ, ¥ÀæPÀÀ±ÀÀgÀÄ PÀ¼ÀqÀ ¸Á»µ¤À ¥À¤jÀµÀÀÀÀÀÀÀÊ, ¨ÉÀÄ¸ÀÀ¥ÀgÀÄ. 2014

7. qÁ. F.J¸ï. DªÀÄÆgÀ, PÀ£Àßqà PÀxÀ£À ¸Á»vÀå : PÁzÀA§j, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï °Ë¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2016

8. QÃvÀð£ÁxÀ PÀÄvÀðPÉÆÃn, PÀ£Àßqà ¸Á»vÀå ¸ÀAUÀw, ¥ÀæPÁ±ÀPÀgÀÄ PÀÄvÀðPÉÆÃn ªÉÄ¯ÉÆÃÆÃjAiÀÄ¯ï læ¸Ö, zsÁgÀªÁqÀ. 2009

9. ±ÁªÀÄgÁAiÀÄ vÀ.¸ÀÄ., PÀ£Àßqà ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼À¤ÄQ£À ªÉAPÀtUAiÀÄÄ ¸ÁägÀPÀ UÀæAxÀ¸ÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ -2014

10. ¸ÀÄ. qÁ! ¹. Dgï ZÀAzæÆ±ÉRgï, ªÀÄÄAzÁ¼ÀÄvÀ£Àz £ÀetUÀ¼À£ÀÄß ¨É¼É¸ÀÄÀªÀÄÄÀ ²ÀÄzÀÄ ºÉÃvÉ?, ¥ÀæPÁ±ÀPÀgÀÄ £ÀªÀPÀ£ÁðlPÀ ¥À©èPÉÃµÀ£Àî ¥ÉæöÊªÉmï °«ÀmÉqï. 2010

11. DzsÀÄ¤PÀ PÀ£Àßqà PÁªÀå ¨sÁUÀ-2, PÀÄÆ¥À¥À PÀ£Àßqà CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2004

12. ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£Àßqà ¸Á»vÀå ¸À«ÃPÀ¥Éë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï °Ë¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE401K/H/E	**Language-Hindi-IV**	HC	2	1	0	3	4

अध्ययन धिषय सूची / पाठ्यक्रम

इकाई – 1: ि◌ंि◌ कॎव्य – ि◌ंशय क◌ी रात - नर◌ेश म◌ेहत◌ा   **अध्यापन अि◌धिय◌ा◌ँ** : 12 hrs.

कसि परिरय
प्रथम ि◌ग
सद्वतीय ि◌ग
इकाई – 2: ि◌ंि◌ कॎव्य – ि◌ंशय क◌ी रात   **अध्यापन अि◌धिय◌ा◌ँ** : 12 hrs.

त◌तीय ि◌ग
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इका ई – 3: ि◌ंि◌ कॎव्य – ि◌ंशय क◌ी रात   **अध्यापन अि◌धिय◌ा◌ँ** : 12 hrs.

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इकाई – 4: व्य◌ाकरण : अल◌ंक◌ार , धसधनमा ररव्य◌ू   **अध्यापन अि◌धिय◌ा◌ँ** : 12 hrs.

व्याकरण : अलंकार
धसधनमा ररव्यू :

दंगल ,सहन्दी मीसियम,   और किक दे इंसियन।
किकिग्रह

सन्दर॒ ग्रथ :

1. संशय की एक रात – नरेश मेहता
2. हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
3. आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
4. हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
5. शुद्ध हिन्दी कैसे बोलें कैसे लिखें- पृथ्वीनाथ पाण्डे
6. भारतीय संस्कृत के आधार - सिद्धासिनाथ समश्र
7. रामायण की कहासनया - हषा शमा
8. रि छंद और अलंकार - कृष्णदे शमा और सुरेश अग्रिवाल

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE401K/H/E	LANGUAGE-ADDITIONAL ENGLISH-	HC	2	1	0	3	4

Course Outline:

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Myths & Mythology   **12 Hours**

John W. May – Narcissus

W.B. Yeats – The Second Coming

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

IravatiKarve – *Yuganta* (Extract)

Unit-II: Family & Relationships   **12 Hours**

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

Unit-III: Horror & Suspense   **12 Hours**

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

Unit-IV: Education   **12 Hours**

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

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE402	**Fundamentals of Media Research**	HC	2	0	2	4	5

Course Description:

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

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

Course Outcomes:

On completion of the course, the student will be able to
- Outline the process of research
- Propose a research topic independently

Course Content:

Unit I: Introduction to Media Research   **12 Hours**

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

Unit II: Elements of Research   **12 Hours**

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

Unit III: Research Presentation   **12 Hours**

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

Unit IV: Research in media audiences and the 'effects' debate   **12 Hours**

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

Practical Component

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

References Books

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE403	**American Literature**	HC	4	0	0	4	4

Course Desription:

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Poetry   **12 Hours**
1. Walt Whitman – O Captain! My Captain!
2. Emily Dickinson – The Chariot
3. Robert Frost – Birches
4. Langston Hughes – Let America Be America Again
5. Sylvia Plath – Disquieting Muses
6. Allen Ginsberg – Supermarket in California

Unit-II: Prose   **12 Hours**
1. Nathaniel Hawthorne – Rappaccini's Daughter
2. Philip Roth – Defender of the Faith
3. Frederick Douglass – Extract from *Narrative of the Life of Frederick Douglass, an American Slave*
4. Chief Seattle – *Speech*

Unit-III: Drama / Fiction   **12 Hours**
1. Tennessee Williams – *The Glass Menagerie*
2. Scott Fitzerald – *The Great Gatsby*

Unit-IV: American Film Texts   **12 Hours**
1. Margaret Mitchell – *Gone With the Wind*
2. Henry James – *Golden Bowl*

Reference Books:

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

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

17JE404	Developmental Psychology-II	HC	2	0	2	4	5

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

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

a) Concept of human development-Introduction, stages of life span development.
b) Aspects of human development- Physical, social, cognitive, moral.
c) Factors influencing human development-Ecological factors, hereditary factors.
d) Overview of theories of human development- Erickson, Piaget, Kohlberg.
e) **Conceiving a new life**-Fertilization; Multiple Births
f) **Mechanisms of Heredity**- Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance.
g) Chromosomal and Gene linked abnormalities. – Chromosomal Abnormality-Down syndrome; **Sex-linked chromosomal abnormalities** - Kleinfelters, fragile X, Turner's, XYY; **Gene linked abnormalities** - PKU, Sickle Cell Anaemia.
h) **Stages of prenatal development**.
i) Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound.
j) Birth Process- Stages of Child Birth .

Unit-II: Infancy to Childhood   **12 Hours**
a) Newborn appearance, reflexes, assessment and states
b) Physical and motor development, cognitive and language development, psychosocial development: Emotions.

Unit-III: Puberty And Adolescence   **12 Hours**

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

Unit-IV: Adulthood   **12 Hours**
a) Physical development
b) Foundations of intimate relationships: friendship, love, and sexuality; Marriage: Marital adjustment and conditions influencing it. Parenthood: adjustment to parenthood.
c) Occupational adjustment: Stable and unstable patterns, preparation for retirement, work retirement and leisure in late adulthood.
d) Psychosocial changes: Coping with Mid-life crisis, Primary and secondary ageing.
e) Psychosocial aspects: lifestyle and social issues: Personal relationships: Relationship with adult children, great-grandparenthood.
f) Stages and patterns of grieving.

Practicals-IV

1. Self-Concept Rating Scale (R.K.Saraswat)
2. Happiness Inventory

3. Concept Formation for height and size
4. Two Point Threshold
5. Size and weight Illusion

Reference Books:
   a. Diane E Papalia (1998), Human Development 7th International Edition, Mc Graw Hill Publications
   b. Lois Hoffman (1988), Developmental Psychology Today 5th Edition, Mc Graw Hill Inc.
   c. Elizabeth B Hurlock(1987), Developmental Psychology-a life-span approach 5 th Edition, Tata Mc Graw Hill publication
   d. Laura E Berk (1999), Child Development Prentice Hall of India
   e. Hetherngton & Parke (1999), Child Psychology. 5 th International Edition, Mc Graw, Hill
   f. John W. Santrock (1999) Life Span Development, 7 th Ed. Mc Graw Hill Publication

FIFTH SEMESTER

Course Code	COURSE TITLE	Course Type	L	T	P	C	Hrs./ Wk.
17JE501	Media Laws And Ethics -V	HC	2	0	2	4	4

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

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

Course Outcomes:
At the conclusion of this course, students will be able to:
   • List best contemporary ethical and professional journalism practices
   • Define basic legal terminology.
   • Explain the workings of the Indian civil and criminal justice system.

- Define the limits of legal rights.
- Assess when to seek legal counsel when needed and explain current legal issues impacting journalists
- Appraise how to avoid claims of defamation and invasion of privacy

Course Content:

Unit I: Indian Constitution   **12 Hours**

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

Unit II: Media Laws   **12 Hours**
Press and registration of books Act; Working Journalist Act- Defamation; Civil and criminal defamation; Contempt of court; Right to Information Act; Copy right Act ; Intellectual property rights; Cyber Laws; cable network Resolution; Film Censorship; Cinematograph Act 1952; Prasar Bharathi Act.

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

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

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

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

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

Reference Books:
1. Singh Sanjay Kumar. 2013.*Press Laws and ethics of Journalism*. Anmol Publication Pvt Ltd.
2. Malar and M neela .2012. *Media laws and ethics*. New Delhi: PHI learning private limited.
3. Sharma Kumar Ajay. 2012. *Journalism laws*. New Delhi: Random Publications.
4. Singh Yatindara Justice .2005. *Cyber Laws*.Delhi Universal Law Publishing.
5. Basu DD. 2002. *Law of the Press*. New Delhi: Prentice Hall.
6. Seib Philip & Fitzpatrick   Kathy.2000. *Journalism Ethics*. New York : Harcourt Brace College Publishers.

7. T Mecluskey Matha.1997. *Feminism, Media and The Law*. New York:Focus Press.
8. K SVenkateshwaran .1993. *Mass Media Laws and Regulations in India*. Singapore : AMIC.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE512	**Advertizing and Corporate Communication-VI**	SC	2	0	2	4	4

Course Description:

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

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

Course Outcomes:

At the conclusion of this course, students will be able to:
- Ouline the process of producing advertisements
- Construct and analyze audience research, media research, and environmental scanning
- Devise public relation strategy for the organization image and well-being
- Formulate corporate communication strategy for crisis management, brand management, etc.

Course Content:

Unit-I : Introduction to Advertising   12 Hours

Advertising- Definition, Nature and scope

Origin and development of advertising

Social and Economic Effects of Advertising
Ad Agency- structure and Function.

Unit-II : **Elements in Advertising**   **12 Hours**
Mediums of advertising: Print, Radio and television
New trends in advertisement; Designing advertisement: Copy writing, elements of ad copy, layout
Ethics in advertising
Types of advertising
Advertising appeals
Campaigns- Media planning strategy, media mix, Media selection, Ad budgeting.

Unit-III: **Introduction to Public Relations**   **12 Hours**
Public Relations- Meaning &Definition, nature, scope; Functions
Origin and development of public relations in India
Public opinion; Publicity; Propaganda
Role and responsibility of a public relation practitioner.

Unit-IV: Aspects of Public Relations   **12 Hours**
Organizing a press conference
Media relations: Press releases, house journals – Internal and Externals, Pamphlets and brochures, Presentation skills
Social Media in PR: corporate blogs and social networking
Ethical issues in PR- Employee relations, share holder relations, distributor-dealer relations, community relations, consumer relations. lobbying and fundraising
Professional organizations in PR.

Practical Component

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

References Books:

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

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE522	**Fundamentals of Photography-VI**	SC	2	0	2	4	4

Course Description:

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

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I : Introduction To Photography   **12 Hours**
Photography, its role & importance and history
Types of camera- TLR, SLR, Polaroid, Underwater Camera & Digital Camera
Parts & functions of camera- Aperture, Shutter speed, ISO, Focal No. & Focal Length, Depth of Field, Shallow Depth of Field;
Camera accessories: Tripod, Monopod, Filters, Lens hood and Rigs

Unit-II: Aspects of Photography   **12 Hours**
Lens- Definition, Concept & Characteristics of lens
Types of lens- wide angle, normal & Tele; Special lens- zoom, fish eye & macro Lens;
Filter- definition & concept; Characteristics and types of filters
Planning a shoot, studio, location, set props and casting

Unit-III: Principles of Photography   **12 Hours**
Lighting: Sources of light: Natural & Artificial
Elements of composition- Rule of Third, Rule of Thumb, Diagonal and S-shaped compositions, Repetition and Rhythm, Moving towards the centre
Cropping and Editing

Unit-IV: Issues Related to Photojournalism   **12 Hours**
Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports, Advertising, Tabletop and Night photography;
Text vs. Photograph; Essentials of a press photograph
Qualities of a good photojournalist
Visual story telling - Photo-features, Photo – essays
 Writing captions
Different problems related to Photography

Practical Component

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

3) Portrait
4) Landscape
5) Fashion
Create and design a photo album with text, captions; Individual assignment; minimum 12 prints in A4 pages in multi color, spiral binding

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE503	**English Literature-V Literary Criticism**	HC	4	0	0	4	4

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

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

Course Outcomes:
On completion of the course, the students will be able to:
- Develop an initial association with literary criticism of different era.
- Explain the major characteristics of Greek Literary Criticism.
- Demonstrate a good understanding of Elizabethan, Neo-Classical and Romantic Criticism.
- Outline the major features of Victorian, Modern and Postmodern Criticism.

Course Content:

Unit-I: Introduction   **12 Hours**
Function of literature and literary criticism
3. Brief history of literary criticism

Unit-II: Introduction to Greek Literary Criticism   **12 Hours**
1. Introduction to Greek Literary Criticism
2. Plato: *The Republic* (Extract)
3. Aristotle: *Poetics* (Extract)

Unit-III: Elizabethan, Neo-Classical and Romantic Criticism   **12 Hours**
1. Introduction to Elizabethan, Neo-Classical and Romantic Criticism
2. Dryden: *Essay of Dramatic Poesy* (Extract)
3. William Wordsworth & Samuel T. Coleridge: Preface to *Lyrical Ballads* (Extract)

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

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE504	**English Literature-VI Indian Writings in English – I**	SC	4	0	2	4	4

Course Desription:
This course has been designed to introduce the students to the works of Indian Writings in English. In the modern world, it is extremely important to know and appreciate one's roots and therefore this

course shall help the students to frame their own ideologies and identities and at the same time make them aware of the richness of Indian literature and culture.

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

Course Outcomes:
On completion of the course the students will be able to:
- Explain the various issues dealt by classical and modern poets of Indian Writings in English.
- Analyze the major features in the fictional narratives of Indian Writings in English.
- Demonstrate familiarity with concerns specific to India as presented in non-fictional works by Indians writing in English.

Course Content:

Unit-I: Poetry   **12 Hours**
1. Kalidasa – Canto I "Summer" (from *Ritusamhara*)
2. Kabir – If God be within the mosque…
3. Mira Bai – Your Slander is Sweet
4. Ramprasad Sen – O Longing Mind
5. Sumitra Nandan Pant – Fruits of the Earth
6. Fiaz Ahmed Fiaz – The Colour of the Moment
7. Kuvempu – Kalki
8. Sitakant Mahapatra – Father

Unit-II: Short Fiction   **12 Hours**
1. Munshi Premchand – The Shroud
2. Saadat Hasan Manto – Thanda Gosht
3. Lalithambika Antarjanam – Revenge Herself

Unit-III: Essays   **12 Hours**
1. Rabindranath Tagore – Religion of the Forest
2. A.K. Ramanujan – Is There an Indian Way of Thinking?

Unit-IV: Drama/ Novel   **12 Hours**
1. Girish Karnad – *Hayavadana*
2. R.K. Narayan – *The Guide*

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE504	**English Literature-VI European & Non-European Literature – I**	SC	2	0	2	4	4

Course Desription:

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

Course Objectives:

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

Course Outcomes:

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

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

- Develop an initial association with the fictional works of literary stalwarts from various nations.
- Outline the characteristic features of Greek drama.
- Summarize the history of Hitler's regime.

Course Content:

Unit - I: Poetry   **12 Hours**
1. Homer – from *The Iliad*
2. Dante – from *The Inferno*
3. Federico Garcia Lorca – Absent Soul (from *Lament for Ignacio Sanchez Mejias*)
4. Bertolt Brecht – To Those Born Later
5. Anna Akhmatova – Extract from *The Requiem*
6. Czeslaw Milosz – In Warsaw

Unit-II: Short Fiction   **12 Hours**
1. Leo Tolstoy – God Sees the Truth, But Waits
2. Franz Kafka – A Hunger Artist
3. Jean-Paul Sartre – The Wall

Unit - III: Essays   **12 Hours**
1. Simon Goldhill – Introduction from *Greek Tragedy*
2. William L Shirer - *The Rise and Fall of the Third Reich: A History of Nazi Germany* (Extract)

Unit-IV: Drama/ Novel   **12 Hours**
1. Sophocles – *Oedipus Rex*
2. Anton Chekov – *The Cherry Orchard*

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE505	Industrial Psychology-1	HC	2	0	2	4	4

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Introduction To Organizational Psychology   12 Hours

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

Unit-II: Job Analysis And Selection   12 Hours

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

Unit-III: Motivation and Reward Systems   12 Hours

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

Unit-IV: Training and Managing Communications   12 Hours

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

Practicals -V: Industrial Psychology

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

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE516	**Abnormal Psychology-1**	SC	2	0	2	4	4

Course Description:

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

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

Course Outcomes:

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

1. Compare and contrast biological, psychological, family, and social views of the causes and treatment of abnormal behavior.

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

Course Content:

Unit-I: Introduction to Psychopathology   **12 Hours**

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

Unit-II: The Psychological Perspectives on Abnormal Behaviour   **12 Hours**
a. The psychoanalytic approach: Freud, Freud's contemporaries and descendants, the practice of psychoanalysis.
b. Behavioural approaches: Behaviour therapy.
c. Cognitive approaches: Cognitive behavioural therapy.
d. Humanistic approaches: Humanistic therapy.

Unit-III: Diagnosis   **12 Hours**
a. Cornerstones of Diagnosis: Reliability, Validity.
b. Classification and Diagnosis: The Diagnostic System of the American Psychiatric Association (DSM-V), Specific Criticisms of the DSM.

Unit-IV: Psychological Assessment   **12 Hours**

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

Reference Books:
1. Alloy, L.B., Riskind, JH., and Manos,M.J. (2006). Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw- Hill Edition.
2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed., text revision). Washington, DC: Author.

3. Barlow,D.H. and Durand,M.V. (2000). Abnormal Psychology. 2nd Edition. New Delhi: Thomson Publication.
4. Bootzin,R.B.,Acocella,J.R. and Alloy,L.B. (1993). Abnormal Psychology–Current perspectives. 6th Edition, International Edition,Tata Graw –Hill Inc., USA.
5. Carson, R.C., Butcher, J.N and Mineka ,S.(2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.
6. Davidson and Neal (1996). 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.
7. Sue,D.,Sue,,D and Sue.S. (1990). Understanding Abnormal Behaviour. 3rd Edition, Houghton Miffin Co.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE526	**Health Psychology-1**	SC	2	0	2	4	4

Course Description:

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

COURSE OBJECTIVES

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

COURSE OUTCOMES :

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

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

Course Content:

Unit-I: Introduction   **12 Hours**

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

Unit-II: Stress and Illness   **12 Hours**
a) Stress: What is stress? Theories of Stress – (Cannon, Selye, Lazarus); Subjective correlates of stress.
b) Coping with stress; nature of coping; coping strategies; measuring coping; Social support.
c) The impact of chronic stress, which factors moderate the stress–illness link? Personality and illness. Control and social support in stress and illness.

Unit-III: Addictive Behaviour – A Perspective   **12 Hours**
a) Addiction.
b) Factors involved in learning addictive behaviour; Stages of substance abuse;
c) Interventions to promote cessation.

Unit-IV: Modification and Enhancement of Health Behaviour   **12 Hours**
a) Modification – Changing Health Habits; Cognitive-Behavioural Approaches to Health Behaviour Changes.
b) Health Enhancing Behaviour – Exercise, Maintaining a Healthy Diet, Food Habits, Weight Control.

Practicals-VI
Assessment of Personality
1. Eysenk's personality questionnaire
2. Bell's adjustment inventory

3. Type A and Type B behavioural pattern
4. Quality of Life
5. Big-5 personality factors

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

5. Alan Carr- Positive Psychology, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia**.**

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE601	**Media Management-VII**	HC	2	0	2	4	4

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

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

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

Course Content:

Unit – I: Introduction To Media Management   **12 Hours**
Principles of management - Definitions scope and functions
Management process
Essentials of management
FDI influences on media

Unit – II: Ownership Patterns in Media   **12 Hours**

Media Organizations and Structure - Organizational structures of Indian media
Print and electronic media; ownership patterns of Indian media
Organizational structure and management of Indian news agencies.

Unit – III: Audience Measurement   **12 Hours**
Media evaluation -Circulation and revenue
Readership measurement systems, ABC, NRS, INS, RNI.
Viewership measurement systems - TRP, TAM, INTAY and other rating systems.

Unit – IV: Issues Related to Media Management   **12 Hours**
Global competition on Indian Media Committees
Reports for committees/commissions; S K Patil committee report; Ashok Chanda committee report; BG Varghese committee report, Khosla committee report; Joshi committee report; P R Ramaiah committee report.

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

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE612	**NEW MEDIA-VII**	SC	2	0	2	4	4

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

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

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

Course Outcomes:

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

Course Content:

Unit – I: Introduction To New Media   **12 Hours**
Introduction to New Media- Meaning and characteristics
Interactivity and New Media
Economics of New Media
Intranet to Internet; Information & Knowledge Society
Social Media, Youth and Social Networking; Ethical issues with Social Networking

Unit – II: Impact Of New Media On Journalism   **12 Hours**
Understanding New Media- Impact of new media on journalism
Difference of elements between web journalism, traditional journalism and other media
Characteristics of the online writer/journalist; Trends in web/online journalism
Journalism ethics and restraint in new media-Accuracy, Privacy, Fairness, Linking, Journalistic integrity, Questions of Plagiarism;

Unit – III: Writing For The Web   **12 Hours**
Linear vs. nonlinear form
Writing for the screen vs. writing for print
Web page writing and editing techniques
Website vs. web-portal
Web site planning, design and the writer- Basic HTML for writers;
Audience analysis; Content planning, structure; Copyright issues;
Visual Design; Web page elements

Unit – IV: New Media And Society   **12 Hours**
Networked Societies
Social relationship and Identity-Online and Offline
E-Governance; Innovations in E-Governance
New Media as Surveillance Technology
Activism in Cyber Space

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

References Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE622	**Technology for Communication-VIII**	SC	2	0	2	4	4

Course Description:

This course is designed to provide the students with detailed insight into the significance of technology for communication. Students in the process shall gain an understanding of how technology has become a dominant factor in shaping various multi-media elements and mastering these technical aspects would help the students in technical skill development.

Course Objectives

- To help the students understand the importance of technology in communication.
- To explain students the technical aspects in media.
- To learn the technology used for communication purpose and gain knowledge of media production softwares.

Course Outcomes:

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

- Understand the importance of technology in communication
- Identify the use of accurate technology for various media colleterals
- Adopt and create various multi-media products

UNIT I

Introduction to computer – history, software and hardware, Devices: input, output, primary and secondary storage device. Computer networking and Internet issues: LAN, MAN, CAN, MAN, advantages and disadvantages of networking and the Internet. World Wide Web (WWW), and Basics of Internet

UNIT II

Graphic Designing- Introduction to Photoshop, Photo editing , colour and tone correction, Image size, Selection , Grid and Guides, Masks , Channel , Painting and Editing Layers, Filters, Actions , Automation , Preparing Images For Print and Web Working with 3D layers.

UNIT III

Layout designing- Quark Express basics, Adobe In design: Layout designing, working with text and graphics, column alignment, column guide, auto flow, indexing, importing text, images. Publishing books, Multilayer newsletters, Documents, Creation of E-books, E-Brochure, Exporting content for web

UNIT IV

Website Development- Introduction Work Flow, Property window, site concept saving, Adding Images and Multimedia (Graphics, Flash , animation) content, Planning Layout, Using frames, Multiple WebPages, DHTML, Layers, Cascading Style Sheets (CSS) Tables

Practical Component

- News Letter Design
- Logo or Greeting Card Making
- Photo editing- Retouching and Image Manipulations
- Creating Poster, brochure, Magazine covers

Text Books And Reference Books:

1. Introduction to computers – PeterNorton – TataMcGraw hill – 2005 Edition
2. Adobe Photoshop CS3 Bible , LaurieUlrichFuller and RobertCFuller

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE603	**ENGLISH LITERATURE & Language- VIII: Indian Writings in English - II**	SC	4	0	0	4	4

Course Desription:

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

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

Course Outcomes:

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

Course Content:

Unit-I: Poetry   **12 Hours**
1. Nissim Ezekiel – Goodbye Party for Miss Pushpa T.S.
2. Keki Daruwala – Migrations
3. Kabita Sinha – Eve Speaks to God
4. K. Satchidandan – Gandhi and the Poem
5. Chandrashekara Kambar – Fiend of Folktales
6. Jyoti Lanjewar – Mother

Unit-II: Short Fiction   **12 Hours**
1. O.V. Vijayan – After the Hanging
2. Githa Hariharan – The Remains of the Feast
3. Temsula Ao – The Jungle Major

Unit-III: Essays   **12 Hours**
1. Sudhir Kakar – Feminine Identity in India (Extract from *The Inner World)*
2. Rajeshwari Sunder Rajan - Language Debate (Extract from *Lie of the Land)*

Unit-IV: Drama/ Novel   **12 Hours**
1. Mahesh Dattani – *Dance Like a Man*
2. Mahasweta Devi – *Mother of 1084*

Reference Books:
1. Dattani, Mahesh. *Dance Like a Man*. Penguin, 2006.
2. Devi, Mahashweta. *Mother of 1084*. Penguin, 2014.

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE604	**English Literature & Language-VIII: European & Non-European Literature - II**	SC	4	0	0	4	4

Course Desription:

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Poetry   **12 Hours**
1. Pablo Neruda – I am Explaining a Few Things
2. A.D. Hope – Australia
3. Margaret Atwood – Helen of Troy Does Countertop Dancing
4. Zulfikar Ghose – This Landscape, These People
5. Gabriel Okara – You Laughed and Laughed and Laughed
6. Yasmine Gooneratne – On an Asian Poet Fallen Among Americans

Unit-II: Short Fiction   **12 Hours**
1. Katherine Mansfield – The Garden Party
2. Gabriel Garcia Marquez – A Very Old Man with Enormous Wings
3. Jorge Luis Borges – The Gospel According to Mark

Unit-III: Essays   **12 Hours**
1. Ngugi - Abolition of English Department
2. Loomba, Ania. *Colonialism/ Postcolonialism* (Extract)

Unit-IV: Drama/ Novel   **12 Hours**
1. Chinua Achebe – *Things Fall Apart*
2. Jean Rhys – *Wide Sargasso Sea*

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE605	**Industrial Psychology-II**	HC	2	0	2	4	4

Course Description:

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

Course Objectives:

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

Course Outcomes:

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

1. Demonstrate a solid fundamental knowledge of psychology as a discipline. This will include both knowledge of the history of the field, but also of the current facets, theoretical perspectives, and the divisions within the broad field of Psychology.
2. Analyze psychological research in the nfieldm of organizational behavior in terms of forming hypotheses, collecting, analyzing and interpreting the data necessary to test the hypotheses, and thinking critically about the obtained results.
3. Comprehend the domains that comprise the core of I-O Psychology, which include: 1) ethical, legal, and professional contexts, 2) measurement of individual dfferences, 3) criterion theory and development, 4) job and task analysis, 5) employee selection, 6) performance appraisal, 7) training and development, 8) work motivation, and 9) attitude theories.
4. Practice of I-O psychology by applying the concepts in the field of I-O psychology to the functioning of organizations.

Course Content:

Unit-I: Performance Appraisal   **12 Hours**

1. Performance Appraisal: Definition, Need for Performance Appraisal,

2. Techniques of Performance Appraisal Methods –(a) Objective Performance Appraisal methods. b) Judgmental Performance Appraisal Methods; 360* Feedback. Bias in Performance Appraisal. How to Improve Performance Appraisals.

Unit-II: Job Satisfaction, Industrial Morale & Leadership   **12 Hours**

a). Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Factors influencing on job satisfaction.

b) Industrial Morale**:** Nature and characteristics, importance of industrial morale.

c) Leadership – definition and nature, styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders, Team work, Team cycle and team building.

Unit-III: Employee Attitudes and Their Effects   **12 Hours**

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

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

Unit-IV: Employee Stress And Employee Counseling   **12 Hours**

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

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

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
17JE616	**Abnormal Psychology-II**	SC	2	0	2	4	4

Course Description:

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

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

Course Outcomes:

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

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

Course Content:

Unit-I: Anxiety Disorders   **12 Hours**

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

Unit-II: Somatoform Disorders   **12 Hours**

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

Unit-III: Mood Disorders   **12 Hours**

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

Unit-IV: Schizophrenia & Brain Disorders   **12 Hours**

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

Reference Books:
1. Alloy, L.B., Riskind, JH., and Manos,M.J. (2006). Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw- Hill Edition.
2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed., text revision). Washington, DC: Author.
3. Barlow,D.H. and Durand,M.V. (2000). Abnormal Psychology. 2nd Edition. New Delhi: Thomson Publication.
4. Bootzin,R.B.,Acocella,J.R. and Alloy,L.B. (1993). Abnormal Psychology–Current perspectives. 6th Edition, International Edition,Tata Graw –Hill Inc., USA.
5. Carson, R.C., Butcher, J.N and Mineka ,S.(2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.
6. Davidson and Neal (1996). 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.
7. Sue,D.,Sue,,D and Sue.S. (1990). Understanding Abnormal Behaviour. 3rd Edition, Houghton Miffin Co.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
17JE626	**Health Psychology-II**	SC	2	0	2	4	4

Course Description:

This is an advanced course in psychology designed to give a broad overview of the field of health psychology. Health psychology is a relatively young, diverse, and multidisciplinary field that

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

Course Objectives:

Students are expected to develop an understanding of health psychology and gain skills in the following:
1. To critically examine Eating behavior and disorders.
2. To articulate the basic premises and theories of pain.
3. To describe and appraise human sexual behavior, sexual disorders and prevention of sexual disorders.
4. To discuss the life style disorders and its orevention.

Course Outcomes :

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

1. Demonstrate factors influencing on eating behavior, types of eating disorders and prevetion of eating disorders.
2. Evaluate the factors influencing the pain and find out the preventive measure to reduce the pain.
3. Comprehend the concept of sex and its disorders and intervention measures.
4. Analyse the human life style disorders and preventive measures to live a positive life.

Course Content:

Unit-I: Eating Behaviour and Exercise   **12 Hours**

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

Unit-II: Pain   **12 Hours**
   a) Nature of pain; early pain theories; the gate control theory of pain;
   b) The role of psychosocial factors in pain perception; subjective –affective – cognitive processes.
   c) The role of psychology in pain treatment; CBT.

d) Managing pain – biofeedback, relaxation technique, hypnosis, acupuncture, distraction, guided imagery.

Unit-III: Sex   12 Hours

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

Unit-IV: Life Style Disorders, Hiv And Cancer   12 Hours

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

Practicals -VIII: Assessment
1. Beck's Depression Inventory.
2. Beck's Anxiety Inventory
3. General Health Questionnaire.
4. 16 Personality factors.
5. Multiphasic Personality Questionnaire.

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

CAREER COUNSELING 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 Commerce is efficient leaders of repute, who can deal the real time problems with 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, leadership, and strategic management 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 University has recognized skill development and industry relationship as its very important activities. Therefore, the University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director has been established to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has signed MOU's with Multi-National Companies, research institutions, Government agencies like NSDC (National Skill Development Corporation) and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.

FACULTY MEMBERS

Sl. No.	Name of the Faculty	Designation
1.	Dr. Payel Dutta Choudhary	Director
2.	Mr. Manjunath M	Program Co-ordinator, Assistant Professor
3.	Dr. Hemantha Kumara V	Assistant Professor
4	Ms. Sudeshna Das	Assistant Professor
5.	Dr. Srinivasa Murthy	Senior Assistant Professor
6.	Ms. Slyla Abraham	Assistant Professor
7.	Mr. Lingappa	Assistant Professor
8.	Ms. Vijayalakshmi Sam	Assistant Professor
9.	Mr. Lingappa	Assistant Professor
10.	Ms. Ritushree Sengupta	Assistant Professor
11.	Ms. Swathika Y. S.	Assistant Professor

DO'S AND DON'TS

DO'S

Maintain discipline and respect the rules and regulations of the university

Be regular and punctual to classes

Study regularly and submit assignments on time

Be respectful to your colleagues/friends and hostel staff/management.

Read the notice board (both at your college and the hostel) regularly.

Utilize your Personal Computer for educational purpose only.

Follow the code of conduct.

Visit Health Center on the campus whenever you are unwell.

Be security conscious and take care of your valuables especially Cash, Mobile Phones, Laptop and other valuables.

Carry your valuables along with you whenever you proceed on leave/vacation.

Use electric appliances, lights and water optimally.

Keep the campus clean and hygienic.

DON'TS

Ragging inside / outside the campus.

Possession of Fire arms and daggers etc.

Use of Alcohols, Toxic drugs, sheesha, gutkha and hashish/heroin etc.

Use of Crackers, explosives and ammunition etc.

Smoking and keeping any kind of such items.

Misusing college & hostel premises/facilities for activities other than studies.

Playing loud music in the room which may disturb studies of colleagues / neighbours.

Making noise and raising slogans.

Keeping electrical appliances, other than authorized ones.

Involvement in politics, ethnic, sectarian and other undesirable activities.

Proxy in any manner.

Use of mobiles in the classrooms.

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