

**IIS (deemed to be UNIVERSITY), Jaipur**

**DEPARTMENT OF ENGLISH**

**Programme- BA (PASS)**

**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME OUTCOMES**

<b>PO1</b>	Students will be able to acquire knowledge in the field of social sciences, literature and humanities.
<b>PO2</b>	Students will develop a comprehensive understanding of the theories and practices of different disciplines.
<b>PO3</b>	Students will acquire the ability of effective social interaction.
<b>PO4</b>	Students will be able to act with an informed awareness of issues through voluntary participation in civic life.
<b>PO5</b>	Students will acquire the ability of ethical decision making.
<b>PO6</b>	Students will understand the holistic issues related to environment and sustainable development.
<b>PO7</b>	Students will be able to engage in independent and lifelong learning.
<b>PO8</b>	Students will develop exceptional textual, visual, and verbal communication abilities.
<b>PO9</b>	Students will be able to understand the emergence of various social problems and will acquire the skills to help in the development of strategies to alleviate them.
<b>PO10</b>	Students will be able to appraise the attributes relevant to personal development and social functioning.
<b>PO11</b>	Students will be able to develop core competencies of written and oral communication, quantitative reasoning, information literacy and critical thinking.
<b>PO12</b>	Students will be able to develop a critical temper, communicate effectively on various activities and make effective presentations.
<b>PO13</b>	Students will be able to apply the knowledge to the solution of complex problems.

## **PROGRAMME SPECIFIC OUTCOMES**

**Upon graduation (with Pass Course), the students will be able to:**

<b>PS01</b>	Demonstrate an understanding of the literary ages and characteristics of the respective age
<b>PS02</b>	Understand the prominent writers of the literary ages and the salient features of their writings
<b>PS03</b>	Cultivate the ability to evaluate the different literary forms and genres of literature
<b>PS04</b>	Inculcate the essential skills of documentation and academic writing, towards developing research acumen
<b>PS05</b>	Develop critical thinking for effective literary analysis of the chosen texts, within the wider socio-cultural and historical contexts
<b>PS06</b>	Apply knowledge to create awareness and sensitize themselves to issues related to values and the essential human condition
<b>PS07</b>	Recognize employability options in the programme, as part of skill-development, for careers in academics, content-writing, translation, etc.

**COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)**

Course	COs												
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG-101	C01	x	X	x	x	x		x					
	C02	x	X	x	x	x		x					
	C03		X	x	x	x		x					
ENG-102	C04	x	X	x	x	x		x					
	C05	x	X	x	x	x		x					
	C06		X	x	x	x		x					
ENG-103	C07					x	x						
	C08					x	x	x					
	C09					x	x						
ENG-201	C010	x	X	x	x	x		x					
	C011	x	X	x	x	x		x					
	C012		X	x	x	x		x					
ENG-202	C013	x	X	x	x	x		x					
	C014	x	X	x	x	x		x					
	C015		X	x	x	x		x					
ENG-203	C016					x	x						
	C017					x	x	x					
	C018					x	x						
ENG-301	C019	x	X	x	x	x		x					
	C020	x	X	x	x	x		x					
	C021		X	x	x	x		x					
ENG-302	C022	x	X	x	x	x		x					
	C023	x	X	x	x	x		x					
	C024		X	x	x	x		x					
ENG-303	C025					x	x						
	C026					x	x	x					
	C027					x	x						
ENG-401	C028	x	X	x	x	x		x					
	C029	x	X	x	x	x		x					
	C030		X	x	x	x		x					
ENG-402	C031	x	X	x	x	x		x					
	C032	x	X	x	x	x		x					
	C033		x	x	x	x		x					
ENG-403	C034					x	x						
	C035					x	x	x					
	C036					x	x						
ENG-501	C037	x	x		x	x		x					
	C038	x	x	x	x	x		x					
	C039			x	x	x		x					
ENG-502	C040		x	x	x	x		x					
	C041	x	x	x	x	x		x					
	C042			x	x	x		x					
ENG-503	C043					x	x						
	C044					x	x	x					
	C045					x	x						

<b>ENG-601</b>	<b>C046</b>	x	x		x	x		x					
	<b>C047</b>	x	x	x	x	x		x					
	<b>C048</b>			x	x	x		x					
<b>ENG-602</b>	<b>C049</b>		x	x	x	x		x					
	<b>C050</b>	x	x	x	x	x		x					
	<b>C051</b>			x	x	x		x					
<b>ENG-603</b>	<b>C052</b>					x	x						
	<b>C053</b>					x	x	x					
	<b>C054</b>					x	x						

**B.A. (PASS COURSE) ENGLISH (2020-2021)**

**COURSE OUTCOMES - Semester I**

**PAPER CODE: ENG 101**

**Reading Poetry and Drama**

**(Theory)**

**Credits: 3**

**Maximum marks: 100**

**Contact Hrs/Week: 3**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Evaluate the literary age / period and its salient features
2. Understand the prominent writers of the age and their individual style
3. Appreciate the poetry and drama and the different literary devices

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 101</b>	Reading Poetry and Drama	<p>The students will be able to:</p> <p><b>CO1.</b> Recognize the literary age / period and its salient features</p> <p><b>CO2.</b> Understand the prominent writers of the age and their individual style</p> <p><b>CO3.</b> Comprehend and appreciate the poetry and drama and the different literary devices</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end <b>examinations</b>, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1 Thomas Wyatt**

**9 Hrs**

- Whoso List to Hunt

- They Flee From Me

**Christopher Marlowe**

- The Aspiring Mind
- Beauty Inexpressible  
(from The First Part of *Tamburlaine, the Great*)
- The Passionate Shepherd to his Love

**Unit 2      Edmund Spenser      8 Hrs**

- Fair proud
- Like as a Huntsman
- Most Glorious Lord of Lyfe, that on this day...
- One day I wrote her name upon the strand  
(Sonnets from *Amoretti*)

**Unit 3      William Shakespeare      8 Hrs**

- Shall I Compare thee...
- The Marriage of True Minds
- Not Marble Nor the.....
- When I Consider....
- Like as the Waves ...

**Unit 4      John Donne      10 Hrs**

- Death, Be not Proud
- The Good Morrow

**Robert Herrick**

- To Daffodils

**George Herbert**

- Vertue
- Redemption

**Unit 5      William Shakespeare      10 Hrs**

- The Merchant of Venice

**BOOKS RECOMMENDED**

- Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, eds. *The Norton Anthology of Poetry*. W. W. Norton, 1996.
- Gardner, Helen, ed. *The Metaphysical Poetry*. Penguin Classics, 1960.
- Jain, Jasbir, ed. *Strings of Gold Part 1*. Macmillan India, 1994.
- Spenser, Edmund. *Edmund Spenser's Poetry*, edited by Anne Lake Prescott and Andrew Hadfield. W. W. Norton, 2000.
- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning, 2014.
- Boulton, Majorie. *Anatomy of Poetry*. Routledge & Kegan Paul, 1982.
- Nayar, Pramod K. *Short History of English Literature*. Cambridge University Press, 2009.
- Scholes, Robert. *Elements of Drama*. OUP. 1981.

**PAPER CODE: ENG 102**  
**Reading Prose and Fiction**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Appraise a variety of prose and fictional works
2. Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works
3. Understand the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 102</b>	<b>Reading Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO4.</b> Understand a variety of prose and fictional works</p> <p><b>CO5.</b> Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works</p> <p><b>CO6.</b> Learn the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar</p>	<p>Class test, Semester end <b>examinations</b>, Quiz, Assignments, Presentation</p>

			presentation, Quizzes	
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## CONTENTS

<b>Unit 1</b>	<b>Francis Bacon</b>	<b>10 Hrs</b>
	<ul style="list-style-type: none"> <li>• Of Youth and Age</li> <li>• Of Studies</li> </ul>	
	<b>Abraham Cowley</b>	
	<ul style="list-style-type: none"> <li>• Of Solitude</li> </ul>	
<b>Unit 2</b>	<b>Joseph Addison</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• Meditations in Westminster Abbey</li> </ul>	
	<b>Richard Steele</b>	
	<ul style="list-style-type: none"> <li>• The Art of Conversation</li> </ul>	
	<b>Samuel Johnson</b>	
	<ul style="list-style-type: none"> <li>• Praises of Solitude</li> </ul>	
<b>Unit 3</b>	<b>Washington Irving</b>	<b>7 Hrs</b>
	<ul style="list-style-type: none"> <li>• Adventures of the German Student</li> </ul>	
	<b>Edgar Allan Poe</b>	
	<ul style="list-style-type: none"> <li>• Some Words with a Mummy</li> </ul>	
	<b>Guy de Maupassant</b>	
	<ul style="list-style-type: none"> <li>• The Necklace</li> </ul>	
<b>Unit 4</b>	<b>Leo Tolstoy</b>	<b>7 Hrs</b>
	<ul style="list-style-type: none"> <li>• How Much Land Does a Man Need?</li> </ul>	
	<b>Anton Chekhov</b>	
	<ul style="list-style-type: none"> <li>• A Work of Art</li> </ul>	
	<b>Oscar Wilde</b>	
	<ul style="list-style-type: none"> <li>• The Model Millionaire</li> </ul>	



**Unit 5 Jane Austen****12 Hrs**

- Pride and Prejudice

**BOOKS RECOMMENDED**

- *English Prose Selections for B.A. Part - 1.* Macmillan, 1893.
- *Popular Short Stories.* Oxford UP, 2002.
- Kumar, Shiv K. *Short Stories of Yesterday and Today.* OUP, 1998.
- Abrams, M.H. *A Glossary of Literary Terms.* Cengage Learning, 2014.
- Boulton, Majorie. Baldick, Chris. *Oxford Dictionary of Literary Terms.* OUP, 2008.
- *Anatomy of Poetry.* Routledge & Kegan Paul, 1982.

**PAPER CODE: ENG 103****PROJECT****Credits: 2****Maximum marks: 100****Contact Hrs/Week: 2****Total Hrs: 30****Course Objectives:**

The course will enable the students to:

1. Demonstrate basic skills of academic writing and practices of research
2. Understand research ethics and techniques of documentation
3. Present their findings in a written report

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 103</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>CO7.</b> Demonstrate basic skills of academic writing and practices of research</p> <p><b>CO8.</b> Understand research ethics and techniques of documentation</p> <p><b>CO9.</b> Present their findings in a written report</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	Observation, Presentation, Report writing

**PAPER CODE: ENG 201**  
**Reading Poetry and Drama**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Appraise the literary age / period and its salient features
2. Understand the prominent writers of the age and their individual style
3. Comprehend and appreciate the various forms of poetry and drama and the different literary devices

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 201</b>	<b>Reading Poetry and Drama</b>	<p>The students will be able to:</p> <p><b>CO10.</b> Recognize the literary age/ period and its salient features</p> <p><b>CO11.</b> Understand the prominent writers of the age and their individual style</p> <p><b>CO12.</b> Comprehend and appreciate the various forms of poetry and drama and the different literary devices</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1      John Milton**

**9 Hrs**

- On His Blindness
- On His Twenty-Third Birthday
- When the Assault was Intended to the City
- On the Late Massacre in Piedmont

<b>Unit 2</b>	<b>John Dryden</b> <ul style="list-style-type: none"><li>• A Song for St. Cecilia's Day</li></ul> <b>Alexander Pope</b> <ul style="list-style-type: none"><li>• Solitude</li></ul>	<b>8 Hrs</b>
<b>Unit 3</b>	<b>James Thomson</b> <ul style="list-style-type: none"><li>• Autumn (from <i>Strings of Gold</i>)</li><li>• Winter (from <i>Strings of Gold</i>)</li></ul> <b>William Collins</b> <ul style="list-style-type: none"><li>• Ode to Simplicity</li></ul>	<b>9 Hrs</b>
<b>Unit 4</b>	<b>Thomas Gray</b> <ul style="list-style-type: none"><li>• Elegy Written in a Country Churchyard</li></ul> <b>William Cowper</b> <ul style="list-style-type: none"><li>• Light Shining out of Darkness</li></ul>	<b>9 Hrs</b>
<b>Unit 5</b>	<b>William Congreve</b> <ul style="list-style-type: none"><li>• The Way of the World</li></ul>	<b>10 Hrs</b>

#### **BOOKS RECOMMENDED**

- Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, eds. *The Norton Anthology of Poetry*. W. W. Norton, 1996.
- Jain, Jasbir, ed. *Strings of Gold Part 1*. Macmillan, 1994.
- Boulton, Majorie. *Anatomy of Poetry*. Routledge & Kegan Paul, 1982.
- Hudson, William Henry. *An Outline History of English Literature*. Bell, 1913.

**PAPER CODE: ENG 202**  
**Reading Prose and Fiction**  
**Theory**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Understand a range of prose and fictional works
2. Comprehend the nuances of the styles of representative authors in terms of the age / period of the works
3. Understand the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 202</b>	<b>Reading Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO13.</b> Understand creative expression through a variety of prose and fictional works</p> <p><b>CO14.</b> Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works</p> <p><b>CO15.</b> Learn the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1 Jonathan Swift**

**9 Hrs**

- On Style

**Oliver Goldsmith**

- National Prejudices

**Unit 2      Charles Lamb      9 Hrs**

- Dream Children: A Reverie

**William Hazlitt**

- Common Sense

**Unit 3      Nathaniel Hawthorne      9 Hrs**

- Dr. Heidegger's Experiment

**John Galsworthy**

- Quality

**H. G. Wells**

- The Apple

**Unit 4      O. Henry      8 Hrs**

- The Gift of the Magi

**Sir Arthur Conan Doyle**

- The Dying Detective

**H.H. Munro**

- The Open Window

**Unit 5      George Eliot      10 Hrs**

- *Silas Marner*

**BOOKS RECOMMENDED**

- *English Prose Selections* for B.A. Part - 1. Macmillan, 1893.
- *Popular Short Stories*. OUP, 2002.
- Kumar, Shashi and Paul Gunshekhar. *An Anthology of Short Stories*. Orient Longman, 2003.
- Kumar, Shiv K. *Short Stories of Yesterday and Today*. OUP, 1998.
- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning, 2014.
- Baldick, Chris. *Oxford Dictionary of Literary Terms*. OUP, 2008.
- Boulton, Marjorie. *Anatomy of Poetry*. Routledge & Kegan Paul, 1982.

**PAPER CODE: ENG 203**

**PROJECT**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Demonstrate basic skills of academic writing and practices of research
2. Understand research ethics and techniques of documentation
3. Present their findings in a written report

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 203	Project	<p>The students will be able to:</p> <p><b>CO16.</b> Demonstrate basic skills of academic writing and practices of research</p> <p><b>CO17.</b> Understand research ethics and techniques of documentation</p> <p><b>CO18.</b> Present their findings in a written report</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	Observation, Presentation, Report writing

**PAPER CODE: ENG 301**  
**Reading Poetry and Drama**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Evaluate the literary age / period and its salient features
2. Understand the prominent writers of the age and their individual style
3. Comprehend the various forms of poetry and drama and the different literary devices

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 301</b>	<b>Reading Poetry and Drama</b>	<p>The students will be able to:</p> <p><b>CO19.</b> Recognize the literary age / period and its salient features</p> <p><b>CO20.</b> Understand the prominent writers of the age and their individual style</p> <p><b>CO21.</b> Comprehend and appreciate the various forms of poetry and drama and the different literary devices</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1 William Blake**

**9 Hrs**

- London
- The Tiger

**William Wordsworth**

- The Solitary Reaper
- Daffodils

**Unit 2      S.T. Coleridge      10 Hrs**

- Christabel - Part I

**P.B. Shelley**

- Ode to the West Wind

**John Keats**

- Ode to a Nightingale

**Unit 3      Robert Browning      8 Hrs**

- My Last Duchess
- Prospice

**Alfred Tennyson**

- Ulysses

**Unit 4      Matthew Arnold      9 Hrs**

- Dover Beach
- The Scholar Gypsy

**G.M. Hopkins**

- The Sea and the Skylark
- Spring and Fall

**Unit 5      Henrik Ibsen      9 Hrs**

- *A Doll's House*

**BOOKS RECOMMENDED**

- Allison, Barrow and Blake. *Norton Anthology of Poetry*. W. W. Norton & Company, 1983.
- Bennet, H.S. *Fifteen poets: Chaucer, Spenser, Shakespeare [and others]*. Clarendon Press, 1941.
- Jain, Jasbir. *Strings of Gold Part 2: An Anthology of Poems*. Macmillan, 1994.
- Boulton, Majorie. *Anatomy of Poetry*. Routledge&Kegan Paul, 1982.
- Bowra, C. M. *The Romantic Imagination*. Oxford University Press, 1950.
- Daiches, David. *A Critical History of English Literature*. Vol 1 to 4. Secker & Warburg, 1960.
- Delahunty, Andrew. *Dictionary of Allusions*. Oxford University Press, 2001.



- McCalman, Iain. *An Oxford Companion To The Romantic Age: British Culture, 1776-1832*. Oxford University Press, 2001.

**PAPER CODE: ENG 302**  
**Reading Prose and Fiction**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Comprehend creative expression through a variety of prose and fictional works
2. Evaluate nuances of the styles of representative authors in terms of the age / period of the works
3. Understand fiction, viz. theme, structure, point of view, referential and connotative meaning and language

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 302</b>	<b>Reading Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO22.</b> Understand creative expression through a variety of prose and fictional works</p> <p><b>CO23.</b> Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works</p> <p><b>CO24.</b> Learn the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1      R.L. Stevenson**

**9 Hrs**

- El Dorado

**Bertrand Russell**

- Machines and Emotions

**Unit 2      E.V. Lucas      8 Hrs**

- Third Thoughts

**G.K. Chesterton**

- The Adventures of Having One Leg

**Unit 3      Lu Xun      8 Hrs**

- Kong Yiji

**Katherine Mansfield**

- A Cup of Tea

**William Somerset Maugham**

- The Ant and the Grasshopper

**Unit 4      Morley Callaghan      8 Hrs**

- The Snob

**Chinua Achebe**

- Marriage is a Private Affair

**Emily Gaboriau**

- The Accursed House

**Unit 5      Thomas Hardy      12 Hrs**

- *The Mayor of Casterbridge*

**BOOKS RECOMMENDED**

- Lockett, C.H. Ed. *The Art of the Essayist*. Longman, 1949.
- Sasikumar, Java and Gunasheka, Paul. *Spectrum- An Anthology of Short Stories*. Orient Longman Private Limited, 1974.
- Walker, Hugh. *English Essay and Essayists*. J.M. Dent & Sons, 1915.
- Alexander, L.G. *Poetry and Prose Appreciation for Overseas Students*. Longman, 1970.

- Boulton, Marjorie. *Anatomy of Prose*. Routledge & Kegan Paul, 1968.
- Delahunty, Andrew. *Dictionary of Allusions*. Oxford University Press, 2001.

**PAPER CODE: ENG 303**

**PROJECT**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Learn some more skills of academic writing and practices of research
2. Better understand research ethics and techniques of documentation
3. Present their findings in a more organized written report

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 303	Project	<p>The students will be able to:</p> <p><b>CO25.</b> Demonstrate some more skills of academic writing and practices of research</p> <p><b>CO26.</b> Better understand research ethics and techniques of documentation</p> <p><b>CO27.</b> Present their findings in a more organized written report</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	<p>Observation, Presentation, Report writing</p>

**PAPER CODE: ENG 401**

**Reading Poetry and Drama**

**Theory**

**Credits: 3**

**Maximum marks: 100**

**Contact Hrs/Week: 3**

**Total Hrs: 45**

### Course Objectives:

The course will enable the students to:

1. Evaluate the literary age/ period and its salient features
2. Critically appreciate the prominent writers of the age and their individual style
3. Assess the various forms of poetry and drama and the different literary devices

### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 401	Reading Poetry and Drama	<p>The students will be able to:</p> <p><b>CO28.</b> Recognize the literary age / period and its salient features</p> <p><b>CO29.</b> Understand the prominent writers of the age and their individual style</p> <p><b>CO30.</b> Comprehend and appreciate the various forms of poetry and drama and the different literary devices</p>	<p><b>Approach in teaching:</b></p> <p>Pre-reading discussion on age and author, Shared Reading, Interactive Lectures, Discussion, Reading, Role play</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Seminar presentation, Giving tasks, Practical in form of projects</p>	Assignments, Class test, Semester end examinations, Quiz, Assignments, Presentation, Observation Individual and group projects

### CONTENTS

#### Unit 1

#### W. B. Yeats

9 Hrs

- A Prayer for My Daughter
- Wild Swans at Coole
- An Irish Airman Foresees...
- Coole Park

<b>Unit 2</b>	<b>T. S. Eliot</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• Preludes</li> <li>• Marina</li> </ul>	
<b>Unit 3</b>	<b>W. H. Auden</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• Dear, though the night is ...</li> <li>• Musee Des Beaux Arts</li> <li>• Lay Your Sleeping Head, My Love</li> <li>• As I Walked Out</li> </ul>	
<b>Unit 4</b>	<b>Philip Larkin</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• Lines on a Young Lady's...</li> <li>• At Grass</li> </ul>	
	<b>Ted Hughes</b>	
	<ul style="list-style-type: none"> <li>• An Otter</li> <li>• Pike</li> </ul>	
<b>Unit 5</b>	<b>G. B. Shaw</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Arms and the Man</i></li> </ul>	

### **BOOKS RECOMMENDED**

- Allison, Barrow and Blake. *Norton Anthology of Poetry*. W. W. Norton & Company, 1983.
- Jain, Jasbir. *Strings of Gold Part 2: An Anthology of Poems*. Macmillan, 1994.
- Woodhead, Chris. *Nineteenth and Twentieth Century Verse*. Oxford University Press, 1984.
- Alexander, L.G. *Poetry and Prose Appreciation for Overseas Students*. Longman, 1970.
- Boulton, Majorie. *Anatomy of Poetry*. Routledge & Kegan Paul, 1982.
- Daiches, David. *A Critical History of English Literature*. Vol 1 to 4. Secker & Warburg, 1960.
- Watson, Peter. *The Modern Mind: An Intellectual History of the 20<sup>th</sup> Century Literature: A Survey of Poetry*. Perennial Harper, 2002.
- Smith, Stan. Ed. *The Cambridge Companion to W.H. Auden*. CUP, 2005.

**PAPER CODE: ENG 402**  
**Reading Prose and Fiction**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Evaluate a variety of prose and fictional works
2. Assess the representative authors in terms of the age / period of the works
3. Demonstrate the understanding of the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 402</b>	<b>Reading Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO31.</b> Understand creative expression through a variety of prose and fictional works</p> <p><b>CO32.</b> Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works</p> <p><b>CO33.</b> Learn the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language</p>	<p><b>Approach in teaching:</b></p> <p>Searching-selecting technique, Inferring, Teaching Vocabulary, Interactive Lectures, Discussion, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Seminar presentation, Giving tasks, Practical in form of projects</p>	<p>Assignments, Class test, Semester end examinations, Quiz, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit 1 H. Belloc**

**9 Hrs**

- On an Educational Reform

**Aldous Huxley**

- Pleasures

**Gilbert Highet**

- Wonders are Many

**Unit 2**

**Robert Lynd**

**9 Hrs**

- Student

**Herbert Read**

- The Poet and the Film

**J. B. Priestley**

- In Crimson Silk

**Unit 3**

**Alan Sillitoe**

**7 Hrs**

- On Saturday Afternoon

**KewlianSio**

- Let's Go Home

**Joyce Cary**

- Growing Up

**Unit 4**

**Maxim Gorky**

**7 Hrs**

- The Mother of a Traitor

**Liam O' Flaherty**

- The Reaping Race

**Ernest Hemingway**

- Old Man at the Bridge

**Unit 5**

**George Orwell**

**13 Hrs**

- *Animal Farm*

## BOOKS RECOMMENDED

- Batra , Shakti and Sidhu, P.S. Ed. . *Choice of Short Stories*. Oxford University Press, 1997.
- Kumar, Shiv. Ed. *Short Stories of Yesterday and Today*. Oxford University Press, 1998.
- Lockett, C.H. Ed. *The Art of the Essayist*. Longman, 1949.
- Sasikumar , Java and Paul Gunashekar. *Spectrum- An Anthology of Short Stories*. Orient Longman Private Limited, 1974.
- Alexander, L.G. *Poetry and Prose Appreciation for Overseas Students* .Longman, 1970.
- Boulton, Majorie. *Anatomy of Prose*. Routledge&Kegan Paul, 1968.
- Delahunty, Andrew. *Dictionary of Allusions*.Oxford University Press, 2001.

## PAPER CODE: ENG 403

### PROJECT

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

### Course Objectives:

The course will enable the students to:

1. Demonstrate some more skills of academic writing and practices of research
2. Better understand research ethics and techniques of documentation
3. Present their findings in a more organized written report

### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 403	Project	The students will be able to: <b>CO34.</b> Demonstrate some more skills of academic writing and practices of research <b>CO35.</b> Better understand research ethics and techniques of documentation <b>CO36.</b> Present their findings in a more organized written report	<b>Approach in teaching:</b> Discussion, Demonstration via Presentation  <b>Learning activities for the students:</b>  Drafting a Proposal, Presentation	Observation, Presentation, Report writing



**PAPER CODE: ENG 501**  
**Reading Poetry and Drama**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Trace the evolution of Indian writing, including translated works and those in English
2. Assess the socio-cultural milieu of the time; the trends and individual style of the representative writers
3. Evaluate the various forms of poetry and drama and the different literary

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 501	Reading Poetry and Drama	<p>The students will be able to:</p> <p><b>CO37.</b> Understand the evolution of Indian writing, including translated works and those in English</p> <p><b>CO38.</b> Familiarity with the socio-cultural milieu of the time; the trends and individual style of the representative writers</p> <p><b>CO39.</b> Comprehension and appreciation of the various forms of poetry and drama and the different literary devices</p>	<p><b>Approach in teaching:</b></p> <p>Pre-reading discussion on age and author, Shared Reading, Interactive Lectures, Discussion, Reading, Role play</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Seminar presentation, Giving tasks, Practical in</p>	<p>Assignments, Class test, Semester end examinations, Quiz, Assignments, Presentation, Observation Individual and group projects</p>

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## CONTENTS

<b>Unit 1</b>	<b>Kabir</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• It is Needless to Ask.....</li> <li>• When He Himself</li> <li>• The Moon Shines...</li> </ul>	
	<b>Aurobindo Ghosh</b>	
	<ul style="list-style-type: none"> <li>• BandeMataram</li> <li>• Liberation</li> <li>• The Fear of Life and Death</li> </ul>	
<b>Unit 2</b>	<b>Toru Dutt</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• Our Casuarina Tree</li> <li>• The Lotus</li> </ul>	
	<b>Sarojini Naidu</b>	
	<ul style="list-style-type: none"> <li>• Indian Weavers</li> <li>• Song of Radha, The Milkmaid</li> </ul>	
<b>Unit 3</b>	<b>Kamala Das</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• An Introduction</li> <li>• My Grandmother's House</li> <li>• Spoiling the Name</li> </ul>	
<b>Unit 4</b>	<b>Intiaz Dharker</b>	<b>8 Hrs</b>
	<ul style="list-style-type: none"> <li>• A Woman's Place</li> <li>• Purdah I</li> <li>• Prayer</li> <li>• Grace</li> </ul>	
<b>Unit 5</b>	<b>Rabindranath Tagore</b>	<b>10 Hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Chandalika</i></li> </ul>	

## BOOKS RECOMMENDED

- Gokak, V.K. *The Golden Treasury of Indo- Anglian Poetry; 1828- 1965*. SahityaAkademi, 2006.
- Jain, Jasbir., ed. *Strings of Gold ( Part-III)*. Macmillan, 1994.
- Lal, Ananda, and Rabindranath Tagore. *Three Plays by Rabindranath Tagore*. Rupa Publishers, 1986.
- Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. Macmillan India, 1990.
- Mehrotra, Arvind Krishna., ed. *A Concise History of Indian Literature in English*. Palgrave Macmillan, 2009.
- Mishra, Binod& Sanjay Kumar. "*Walking On Her Own Road: Modern Indian English Poet*": *Indian Writing in English*. Mittal Publications, 1991.
- Ray, Mohit K. *The Atlantic Companion to Literature in English*. New Atlantic & Distributors, 2007.

**PAPER CODE: ENG 502**  
**Reading Prose and Fiction**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Evaluate a variety of prose and fictional works
2. Appraise nuances of the styles of representative authors in terms of the age / period of the works
3. Understand the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 502</b>	<b>Reading Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO40.</b> Understand creative expression through a variety of prose and fictional works</p> <p><b>CO41.</b> Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works</p> <p><b>CO42.</b> Learn the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language</p>	<p><b>Approach in teaching:</b></p> <p>Searching-selecting technique, Inferring, Teaching Vocabulary, Interactive Lectures, Discussion, Reading assignments</p>	<p>Assignments, Class test, Semester end examinations, Quiz, Assignments, Presentation, Individual and group projects</p>

			<p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Seminar presentation, Giving tasks, Practical in form of projects</p>	
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## CONTENTS

<b>Unit 1</b>	<p><b>Rabindranath Tagore</b></p> <ul style="list-style-type: none"> <li>• Co-operation</li> </ul> <p><b>M.K. Gandhi</b></p> <ul style="list-style-type: none"> <li>• Fearlessness</li> </ul> <p><b>Ronald Mackin</b></p> <ul style="list-style-type: none"> <li>• Man of Everest</li> </ul>	<b>9 Hrs</b>
<b>Unit 2</b>	<p><b>J.B.S. Haldane</b></p> <ul style="list-style-type: none"> <li>• Illnesses That Make You Healthier</li> </ul> <p><b>Nirad C. Chaudhuri</b></p> <ul style="list-style-type: none"> <li>• My Birthplace</li> </ul> <p><b>M. Chalapathi Rau</b></p> <ul style="list-style-type: none"> <li>• Nehru the Democrat</li> </ul>	<b>9 Hrs</b>
<b>Unit 3</b>	<p><b>Ruskin Bond</b></p> <ul style="list-style-type: none"> <li>• The Blue Umbrella</li> </ul> <p><b>C. Rajagopalachari</b></p> <ul style="list-style-type: none"> <li>• The Nose-jewel</li> </ul> <p><b>ChamanNahal</b></p> <ul style="list-style-type: none"> <li>• The Silver Lining</li> </ul>	<b>8 Hrs</b>

**Unit 4      Khushwant Singh      8 Hrs**

- The Interview

**P. Padmaraju**

- CyCOne

**Mulk Raj Anand**

- The Lost Child

**Unit 5      R. K. Narayan      11 Hrs**

- *The Guide*

**BOOKS RECOMMENDED**

- Board of Studies. *Popular Short Stories*. OUP, 2002.
- Batra, Shakti and P. S. Sidhu. *A Choice of Short Stories*. OUP, 2006.
- Chatterjee, D. and S. K. Prasad. *A Choice of Prose*. OUP, 2005.
- Kaushik, R.K. and S.C. Bhatia., ed. *Essays, Short Stories and One-Act Plays*. OUP, 2006.
- Kumar, Shiv K., ed. *Short Stories of Yesterday and Today*. OUP, 2005.
- *English Prose Selections for B.A. Part - 1*. Macmillan, 1893.
- Walker, Hugh. *English Essay and Essayists*. J.M. Dent & Sons, 1915.
- Mehrotra, Arvind Krishna., ed. *A Concise History of Indian Literature in English*. Palgrave Macmillan, 2009.

**PAPER CODE : ENG 503**

**Project**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Demonstrate advanced skills of academic writing and practices of research
2. Understand research ethics and techniques of documentation, as required of a research paper
3. Present their findings in a written report, in a coherent and cohesive manner

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 503</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>CO43.</b> Demonstrate advanced skills of academic writing and practices of research</p> <p><b>CO44.</b> Understand research ethics and techniques of documentation, as required of a research paper</p> <p><b>CO45.</b> Present their findings in a written report, in a coherent and cohesive manner</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	Observation, Presentation, Report writing

**PAPER CODE: ENG 601**  
**Reading Poetry and Drama**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Evaluate the development of Indian writing in English
2. Assess the socio-cultural milieu of the time; the trends and individual style of the representative writers
3. Appraise the various forms of poetry and drama and the different literary devices

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 601	Reading Poetry and Drama	<p>The students will be able to:</p> <p><b>CO46. Familiarity with the development of Indian writing in English</b></p> <p><b>CO47. Understanding of the socio-cultural milieu of the time; the trends and individual style of the representative writers</b></p> <p><b>CO48. Comprehension and appreciation of the various forms of poetry and drama and the different literary devices</b></p>	<p><b>Approach in teaching:</b></p> <p><b>Pre-reading discussion on age and author, Shared Reading, Interactive Lectures, Discussion, Reading, Role play</b></p> <p><b>Learning activities for the students:</b></p> <p><b>Self learning assignments, Effective questions, Seminar presentation, Giving tasks, Practical in form of projects</b></p>	<p><b>Assignments, Class test, Semester end examinations, Quiz, Assignments, Presentation, Observation Individual and group projects</b></p>

**CONTENTS**

<b>Unit 1</b>	<b>Nissim Ezekiel</b> <ul style="list-style-type: none"> <li>• Night of the Scorpion</li> <li>• The Visitor (from <i>The Exact Name</i>)</li> <li>• Philosophy</li> </ul>	<b>9 Hrs</b>
<b>Unit 2</b>	<b>R. Parthasarathy</b> <ul style="list-style-type: none"> <li>• from Homecoming</li> </ul> <b>A.K. Ramanujan</b> <ul style="list-style-type: none"> <li>• Of Mothers and other things</li> <li>• Obituary</li> </ul>	<b>9 Hrs</b>
<b>Unit 3</b>	<b>Eunice de Souza</b> <ul style="list-style-type: none"> <li>• Autobiographical (from <i>Fix</i>)</li> <li>• Bequest (from <i>Ways of Belonging</i>)</li> </ul> <b>Mamta Kalia</b> <ul style="list-style-type: none"> <li>• Tribute to Papa</li> </ul>	<b>8 Hrs</b>
<b>Unit 4</b>	<b>Jayanta Mahapatra</b> <ul style="list-style-type: none"> <li>• Indian Summer (From <i>A Rain of Rites</i>)</li> <li>• Logic</li> </ul> <b>Gieve Patel</b> <ul style="list-style-type: none"> <li>• On Killing a Tree (from <i>Poems</i>)</li> <li>• Servants</li> </ul>	<b>9 Hrs</b>
<b>Unit 5</b>	<b>Girish Karnad</b> <ul style="list-style-type: none"> <li>• <i>Hayavadana</i></li> </ul>	<b>10 Hrs</b>

#### **BOOKS RECOMMENDED**

- De Souza., Eunice. ed. *Nine Indian Women Poets: An Anthology*. OUP, 2001.
- Karnad, Girish. *The Three Plays*. OUP, 1994.
- Parthasarathy, R., ed. *Ten Twentieth Century Indian Poets*. OUP, 1976.
- Mishra, Binod & Sanjay Kumar. "*Walking On Her Own Road: Modern Indian English Woman Poet*"; *Indian Writings in English*. Mittal Publications, 1991 .
- Prasad, Amar Nath and U.S. Rukhaiyar. *Studies in Indian Poetry*. Sarup & Sons, 2002



- Sage, Corna, Germaine Greer and Elaine Showalter. *The Cambridge Guide to Women's Writing in English*. Emerald Group, 2000.

**PAPER CODE: ENG 602**  
**Reading Prose and Fiction**  
**(Theory)**

**Credits: 3**  
**Maximum marks: 100**  
**Contact Hrs/Week: 3**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Assess and critically appreciate a variety of prose and fictional works
2. Evaluate the styles of representative authors in terms of the age / period of the works
3. Evaluate the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 602</b>	<b>Reading Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO49.</b> Understand creative expression through a variety of prose and fictional works</p> <p><b>CO50.</b> Comprehend and appreciate nuances of the styles of representative authors in terms of the age / period of the works</p> <p><b>CO51.</b> Learn the fundamentals of fiction, viz. theme, structure, point of view, referential and connotative meaning and language</p>	<p><b>Approach in teaching:</b></p> <p>Searching-selecting technique, Inferring, Teaching Vocabulary, Interactive Lectures, Discussion, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Seminar presentation, Giving tasks, Practical in form of projects</p>	<p>Assignments, Class test, Semester end examinations, Quiz, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

<b>Unit 1</b>	<p><b>C. Subrahmanya Bharathi</b></p> <ul style="list-style-type: none"> <li>• The Place of Woman</li> </ul> <p><b>S. Radhakrishnan</b></p> <ul style="list-style-type: none"> <li>• Democracy</li> </ul> <p><b>Jawaharlal Nehru</b></p> <ul style="list-style-type: none"> <li>• Testament</li> </ul>	<b>8 Hrs</b>
<b>Unit 2</b>	<p><b>Jim Corbett</b></p> <ul style="list-style-type: none"> <li>• A Shot in the Dark</li> </ul> <p><b>Nabaneeta Dev Sen</b></p> <ul style="list-style-type: none"> <li>• “Women Writing in India at the Turn of the Century” (from <i>Growing up as a Woman Writer</i>)</li> </ul>	<b>8 Hrs</b>
<b>Unit 3</b>	<p><b>Kartar Singh Duggal</b></p> <ul style="list-style-type: none"> <li>• Miracle</li> </ul> <p><b>Manohar Malgonkar</b></p> <ul style="list-style-type: none"> <li>• Two Red Roosters</li> </ul> <p><b>Rudyard Kipling</b></p> <ul style="list-style-type: none"> <li>• Rikki – Tikki – Tavi</li> </ul>	<b>9 Hrs</b>
<b>Unit 4</b>	<p><b>Munshi Premchand</b></p> <ul style="list-style-type: none"> <li>• The Child</li> </ul> <p><b>Bhisham Sahni</b></p> <ul style="list-style-type: none"> <li>• The Boss Came to Dinner</li> </ul> <p><b>Prabhat K. Mukhopadhyay</b></p> <ul style="list-style-type: none"> <li>• The Muscular Son-in-Law</li> </ul>	<b>9 Hrs</b>
<b>Unit 5</b>	<p><b>Kamala Markandaya</b></p> <ul style="list-style-type: none"> <li>• <i>The Nowhere Man</i></li> </ul>	<b>11 Hrs</b>

## BOOKS RECOMMENDED

- Batra, Shakti and P.S. Sidhu., ed. *A Choice of Short Stories*, OUP, 2006.
- Chatterjee, D. and S. K. Prasad. *A Choice of Prose*, OUP. K. G. Saur, 1996.
- Agnes, Flavia. *Law and Gender inequality: The Politics of Women's rights in India*. Oxford University Press. 1999.
- Barnabas, Sarla. *Recent Commonwealth Literature*. Prestige Books. 1989.
- Chakravarti, Uma. *Patriarchy*. Stree Publishers, 2006.
- Iyengar, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1984.

## PAPER CODE: ENG 603

### PROJECT

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

### Course Objectives:

The course will enable the students to:

1. Demonstrate advanced skills of academic writing and practices of research
2. Understand research ethics and techniques of documentation, as required of a research paper
3. Present their findings in a written report, in a coherent and cohesive manner

### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 603	Project	<p>The students will be able to:</p> <p><b>CO52.</b> Demonstrate advanced skills of academic writing and practices of research</p> <p><b>CO53.</b> Understand research ethics and techniques of documentation, as required of a research paper</p> <p><b>CO54.</b> Present their findings in a written report, in a coherent and cohesive manner</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	Observation, Presentation, Report writing

## PAPER CODE: FEN 100

## Essential Language Skills

### Theory

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

#### Course Objectives:

The course will enable the students to:

1. Be familiar with the modes of language-literacy, viz. reading, writing, speaking
2. Improve their knowledge of grammar and fluency in oral and written production

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>FEN 100</b>	<b>Essential Language Skills</b>	The students will be able to: <b>CO1.</b> Recognize and understand the meaning of grammatical structures in written and spoken form <b>CO2.</b> Use grammatical structures meaningfully and appropriately in language-use <b>CO3.</b> Hone their compositional skills (for letter and paragraph-writing)	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

#### CONTENTS

<b>Unit 1</b>	<b>Vocabulary</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"><li>• Synonyms and Antonyms</li><li>• Word Formation : Prefix and Suffix</li></ul>	
<b>Unit 2</b>	<b>Grammar and Usage - I</b>	<b>7 Hrs</b>
	<ul style="list-style-type: none"><li>• Sequence of Tenses</li><li>• Elements of a Clause (SVOCA)</li></ul>	
<b>Unit 3</b>	<b>Grammar and Usage - II</b>	<b>8 Hrs</b>
	<ul style="list-style-type: none"><li>• Transformation of Sentences</li><li>• Direct and Indirect Narration</li></ul>	

- Active and Passive Voice
- Interchange of Degrees of Comparison
- Modals

**Unit 4      Comprehension      4 Hrs**  
 • Comprehension of an unseen passage

**Unit 5      Compositional Skills      5 Hrs**  
 • Letters : Formal and Informal  
 • Paragraph-Writing

**BOOKS RECOMMENDED**

- Adams, Valerie. *An Introduction to Modern English Word-formation*. Longman, 1973.
- Gunashekar, Paul, ed. *A Foundation English Course for Undergraduates*. Book 1. OUP, 2000.
- Hooper, J.S. *A Quick English Reference*. OUP, 1981.
- Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Orient Longman. 1973.
- Rao, H. G. Suryanarayana. *Prose for Pleasure and Comprehension*. OUP, 2010.
- Seely, John. *The Oxford Guide to Writing and Speaking*. OUP, 2005.
- Swan, Michael. *A Practical English Usage*. 3rd ed. OUP, 2005.

**PAPER CODE: FEN 200**  
**Applied Language Skills**  
**Theory**

**Credits: 2**  
**Maximum marks: 100**  
**Contact Hrs/Week: 2**  
**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Be familiar with the structures of phonetics and word stress
2. Strengthen their compositional skills
3. Make a critical appreciation of prose and poetry, as a step towards language-learning through literature

**Course Outcomes (COs):**

Course	Course Outcomes		
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Paper Code	Paper Title		Teaching and Learning Strategies	Assessment Strategies
<b>FEN 200</b>	<b>Applied Language Skills</b>	<p>The students will be able to:</p> <p><b>CO4.</b> Understand the nuances of pronunciation and word stress through phonetics</p> <p><b>CO5.</b> Display compositional skills for verbal and non-verbal communication</p> <p><b>CO6.</b> Comprehend the fundamentals of prose and poetry appreciation</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

## CONTENTS

<b>Unit 1</b>	<b>Phonetics</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Transcription of Phonetic Symbols</li> <li>• Word Stress</li> </ul>	
<b>Unit 2</b>	<b>Writing Skills - I</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Resumé, CV and Job Application</li> <li>• Precis Writing</li> </ul>	
<b>Unit 3</b>	<b>Writing Skills - II</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Editing a Short Text with focus on grammar, coherence, and cohesion</li> <li>• Dialogue Writing (from <i>The Written Word</i>)</li> </ul>	
<b>Unit 4</b>	<b>Critical Appreciation - I</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Analysis of a Literary Text Prose (in terms of language, structure, theme, point of view, referential and connotative meaning)</li> <li>• <b>Jane Austen</b> - An Excellent Father</li> <li>• <b>E.V. Lucas</b> – The School for Sympathy</li> <li>• <b>Stephen Leacock</b> – My Financial Career</li> <li>• <b>O. Henry</b> – A Gift for Christmas</li> <li>• <b>Kahlil Gibran</b> – Pity the Nation (from <i>Language through Literature</i>)</li> </ul>	
<b>Unit 5</b>	<b>Critical Appreciation - II</b>	<b>6 Hrs</b>

- Analysis of a Literary Text : Poetry (in terms of imagery, diction, rhyme, tone, symbolism, figures of speech, referential and connotative meaning)
- **Robert Browning** – “Pippa’s Song
- **Siegfried Sassoon** – “Everyone Sang”
- **John Masefield** – “Beauty”
- **W. H. Davies** – “In the Country”
- **Rabindranath Tagore** – “Heaven of Freedom” (from *Language through Literature*)

### BOOKS RECOMMENDED

- *Language through Literature - Book 1: A Book of Literature for Language Learning*. First ed. New OUP, 1967.
- Alexander, L.G. *Poetry and Prose Appreciation for Overseas Students*. Orient Longman, 1975.
- Leigh, Judith. *CVs and Job Applications*. OUP, 2004.
- Panja, Shormishtha, Sudesh Sawhney, and Promodini Varma, eds. *English At The Workplace*. Macmillan India, 2006.
- Punter, David. *Metaphor*. Routledge, 2007.
- Singh, Vandana R. *The Written Word*. OUP, 2006.
- Waldhorn, Arthur, and Arthur Zeiger. *English Made Simple*. Rupa, 1981.
- Thaker, Praveen K. *Appreciating English Poetry: A Practical Course and Anthology*. Orient Longman, 1999.
- Waldhorn, Arthur, and Arthur Zeiger. *English Made Simple*. Rupa, 1981.

### PAPER CODE: AENG 200A

#### English Communication

#### Theory

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

#### Course Objectives:

The course will enable the students to:

1. Develop an understanding of the language of communication, verbal and non-verbal
2. Improve their knowledge of grammar and fluency in oral and written production
3. Acquire compositional and editing skills

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			

<b>AENG 200A</b>	<b>English Communication</b>	<p>The students will be able to:</p> <p><b>CO1.</b> Gain an understanding of the finer points pertaining to verbal and non-verbal communication</p> <p><b>CO2.</b> Use grammatical structures meaningfully and appropriately in language-use</p> <p><b>CO3.</b> Display compositional skills over a variety of written tasks</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	<p>Observation, Presentation, Report writing</p>
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## CONTENTS

<b>Unit 1</b>	<b>Language of Communication - I</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Meaning and Importance of Communication</li> <li>• The Communication Process</li> <li>• Barriers to Effective Communication</li> </ul>	
<b>Unit 2</b>	<b>Language of Communication – II</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Verbal and Non- Verbal Communication</li> <li>• Effective Use of Body Language</li> <li>• Group Discussion</li> </ul>	
<b>Unit 3</b>	<b>Grammar and Usage</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Sequence of Tenses</li> <li>• Direct and Indirect Narration</li> </ul>	
<b>Unit 4</b>	<b>Reading and Comprehension</b>	<b>6 Hrs</b>
	<ul style="list-style-type: none"> <li>• Comprehension of an Unseen Passage</li> <li>• Editing a Short Text (focussing on grammar, coherence and cohesion)</li> </ul>	
<b>Unit 5</b>	<b>Writing Skills</b>	<b>6Hrs</b>
	<ul style="list-style-type: none"> <li>• Letter-Writing: Formal</li> <li>• Report-Writing</li> <li>• Précis-Writing</li> </ul>	



## BOOKS RECOMMENDED

- Gupta, H.C. and S.G. Telang. *Business Communication*. Wisdom Publications, 2009.
- Hooper, J.S. *A Quick English Reference*. OUP, 1981.
- Mathew, M.J. *Business Communication*. RBSA Publishers, 2002.
- Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Orient Longman, 1973.
- Raman, Meenakshi. *Business Communication*. OUP, 2006.
- Shrikhande, Rajan. *Business Communication and Executive Effectiveness*. Symbiosis Centre for Distance Learning, 2004.
- Thomson A.J and A.V. Martinet. *A Practical English Grammar*. OUP, 1997.

### PAPER CODE: VEN/EJD/EEN 100

### Essential and Applied Language Skills

#### Theory

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

#### Course Objectives:

The course will enable the students to:

1. Improve their knowledge of grammar and fluency in oral and written production
2. Get acquainted with the structures of phonetics and word stress
3. Acquire compositional and editing skills

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
VEN/EJD/ EEN 100	Essential and Applied Language Skills	The students will be able to: <b>CO1.</b> Understand the nuances of pronunciation and word stress through phonetics <b>CO2.</b> Use grammatical structures meaningfully and appropriately in language-use <b>CO3.</b> Display compositional skills over a variety of written tasks	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar	Class test, Semester end examinations, Quiz, Assignments, Presentation

			presentation, Quizzes	
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## CONTENTS

<b>Unit 1</b>	Vocabulary and Phonetics <ul style="list-style-type: none"> <li>• Synonyms &amp; Antonyms</li> <li>• Word Formation : Prefix &amp; Suffix</li> <li>• Word-stress (marking stress)</li> </ul>	<b>6 Hrs</b>
<b>Unit 2</b>	<b>Grammar and Usage</b> <ul style="list-style-type: none"> <li>• Transformation of Sentences:</li> <li>• Direct &amp; Indirect Narration</li> <li>• Interchange of Degrees of Comparison</li> <li>• Modals</li> <li>• Sequence of Tenses</li> </ul>	<b>10 Hrs</b>
<b>Unit 3</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Comprehension of an unseen passage</li> </ul>	<b>2 Hrs</b>
<b>Unit 4</b>	<b>Compositional Skills</b> <ul style="list-style-type: none"> <li>• Letters : Formal &amp; Informal</li> <li>• Resumé, CV&amp; Job-Application</li> <li>• Précis–Writing</li> </ul>	<b>6 Hrs</b>
<b>Unit 5</b>	<b>Professional Writing Skills</b> <ul style="list-style-type: none"> <li>• Dialogue-Writing</li> <li>• Editing a Short Text</li> </ul> (focussing on grammar, coherence & cohesion)	<b>6 Hrs</b>

## BOOKS RECOMMENDED

- Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Longman, 1986.
- Seely, John. *The Oxford Guide to Writing and Speaking*. OUP, 2005.
- Singh, Vandana R. *The Written Word*. OUP, 2009.
- Adams, Valerie. *An Introduction to Modern English Word-Formation*. Longman, 1973.
- Leigh, Judith. *CVs and Job Applications*. OUP, 2004.

**Programme- French**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME SPECIFIC OUTCOMES**

<b>PS01</b>	<b>Learn rules of grammar, morphology-syntax, and phonology of basic French.</b>
<b>PS02</b>	<b>Analyse and examine passages, choose relevant elements to answer questions.</b>
<b>PS03</b>	<b>Self introduction, responding to general and personal questions, play different roles according to situation of communication.</b>
<b>PS04</b>	<b>Retain &amp; retrieve details after listening to stories and answer questions.</b>
<b>PS05</b>	<b>Possess and apply the full panoply of grammatical equipments.</b>
<b>PS06</b>	<b>Translation of texts between French and English</b>
<b>PS07</b>	<b>Comprehend, analyze and answer questions on a wide variety of unseen passages.</b>
<b>PS08</b>	<b>Compose essays on different topics.</b>
<b>PS09</b>	<b>Identify, assess and evaluate the contributions of each literary phase/movement in the overall growth &amp; evolution of French literature and resume the essence of a movement/text.</b>
<b>PS010</b>	<b>Explain, discuss, interpret, paraphrase &amp; critique literary classics (poetry, play and novel).</b>

### COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH PSO)

Course	Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10
FRN101	C01	X	X								
	C02	X						X			
FRN102	C03	X		X	X						
	C04		X	X		X	X				
	C05	X	X			X					
FRN103	C06								X	X	X
	C07									X	X
FRN201	C08	X									
	C09		X	X							
FRN202	C010			X			X				
	C011			X			X				
	C012		X				X				
FRN203	C013								X	X	X
	C014									X	
	C015								X		
FRN301	C016	X		X							
	C017				X						
FRN302	C018		X		X		X				
	C019	X	X			X					
FRN303	C020								X	X	
	C021									X	X
	C022								X		X
FRN401	C023	X		X							
	C024	X	X				X				
FRN402	C025		X	X		X					

	<b>C026</b>	X		X	X						
<b>FRN403</b>	<b>C027</b>								X		X
	<b>C028</b>									X	
	<b>C029</b>									X	
	<b>C030</b>								X		X
<b>FRN501</b>	<b>C031</b>	X									
	<b>C032</b>			X		X		X			
	<b>C033</b>	X	X		X						
<b>FRN502</b>	<b>C034</b>		X								
	<b>C035</b>	X		X		X					
<b>FRN503</b>	<b>C036</b>								X	X	
	<b>C037</b>									X	X
	<b>C038</b>								X		X
	<b>C039</b>								X	X	
<b>FRN601</b>	<b>C040</b>	X		X		X			X		X
	<b>C041</b>		X	X			X				
	<b>C042</b>	X			X						
<b>FRN602</b>	<b>C043</b>	X						X			
	<b>C044</b>		X		X						
<b>FRN603</b>	<b>C045</b>								X	X	X
	<b>C046</b>								X	X	X
	<b>C047</b>								X	X	
	<b>C048</b>								X		X

**PAPER CODE-FRN 101**  
**French Grammar (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:3**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Learn basic French grammar
2. Understand morphology, syntax & phonology of basic French
3. Apply the rules of grammar

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN101	French Grammar	<p><b>CO1:</b> Imbibe, describe &amp; define the many rules of grammar, morphology-syntax &amp; phonology of basic French</p> <p><b>CO2:</b> To classify categories of parts of speech (as for example 6 classes of pronouns), contrast their usages, select &amp; apply appropriate elements/rule of language</p>	<p><b>Approach in teaching:</b></p> <p>Interactive lectures; Demonstrations; Reading &amp; Listening exercises</p> <p><b>Learning activities for the students:</b></p> <p>Assignments; Effective questions</p>	Class tests, assessment on the basis of simulated role playing

## CONTENTS

<b>Unit I</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Tu ou vous?</li><li>• Les jours de la semaine</li><li>• Formules de politesse</li><li>• L'alphabet, Quelques consignes de classe</li><li>• Pronoms personnels sujets, Etre</li><li>• Les nationalités, Genres</li><li>• Les nombres 1-10, Sigles</li></ul>	
<b>Unit II</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Négation simple</li><li>• Adjectifs possessifs</li><li>• Etre/Avoir+quelques verbes en-er; Les présentatifs</li><li>• L'interrogn.par l'intonation</li><li>• Professions; 11—69</li><li>• Oui, non, si</li></ul>	
<b>Unit III</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Aller</li><li>• Moi aussi; Pron. personnels sujets</li><li>• Conjugaisons du 1er groupe</li><li>• Faire du/de la...sport</li><li>• 69--; On=nous</li><li>• Le future proche; Qqs.indicateurs de temps</li><li>• Adjs. possessifs</li></ul>	
<b>Unit IV</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Il y a</li><li>• Articles définis et indéfinis</li><li>• Pluralité; Pronoms emphatiques et usages</li><li>• Le passé compose: partie I</li><li>• Les pronoms pers.directs</li><li>• Cause (Pourquoi? -Parce que...); Quel(s)/Quelle(s); Est-ce que</li><li>• Finir—Savoir</li><li>• L'heure et la date, Les mois; Indicateurs de temps-II</li></ul>	
<b>Unit V</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Négation : ne pas... de</li><li>• Art.partitifs; Combien?</li><li>• Un peu de/beaucoup de</li><li>• Qu'est-ce que, combien</li></ul>	

- Offrir, croire; penser à/de; plaire à
- Les couleurs; Genre des adjs.

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Latitudes-1.
- DVD accompanying the textbook

### REFERENCE

- Collins mini gem bilingual dictionary
- Robert & Nathan :conjugation of verbs
- <<Le nouvel entraînez-vous>> niveau debutant
- Grammaire Larousse
- Larousse compact dictionary

**PAPER CODE-FRN 102**  
**French Paragraph Writing and Comprehension**  
**(Theory)**

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:3**

**Total Hrs:45**

### Course Objectives:

**This course will enable the students to -**

1. Compose the paragraphs.
2. Analyse comprehension and choose relevant elements to answer questions.

### Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN102	French Paragraph Writing and Comprehension	<p><b>CO3:</b> Recall stories, characters, events, ideas, themes</p> <p><b>CO4:</b> Examine &amp; analyse passages and identify, choose relevant elements to answer questions</p> <p><b>CO5:</b> Generate</p>	<p><b>Approach in teaching:</b></p> <p>Interactive lectures; study of maps</p> <p><b>Learning activities for the students:</b></p> <p>virtual visit of France;</p>	<p>Oral tests/examinations;</p> <p>Written tests/examination</p>



		sentences; develop themes into texts; compose paragraphs	films	
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## CONTENTS

### Unit I 9 Hrs

- Lecture des textes et des documents : pages 9 - 19

### Unit II 9 Hrs

- Lecture des textes et des documents : pages 20 -39
- Composition d'un paragraphe sur le thème : mes goûts et mes préférences

### Unit III 9 Hrs

- Lecture des textes et des documents : pages 44 - 55

### Unit IV 9 Hrs

- Lecture des textes et des documents : pages 56 - 65
- Composition d'un paragraphe sur le thème : portrait d'un ami(e)

### Unit V 9 Hrs

- Lecture des textes et des documents : pages 66 - 79
- Composition d'un paragraphe sur le thème : la maison de mon rêve

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Latitudes-1.
- DVD accompanying the textbook

### REFERENCE

- Collins mini gem bilingual dictionary
- Robert & Nathan :conjugation of verbs
- <<Le nouvel entraînez-vous>> niveau debutant
- Grammaire Larousse  
Larousse compact dictionary

**PAPER CODE-FRN 103**  
**Listening & Speaking Skills in French (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:**

**Course Objectives:**

**This course will enable the students to -**

1. Give the self introduction and answer personal questions.
2. Answer the questions on listening the stories.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>FRN103</b>	<b>Listening &amp; Speaking Skills in French</b>	<p><b>CO6:</b> Introduce oneself, others; understand general and personal questions and reply</p> <p><b>CO7:</b> Retain &amp; retrieve details after listening to stories and answer questions</p>	<p><b>Approach in teaching:</b></p> <p>Listening exercises; Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Extempore; Prepared presentations</p>	<p>Oral tests/examinations; Assessment on role playing</p>

**CONTENTS**

**Unit I**

**6 Hrs**

- Phonologie/prononciation
- Activités: Salutations
- Echanges pour entrer en contract: se présenter et s'excuser
- Tu/Vous?; Comprendre les consignes de classe
- Epeler son nom/prénom; 1-10

<b>Unit II</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Activités: Comprendre les essentiels dans un échange en milieu professionnel</li> <li>• Se présenter /présenter un autre</li> </ul>	
<b>Unit III</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Activités: Compréhension de conversations rapides sur goûts et passions</li> <li>• Expression de ses propres goûts</li> <li>• Comprendre une demande laissée sur un répondeur téléphonique</li> <li>• Projets de week-end</li> </ul>	
<b>Unit IV</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Activités: Demander un service à qqn;</li> <li>• Demander à qqn.de faire qch;</li> <li>• Imaginer/raconter au passé</li> </ul>	
<b>Unit V</b>	<b>6 Hrs</b>
<ul style="list-style-type: none"> <li>• Activités: Message d'invitation; Inviter qqn/accepter ou refuser l'invitation</li> <li>• Fixer/prendre un rendez-vous par téléphone</li> <li>• Exprimer son point de vue</li> <li>• Faire des achats dans un magasin</li> </ul>	

## **BOOKS RECOMMENDED**

### **ESSENTIAL READING**

- Latitudes-1.
- DVD accompanying the textbook

### **REFERENCE**

- Collins mini gem bilingual dictionary
- Robert & Nathan :conjugation of verbs
- <<Le nouvel entraînez-vous>> niveau debutant
- Grammaire Larousse
- Larousse compact dictionary

## **SEMESTER II**

### **PAPER CODE-FRN 201 French Grammar (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:3**  
**Total Hrs:45**

**Course Objectives:****This course will enable the students to -**

1. Learn basic French grammar
2. Understand morphology, syntax & phonology of basic French
3. Apply the rules of grammar

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN101	French Grammar	<p><b>CO8:</b> Imbibe, describe &amp; define the many rules of grammar, morphology-syntax &amp; phonology of basic French</p> <p><b>CO9:</b> To classify categories of parts of speech (as for example 6 classes of pronouns), contrast their usages, select &amp; apply appropriate elements/rule of language</p>	<p><b>Approach in teaching:</b></p> <p>Interactive lectures; Demonstrations; Reading &amp; Listening exercises</p> <p><b>Learning activities for the students:</b></p> <p>Assignments; Effective questions</p>	Class tests, assessment on the basis of simulated role playing

## CONTENTS

### Unit I

9 Hrs

- L'impératif
- Prépositions de lieu
- les articles contractés
- le passé composé et l'accord du participe passé
- les nombres ordinaux
- négations spéciales
- les adjectifs numéraux ordinaux
- faire et ses usages

### Unit II

9 Hrs

- En provenant des constructions avec *de*; *y*
- quelque chose/rien; quelqu'un personne
- il faut/devoir
- pronoms relatifs; pronoms personnels objets indirects
- la place des adjectifs; genre des noms des pays
- prépositions devant les villes/pays;
- pronoms indéfinis; adjectifs démonstratifs

### Unit III

9 Hrs

- Les verbes pronominaux
- à la pièce/au kilo; un sachet de/un litre de
- d'abord/puis/ensuite; peu, assez, trop
- l'interrogation par l'inversion; partir

### Unit IV

9 Hrs

- L'imparfait; l'imparfait vs.le passé composé
- la description d'une personne

### Unit V

9 Hrs

- S'en aller, partir, quitter
- indicateurs de temps (en, dans, pendant....)
- le future simple
- le subjonctif présent

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Latitudes-1.
- DVD accompanying the textbook

### REFERENCES

- Collins mini gem bilingual dictionary
- Robert & Nathan :conjugation of verbs
- <<Le nouvel entraînez-vous>> niveau débutant
- Grammaire Larousse
- Larousse compact dictionary

## PAPER CODE-FRN 202

### French Paragraph Writing & Comprehension (Theory)

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:3**

**Total Hrs:45**

### Course Objectives:

**This course will enable the students to -**

1. Compose the paragraphs.
2. Analyse comprehension and choose relevant elements to answer questions.

### Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN202	French Paragraph Writing & Comprehension	<b>CO10:</b> Recall stories, characters, events, ideas, themes <b>CO11:</b> Examine & analyse passages and identify, choose relevant elements to answer questions <b>CO12:</b> Generate sentences; develop themes into texts; compose paragraphs	<b>Approach in teaching:</b> Interactive lectures; study of maps  <b>Learning activities for the students:</b> virtual visit of France; films	Oral tests/examinations; Written tests/examination

## **CONTENTS**

<b>Unit I</b>	<b>9 Hrs</b>
• Lecture des textes et des documents : pages 82-91	
<b>Unit II</b>	<b>9 Hrs</b>
• Lecture des textes et des documents : pages 92-117	
• composition d'un paragraphe sur le thème : lettre à un(e) ami (e)	
<b>Unit III</b>	<b>9 Hrs</b>
• Lecture des textes et des documents : pages 118-127	
<b>Unit IV</b>	<b>9 Hrs</b>
• Lecture des textes et des documents : pages 128-137	
• composition d'un paragraphe sur le thème : visite à un restaurant	
<b>Unit V</b>	<b>9 Hrs</b>
• Lecture des textes et des documents : pages 138-151	

## **BOOKS RECOMMENDED**

### **ESSENTIAL READING**

- Latitudes-1.
- DVD accompanying the textbook

### **REFERENCES**

- Collins mini gem bilingual dictionary
- Robert & Nathan : conjugation of verbs
- <<Le nouvel entraînez-vous>> niveau débutant
- Grammaire Larousse
- Larousse compact dictionary

## **PAPER CODE-FRN 203 Listening & Speaking Skills in French (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to -**

1. Give the self introduction and answer personal questions.
2. Answer the questions on listening the stories.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN203	Listening & Speaking Skills in French	<p><b>CO13.</b> Play different role according to situations of communication</p> <p><b>CO14.</b> Understand general and personal questions and reply</p> <p><b>CO15.</b> Retain &amp; retrieve details after listening to stories and answer questions</p>	<p><b>Approach in teaching:</b></p> <p>Approach in teaching: Listening exercises</p> <p>Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Extempore; Prepared presentations</p>	<p>Oral tests/examinations;</p> <p>Assessment on role playing</p>

**CONTENTS**

**Unit I**

**6 Hrs**

- Comprendre des indications de direction
- Comprendre des indications de lieu

**Unit II**

**6 Hrs**

- Comprendre une chanson
- comprendre de courts messages qui experiment l'obligation/l'interdiction, conseiller
- décrier une viile/région qu'on aime
- description/situation d'un lieu
- Comprendre des indications sur la fréquence d'actions
- échanges sur activités personnelles



**Unit III****6 Hrs**

- Comprendre le récit d'un voyage
- Raconteur ses actions quotidiennes

**Unit IV****6 Hrs**

- S'exprimer sur le style de vêtements
- Reconnaître des personnes à partir de descriptions
- décrire des personnes
- comprendre l'accord/l'désaccord

**Unit V****6 Hrs**

- Comprendre une chanson
- échanger sur ses projets de vacances
- discuter du programme de la soirée à venir
- adresser des souhaits à quelqu'un

**BOOKS RECOMMENDED****ESSENTIAL READING**

- Latitudes-1.
- DVD accompanying the textbook

**REFERENCES**

- Collins mini gem bilingual dictionary
- Robert & Nathan :conjugation of verbs
- <<Le nouvel entraînez-vous>> niveau débutant
- Grammaire Larousse
- Larousse compact dictionary

**SEMESTER III****PAPER CODE-FRN 301****French Grammar & Questions From The Textbook (Theory)****Credits:3****Maximum Marks:100****Contact Hrs/Week:3****Total Hrs:45**

## Course Objectives:

This course will enable the students to -

1. Imbibe the topics of higher grammar.
2. Develop higher reading skills.

## Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 301	French Grammar	<b>CO16.</b> Possess and apply the full panoply of grammatical equipments <b>CO17.</b> Develop higher reading skills	<b>Approach in teaching:</b> Interactive lectures; Demonstrations;  <b>Learning activities for the students:</b> Assignments; Effective questions	Class tests Exercises Surprise tests

## CONTENTS

### Unit I

9 Hrs

- Le passé récent
- Les pronoms possessifs;
- Le passé composé
- L'imparfait

### Unit II

9 Hrs

- L'interrogation (recapitulation) : avec inversion et nom en sujet
- qui est-ce qui/que et qu'est-ce qui/que
- Le subjonctif (1); pour/pour que/afin de/afin que

### Unit III

9 Hrs

- Aller; Venir; Revenir; Retourner
- ne...pas...ni; ne...ni...ni; ne...que
- les doubles pronoms; la nominalisation et les suffixes

### Unit IV

9 Hrs

- Le comparatif; Le superlatif
- Aussi/non plus
- Les accords simples du participe passé

**Unit V****9 Hrs**

- Le plus-que-parfait; Ça fait...que
- il y a...que;Depuis
- pendant, il ya...
- Les pronoms en et y
- Les emplois du subjonctif; quantifier

**BOOKS RECOMMENDED****ESSENTIAL READING**

- Latitudes-2 (méthode de français)
- Nouveau Sans Frontieres-II (for the poems)
- DVD accompanying the textbook Latitudes-2

**REFERENCES**

- Collins bilingual dictionary
- Robert & Nathan :conjugation of verbs
- Grammaire Larousse
- Larousse compact dictionary

**PAPER CODE-FRN 302**  
**French through Texts (Theory)**

**Credits:3****Maximum Marks:100****Contact Hrs/Week:3****Total Hrs:45****Course Objectives:**

This course will enable the students to -

1. Compose the essays.
2. Appreciate French poetries.
3. Analyse comprehension and choose relevant elements to answer questions.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 302	French through	CO18. Comprehend, analyze and answer	Approach in	Oral tests/

	<b>Texts</b>	questions on a wide variety of unseen passages  <b>CO19.</b> Appreciate poetry written by the greatest poets of France	<b>teaching:</b>  Interactive lectures; language laboratory;  <b>Learning activities for the students:</b>  Reading/Recitation competitions	examinations;  -Written tests/ Examination
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## CONTENTS

### Unit I 9 Hrs

- Study of a variety of unseen articles/texts from outside the textbooks

### Unit II 9 Hrs

- Study of unseen articles/texts from outside the textbooks;
- Study of the first two poems in the unité I of the textbook NSF-II
- 1 essay : mon pays

### Unit III 9 Hrs

- Study of unseen articles/texts from outside the textbooks;
- Study of the rest of the poems in the unité I of the textbook NSF-II

### Unit IV 9 Hrs

- Study of unseen articles from outside the textbooks; b) Study of the first two poems in the unité II of the textbook NSF-II

### Unit V 9 Hrs

- Study of unseen texts from outside the textbooks;
- Study of the rest of the poems in the unité II of the textbook NSF-II
- 1 essay : une excursion

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Latitudes-2 (méthode de français)
- Nouveau Sans Frontières-II (for the poems)
- DVD accompanying the textbook Latitudes-2

### REFERENCES

- Collins bilingual dictionary
- Robert & Nathan :conjugation of verbs
- Grammaire Larousse
- Larousse compact dictionary

**PAPER CODE-FRN 303**  
**Listening & Speaking Skills in French (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

This course will enable the students to -

1. Communicate in different situations.
2. Answer the questions on listening the stories.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 303	Listening & Speaking Skills in French	<p><b>CO20.</b> Play different role according to situations of communication</p> <p><b>CO21.</b> Understand general and personal questions and reply</p> <p><b>CO22.</b> Retain &amp; retrieve details after listening to stories and answer questions</p>	<p><b>Approach in teaching:</b></p> <p>Listening exercises; Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Extempore; Prepared presentations</p>	<p>Oral tests/examinations; Assessment on role playing</p>

**CONTENTS**

**Unit I**

**6 Hrs**

- Exprimers sa certitude/incertitude
- Exprimer son approbation et son indifférence

**Unit II**

**6 Hrs**

- Exprimer et demander un point de vue
- Exprimer son intention de faire quelque chose(1)

- Justifier un choix

### **Unit III**

**6 Hrs**

- Exprimer son intention de faire quelque chose(2)
- Exprimer la restriction

### **Unit IV**

**6 Hrs**

- Exprimer le fait d'aimer/préferer
- Comparer; Exprimer sa joie et sa tristesse
- Exprimer sa peur/son inquiétude

### **Unit V**

**6 Hrs**

- Exprimer sa surprise / sa colère/ son mécontentement/ sa déception / ses regrets

## **BOOKS RECOMMENDED**

### **ESSENTIAL READING**

- Latitudes-2 (méthode de français)
- Nouveau Sans Frontières-II (for the poems)
- DVD accompanying the textbook Latitudes-2

### **REFERENCES**

- Collins bilingual dictionary
- Robert & Nathan :conjugation of verbs
- Grammaire Larousse
- Larousse compact dictionary

## **SEMESTER IV**

### **PAPER CODE-FRN 401**

### **French Grammar & Questions From The Textbook (Theory)**

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:3**

**Total Hrs:45**

### **Course Objectives:**

This course will enable the students to -

1. Imbibe the topics of higher grammar.
2. Develop higher reading skills.

## Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 401	French Grammar & Questions From The Textbook	<p><b>CO23.</b> Possess and apply the full panoply of grammatical equipments</p> <p><b>CO24.</b> Develop higher reading skills</p>	<p><b>Approach in teaching:</b></p> <p>Interactive lectures; Demonstrations;</p> <p><b>Learning activities for the students:</b></p> <p>Assignments; Effective questions</p>	<p>Class tests</p> <p>Exercises</p> <p>Surprise tests</p>

## CONTENTS

### Unit I

9 Hrs

- Les pronoms demonstratifs
- Les pronoms interrogatifs; La frequency

### Unit II

9 Hrs

- Le, en, y reprenant une proposition
- La formation des adverbs en –ment
- Quelques articulateurs pour organizer son discours

### Unit III

9 Hrs

- Le vocabulaire du monde du travail
- La mise en relief; (c'est...que/ qui)

### Unit IV

9 Hrs

- L'opposition; toujours / deja /ne...jamais
- La forme passive
- la cause; la consequence

### Unit V

9 Hrs

- La condition et l'hypothese
- le conditionnel present (formation et emplois)
- Dans ce cas/ au cas où
- le gerondif
- discours rapporté : intro

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Latitudes-2 (méthode de français)
- Nouveau Sans Frontieres-II (for the poems)
- DVD accompanying the textbook Latitudes-2

### REFERENCES

- Collins bilingual dictionary
- Robert & Nathan :conjugation of verbs
- Grammaire Larousse
- Larousse compact dictionary

## PAPER CODE-FRN 402 French through Texts (Theory)

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:3**

**Total Hrs:45**

### Course Objectives:

This course will enable the students to -

1. Compose the essays.
2. Appreciate French poetries.
3. Analyse comprehension and choose relevant elements to answer questions.

### Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 402	French through Texts	<b>CO25.</b> Comprehend, analyze and answer questions on a wide variety of unseen passages <b>CO26.</b> Appreciate poetry written by the greatest poets of France	<b>Approach in teaching:</b> Interactive lectures; language laboratory;  <b>Learning activities for the students:</b> Reading/Recitation competitions	Oral tests/ examinations; Written tests/ Examination



## **CONTENTS**

<b>Unit I</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Study of a variety of unseen articles/texts from outside the textbooks</li></ul>	
<b>Unit II</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Study of unseen articles/texts from outside the textbooks;</li><li>• Study of the first two poems in the unité III of the textbook NSF-II</li><li>• 1 essay : L'importance d'apprendre une langue étrangère</li></ul>	
<b>Unit III</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Study of unseen articles/texts from outside the textbooks;</li><li>• Study of the rest of the poems in the unité III of the textbook NSF-II</li></ul>	
<b>Unit IV</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Study of unseen articles/texts from outside the textbooks;</li><li>• Study of the poems in the unité IV of the textbook NSF-II</li><li>• 1 essay : ma fête favorite</li></ul>	
<b>Unit V</b>	<b>9 Hrs</b>
<ul style="list-style-type: none"><li>• Study of unseen articles/texts from outside the textbooks;</li><li>• 1 essay : mon auteur/livre favori</li></ul>	

## **BOOKS RECOMMENDED**

### **ESSENTIAL READING**

- Latitudes-2 (méthode de français)
- Nouveau Sans Frontières-II (for the poems)
- DVD accompanying the textbook Latitudes-2

### **REFERENCES**

- Collins bilingual dictionary
- Robert & Nathan : conjugation of verbs
- Grammaire Larousse  
Larousse compact dictionary

**PAPER CODE-FRN 403**  
**Listening & Speaking Skills in French (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

## Course Objectives:

This course will enable the students to -

1. Communicate in different situations.
2. Answer the questions on listening the stories.

## Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>FRN 403</b>	Listening & Speaking Skills in French	<b>CO27.</b> Play different roles according to situations of communication <b>CO28.</b> Understand general and personal questions and reply <b>CO29.</b> Retain & retrieve details after listening to stories and answer questions <b>CO30.</b> Match authors & movements/phases; resume the essence of a movement/text	<b>Approach in teaching:</b> Listening exercises; Reading assignments  <b>Learning activities for the students:</b> Extempore; Prepared presentations	Oral tests/examinations; Assessment on role playing

## CONTENTS

### Unit I

6 Hrs

- Proposer de faire qqch
- répondre à une proposition
- donner; offrir , prêter

### Unit II

6 Hrs

- Faire répondre à une demande; promettre
- organiser son discours

### Unit III

6 Hrs

- Interagir au telephone
- accuser/contester/reprocher

**Unit IV****6 Hrs**

- Interagir par courrier
- exprimer l'opposition
- se plaindre; se protester
- exprimer la cause et la consequence

**Unit V****6 Hrs**

- Souligner; mettre en avant
- exprimer l'hypothese et la condition
- exprimer l'evidence

**BOOKS RECOMMENDED****ESSENTIAL READING**

- Latitudes-2 (méthode de français)
- Nouveau Sans Frontieres-II (for the poems)
- DVD accompanying the textbook Latitudes-2

**REFERENCES**

- Collins bilingual dictionary
- Robert & Nathan :conjugation of verbs
- Grammaire Larousse  
Larousse compact dictionary

**SEMESTER V****PAPER CODE-FRN 501****French Grammar & Translation (Theory)****Credits:3****Maximum Marks:100****Contact Hrs/Week:3****Total Hrs:45****Course Objectives:**

This course will enable the students to -

1. Translation of texts between French & English
2. Possess and apply the full panoply of grammatical equipments.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning teaching strategies and	Assessment Strategies
Paper Code	Paper Title			
<b>FRN 501</b>	French Grammar &	<b>CO31.</b> Imbibe the final topics of higher	<b>Approach in</b>	Class tests

	Translation	grammar  <b>C032.</b> Appreciate their usage in literary classics  <b>C033.</b> Apply the vocabulary & grammar learned so far to convert texts between French & English	<b>teaching:</b>  Interactive lectures; Demonstrations;  Translation workshops <b>Learning activities for the students:</b>  Assignments; Effective questions	Exercises  Surprise tests
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## CONTENTS

### Unit I 9 Hrs

- Translation : a) unseen passages from French into English
- Grammar : recapitulation of first and second year grammar

### Unit II 9 Hrs

- Translation:b) unseen passages from English into French
- Grammar : recapitulation of first and second year grammar :past perfect & imperfect;

### Unit III 9 Hrs

- Translation:b) unseen passages from English into French
- Grammar : recapitulation of first and second year grammar :past perfect & imperfect; subjunctive present; future;

### Unit IV 9 Hrs

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : recapitulation of first and second year grammar: anteriority(pluperfect & ant. future);+ the preterite past; subjunctive perfect

### Unit V 9 Hrs

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : recapitulation of first and second year grammar : series of pronouns (relative, personal, demonstrative,); conditional sentences; expression of cause, goal etc.

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Le nouveau sans frontieres level- III (methode de francais – published by CLE international Paris, 1998, Indian edition.
- Le nouveau sans frontiers – workbook vol-3
- Four audiocassettes Level-III accompanying the written material

## REFERENCES

- Le Robert mini dictionary : Fre->Fre
- Collection>> progressive du francais (exercices communicatifs, level - intermediate
- Vocabulaire progressif - Advanced
- Grammaire collection "Le Nouvel Entraînez-Vous", level intermediate.
- Alter ego-3/Connexions-3

### PAPER CODE-FRN 502

#### A Study of French Literature & History of French Literature (Theory)

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:3**

**Total Hrs:45**

#### Course Objectives:

This course will enable the students to -

1. Understand literary classics.
2. Assess the contributions of literary movements

#### Course Outcomes (COs):

Course		Learning outcome (at course level)	Learning teaching strategies and	Assessment Strategies
Paper Code	Paper Title			
FRN 502	<b>A Study of French Literature &amp; History of French Literature</b>	<b>CO34.</b> Explain, discuss, interpret, paraphrase & critique literary classics <b>CO35.</b> Identify, assess and evaluate the contributions of each literary phase/movement in the overall growth & evolution of French literature	<b>Approach in teaching:</b> Interactive lectures; language laboratory;  <b>Learning activities for the students:</b> Reading/Recitation competitions	Oral tests/ examinations; Written tests/ Examination

## CONTENTS

### Unit I

9 Hrs

[Brief & rapid review of all the major periods before 19th century. --starting from Greek tragedy, the Middle ages, Renaissance, Classicism, Enlightenment—are done. However, questions are to be set only from the core syllabus, comprising the 19<sup>th</sup> (for the 5<sup>th</sup>) and 20<sup>th</sup> (for the 6<sup>th</sup> sem.) century movements].

- History of literature : Romanticism
- A study of literature (poetry, short story & novel) : : Le Vallon (Lamartine)

### Unit II

9 Hrs

- History of literature : Romanticism
- A study of literature (poetry, short story & novel) : Stella (Hugo)

### Unit III

9 Hrs

- History of literature : Romanticism, the Parnasse movement, Realism, Naturalism
- A study of literature (poetry, short story & novel) : Les Phares (Baudelaire) + Le poete Mistral (des « Lettres de mon moulin » d'Alphonse Daudet)

### Unit IV

9 Hrs

- History of literature : second half of 19<sup>th</sup> century : realism, naturalism, symbolism
- A Study of literature (poetry, short story & novel) : Le Bateau ivre (Rimbaud) + Le poete Mistral (des « Lettres de mon moulin » d'Alphonse Daudet)

### Unit V

9 Hrs

- History of literature : : second half of 19<sup>th</sup> century : realism, naturalism, symbolism
- Study of literature texts (poetry, short story & novel) :
- Le Tombeau d'Edgar Poe (Mallarme)

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Le Nouveau Sans Frontieres-vol. 3
- Conte : Le poete Mistral (des « Lettres de mon moulin » d'Alphonse Daudet)
- An anthology of French poetry – Ed. by Mr. Gabriel,
- Poems :
  - Le Vallon : Lamartine
  - Stella : Hugo
  - Les Phares : Baudelaire
  - Le Bateau ivre : Rimbaud
  - Le Tombeau d'Edgar Poe : Mallarme

## REFERENCES

- L'histoire de la France – CLE intrnational
- Les grandes etapes de la litterature francaise - Dr. Charles Cadoux
- La litterature francaise - CLE intrnational
- La poesie - CLE international
- Le theatre - CLE international
- Le roman - CLE international
- Grammar : Le Nouvel Entraînez- vous – (advanced level) - CLE intrnational
- Poesies : Stephane Mallarme - nrf

## **PAPER CODE-FRN 503** **Listening & Speaking Skills in French (Practical)**

**Credits:2**

**Maximum Marks:100**

**Contact Hrs/Week:2**

**Total Hrs:30**

### **Course Objectives:**

This course will enable the students to -

1. Communicate in different situations.
2. Answer the questions on listening the stories

### **Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 503	Listening & Speaking Skills in French	<p><b>CO36.</b> Play different roles according to situations of communication</p> <p><b>CO37.</b> Understand general and personal questions and reply</p> <p><b>CO38.</b> Retain &amp; retrieve details after listening to stories and answer questions</p> <p><b>CO39.</b> Match authors &amp; movements/phases; resume the essence of a movement/text</p>	<p><b>Approach in teaching:</b></p> <p>Listening exercises; Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Extempore; Prepared presentations</p>	<p>Oral tests/examinations; Assessment on role playing</p>

## CONTENTS

<b>Unit I</b>	<b>6 Hrs</b>
• Dealing with unexpected visits + reading texts/documents(seen/unseen) and discussing them	
<b>Unit II</b>	<b>6 Hrs</b>
• Expression of doubt & certainty + reading texts/documents(seen/unseen) and discussing them	
<b>Unit III</b>	<b>6 Hrs</b>
• checking & verifying works of art + reading texts/documents(seen/unseen) and discussing them	
<b>Unit IV</b>	<b>6 Hrs</b>
• Commenting/interpreting works of art + reading texts/documents(seen/unseen) and discussing them	
<b>Unit V</b>	<b>6 Hrs</b>
• Playing roles in improvised situations of communication + reading texts/documents (seen/unseen) and discussing them	

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Le nouveau sans frontieres level- III (methode de francais – published by CLE international Paris, 1998, Indian edition.
- Le nouveau sans frontieres – workbook vol-3
- Four audiocassettes Level-III accompanying the written material

### REFERENCES

- Le Robert mini dictionary : Fre->Fre
- Collection>> progressive du francais (exercices communicatifs, level - intermediate
- Vocabulaire progressif - Advanced
- Grammaire collection "Le Nouvel Entraenez-Vous", level intermediate.
- Alter ego-3/Connexions-3

## SEMESTER VI

### PAPER CODE-FRN 601 French Grammar & Translation II (Theory)

**Credits:3**

**Maximum Marks:100**



**Contact Hrs/Week:3**

**Total Hrs:45**

**Course Objectives:**

1. This course will enable the students to - Translation of texts between French & English
2. Apply the full panoply of grammatical equipments.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning teaching strategies and	Assessment Strategies
Paper Code	Paper Title			
FRN 601	French Grammar & Translation II	<b>CO40.</b> Imbibe the final topics of higher grammar <b>CO41.</b> Appreciate their usage in classics <b>CO42.</b> Apply the vocabulary & grammar learned so far to convert texts between French & English	<b>Approach in teaching:</b> Interactive lectures; Demonstrations; Translation workshops <b>Learning activities for the students:</b> Assignments; Effective questions	Class tests Exercises Surprise tests

**CONTENTS**

**Unit I**

**9 Hrs**

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : expression of opposition

**Unit II**

**9 Hrs**

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : present participle/gerundive

**Unit III**

**9 Hrs**

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : past anterior

**Unit IV**

**9 Hrs**

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : subjunctive imperfect

**Unit V****9 Hrs**

- Translation : a) unseen passages from French into English ; b) unseen passages from English into French
- Grammar : relating/reporting an event in indirect speech; expression of possibility/probability

**BOOKS RECOMMENDED****ESSENTIAL READING**

- Le nouveau sans frontieres level- III (methode de francais – published by CLE international Paris, 1998, Indian edition.
- Le nouveau sans frontiers – workbook vol-3
- Four audiocassettes Level-III accompanying the written material

**REFERENCES**

- Le Robert mini dictionary : Fre->Fre
- Collection>> progressive du francais (exercices communicatifs, level - intermediate
- Vocabulaire progressif - Advanced
- Grammaire collection "Le Nouvel Entraenez-Vous", level intermediate.
- Alter ego-3/Connexions-3

**PAPER CODE-FRN 602****A Study of French Literature & History of French Literature (Theory)****Credits:3****Maximum Marks:100****Contact Hrs/Week:3****Total Hrs:45****Course Objectives:**

This course will enable the students to -

1. Understand literary classics.
2. Assess the contributions of literary movements

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 602	<b>A Study of French Literature &amp; History of French</b>	<b>CO43.</b> Explain, discuss, interpret, paraphrase & critique literary classics  <b>CO44.</b> Identify, assess and evaluate the	<b>Approach in teaching:</b>  Interactive lectures; language laboratory;	Oral tests/ examinations;  Written tests/ Examination

	<b>Literature</b>	contributions of each literary phase/movement in the overall growth & evolution of French literature	<b>Learning activities for the students:</b> Reading/Recitation competitions	
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## CONTENTS

### Unit I 9 Hrs

- History of literature : 20<sup>th</sup> century : dadaism, surrealism
- A study of literatures (poetry & novel) : Zone (Apollinaire); La Symphonie Pastorale (Gide) □ History of literature : 20<sup>th</sup> century : dadaism, surrealism
- History of literature : 20<sup>th</sup> century : dadaism, surrealism

### Unit II 9 Hrs

- History of literature : 20<sup>th</sup> century : existentialism
- Study of literature texts (poetry & novel) : Le Cimetiere marin (Valery); La Symphonie Pastorale (Gide)

### Unit III 9 Hrs

- History of literature : 20<sup>th</sup> century : existentialism
- Study of literature texts (poetry & novel) : Le Cimetiere marin (Valery); La Symphonie Pastorale (Gide)

### Unit IV 9 Hrs

- History of literature : 20<sup>th</sup> century : theatre of the absurd,
- Study of literature texts (poetry & novel) : Le Cimetiere marin (Valery); La Symphonie Pastorale (Gide)

### Unit V 9 Hrs

- History of literature : 20<sup>th</sup> century : the new novel
- Study of literature texts (poetry & novel) : La Symphonie Pastorale (Gide)

## BOOKS RECOMMENDED

### ESSENTIAL READING

- Le Nouveau Sans Frontieres-vol. 3 /Connexions 3
- Novel : La Symphonie Pastorale (Gide)
- Two long poems :  
Zone : (Apollinaire), Le Cimetiere marin : (Valery)

### REFERENCES

- L'histoire de la France – CLE international
- Les grandes etapes de la litterature francaise - Dr. Charles Cadoux
- La litterature francaise - CLE international

- La poesie - CLE international
- Le theatre - CLE international
- Le roman - CLE international
- Grammar : Le Nouvel Entraînez- vous – (advanced level) - CLE international

**PAPER CODE-FRN 603**  
**Listening & Speaking Skills in French (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

This course will enable the students to -

1. Communicate in different situations.
2. Answer the questions on listening the stories

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FRN 603	Listening & Speaking Skills in French	<p><b>CO45.</b> Play different roles according to situations of communication</p> <p><b>CO46.</b> Understand general and personal questions and reply</p> <p><b>CO47.</b> Retain &amp; retrieve details after listening to stories and answer questions</p> <p><b>CO48.</b> Match authors &amp; movements/phases; resume the essence of a movement/text</p>	<p><b>Approach in teaching:</b></p> <p>Listening exercises; Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Extempore; Prepared presentations</p>	<p>Oral tests/examinations; Assessment on role playing</p>

## **CONTENTS**

- Unit I** **6 Hrs**
- playing roles in improvised situations of communication + reading texts/documents (seen/unseen) and discussing them + questions to test knowledge of literary history & the texts
- Unit II** **6 Hrs**
- playing roles in improvised situations of communication + reading texts/documents (seen/unseen) and discussing them + questions to test knowledge of literary history & the texts
- Unit III** **6 Hrs**
- playing roles in improvised situations of communication + reading texts/documents (seen/unseen) and discussing them + questions to test knowledge of literary history & the texts
- Unit IV** **6 Hrs**
- playing roles in improvised situations of communication + reading texts/documents (seen/unseen) and discussing them + questions to test knowledge of literary history & the texts
- Unit V** **6 Hrs**
- playing roles in improvised situations of communication + reading texts/documents (seen/unseen) and discussing them + questions to test knowledge of literary history & the texts

## **BOOKS RECOMMENDED**

### **ESSENTIAL READING**

- Le nouveau sans frontieres level- III (methode de francais – published by CLE international Paris, 1998, Indian edition.
- Le nouveau sans frontiers – workbook vol-3
- Four audiocassettes Level-III accompanying the written material

### **REFERENCES**

- Le Robert mini dictionary : Fre->Fre
- Collection>> progressive du francais (exercices communicatifs, level - intermediate
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- Grammaire collection "Le Nouvel Entraînez-Vous", level intermediate.
- Alter ego-3/Connexions-3

**Department- German**  
**Programme- B.A.(Elective)**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME OUTCOMES**

<b>PO1</b>	Students attain thorough knowledge and usage of various components of German Grammar as well as their usage from elementary to advanced structures.
<b>PO2</b>	Students strengthen "Wortschatz" i.e. exclusive German Vocabulary and its usage in appropriate context.
<b>PO3</b>	Students develop reading and writing skills in order to be able to comprehend various day to day life activities, events and people around us enabling students to describe them, write composition about them.
<b>PO4</b>	Students develop skills of speaking, talking, listening and understanding in German, enabling students to not only listen and understand things but also respond to the same in appropriate manner in German. This would further aim at enhancing advanced communication skills in students opting for this course so that they are able to analyze, argue and summarize their ideas on general topics ranging from day to day life to more particular contexts. They develop proficiency in language in order to speak about various activities happening around us and make a forward movement to discuss more complex issues in German.
<b>PO5</b>	Students acquire theoretical and practical knowledge in translation techniques from elementary to advanced levels so that students are able to make appropriate translation from German to English and vice versa.
<b>PO6</b>	Students acquire knowledge of different literary genres in German, their distinct characteristics, life and work of some representative writers and also develop proficiency in language in order to analyze and comment upon them.

### COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)

Course	Cos	PO1	PO2	PO3	PO4	PO5	PO6
GER 101	CO 1	√	√				
	CO 2	√	√				
	CO 3	√	√				
GER 102	CO 4			√			
	CO 5			√			
	CO 6		√				
GER 103	CO 7		√		√		
	CO 8		√		√		
	CO 9		√		√		
GER 201	CO 10	√	√				
	CO 11	√	√				
	CO 12	√	√				
GER 202	CO 13			√			
	CO 14			√			
	CO 15		√				
GER 203	CO 16		√		√		
	CO 17		√		√		
	CO 18		√		√		
GER 301	CO 19	√	√				
	CO 20	√	√				
	CO 21	√	√				
GER 302	CO 22			√			
	CO 23			√			
	CO 24		√			√	
GER 303	CO 25		√		√		
	CO 26		√		√		
	CO 27		√		√		
GER 401	CO 28	√	√				
	CO 29	√	√				

	<b>CO 30</b>	√	√				
<b>GER 402</b>	<b>CO 31</b>			√			
	<b>CO 32</b>			√			
	<b>CO 33</b>		√			√	
<b>GER 403</b>	<b>CO 34</b>		√		√		
	<b>CO35</b>		√		√		
	<b>CO 36</b>		√		√		
<b>GER 501</b>	<b>CO 37</b>	√	√				
	<b>CO 38</b>	√	√				
	<b>CO 39</b>	√	√				
<b>GER 502</b>	<b>CO 40</b>		√				√
	<b>CO 41</b>		√				√
<b>GER 503</b>	<b>CO 42</b>		√		√		
	<b>CO 43</b>		√		√		
	<b>CO 44</b>		√		√		
<b>GER 601</b>	<b>CO 45</b>	√	√				
	<b>CO 46</b>	√	√				
	<b>CO 47</b>	√	√				
<b>GER 602</b>	<b>CO 48</b>		√				√
	<b>CO 49</b>		√				√
	<b>CO 50</b>		√				√
<b>GER 603</b>	<b>CO 51</b>		√		√		
	<b>CO 52</b>		√		√		
	<b>CO 53</b>		√		√		



**BA (German) (2020-2021)**

**COURSE OUTCOMES - Semester I**

**Paper Code -GER 101  
Elementary German I (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Understand elementary structures of grammar and "Wortschatz", Present Tense.
2. Get acquainted with different sentence structures : Affirmative, Negative and Interrogative, Cases (Nominative and Accusative)
3. Know the Articles and their usage: Indefinite, Definite, Negative and Possessive Article.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 101	Elementary German I	<p><b>CO1-</b> Frame correct sentences in German: Affirmative, Negative and Interrogative with Verbs of different characteristics in "Präsens" (Present Tense). Also know how to frame "Imperativ" for "Sie".</p> <p><b>CO2-</b> Know the use of Verb " Trennbare Verben " as well as „Modal Verben" and structure of „W-Frage, Aussage, Ja-Nein-Frage" with them.</p> <p><b>CO3-</b> Know the use of Verbs which take Accusative (Akkusativ) objects, and in addition to this also know the use of different articles used for nouns belonging to "Maskulin", "Feminin" and</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit (Group work), Giving tasks</p>	<p>Continuous Assessment Tests, Semester end examinations, Solving problems in tutorials, Home Assignments, Presentation, Individual and group work</p>

		"Neutrum". Know also the Use of Negative Article as well as Possessive Article accordingly.		
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## CONTENTS

**Unit I:** **9 Hrs**  
**Lektion – 1 (Themen Aktuell 1)**

- Aussagesatz.
- Wort und Satzfrage
- Imperativ "Sie"
- Konjugation Präsens

**Unit II** **9 Hrs**  
**Lektion – 2 (Themen Aktuell 1)**

- Artikel
- Negation
- Possessivartikel

**Unit III** **9 Hrs**  
**Lektion – 3 (Themen Aktuell 1)**

- Akkusativ
- Verben mit Vokalwechsel
- Modalverb "möchten"

**Unit IV** **9 Hrs**  
**Lektion – 4 (Themen Aktuell 1)**

- Trennbare Verben
- Modalverben "können", "müssen"

**Unit V** **9 Hrs**  
**Lektion – 4 (Themen Aktuell 1)**

- Trennbare Verben
- Modalverben "dürfen", "sollen", "mögen"
- Uhrzeit

## BOOKS RECOMMENDED

- Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber Verlag, ISBN 3-19-001690-9

**Paper Code -GER 102**  
**Reading and Writing Skills in German I**  
**(Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to –**

1. Understand various nuances, fundamental rules and art of reading
2. Develop writing skills and learn how to describe things and persons around in German. (Paragraph Writing on general topics).

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 102	Reading and Writing Skills in German I	<p><b>CO 4-</b> Develop the skill of comprehension of German Texts enabling students to understand the texts and answer the questions based on them.</p> <p><b>CO 5-</b> Enable students to write composition on general topics, people and events that one comes across in daily life.</p> <p><b>CO 6-</b> Enable students to discover and learn the "Wortschatz" (exclusive German vocabulary) to be appropriately used in different contexts.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Continuous Assessment Tests, Semester end examinations, Solving problems in tutorials, Home Assignments, Presentation, Individual and group work</p>

**CONTENTS**

**Unit I**

**9Hrs**

- Reading Comprehension (Themen Aktuell 1): Pages 9 to 22
- Paragraph to write: Wer bin ich? (sich vorstellen)

**Unit II**

**9Hrs**

- Reading Comprehension (Themen Aktuell 1): Pages 23 to 34,
- Paragraph to write: Meine Familie

**Unit III**

**9Hrs**

- Reading Comprehension (Themen Aktuell 1): Pages 35 to 46
- Paragraph to write: "Mein Deutschunterricht"

**Unit IV**

**9Hrs**

- Reading Comprehension (Themen Aktuell 1): Pages 47 to 49
- Paragraph to write: Mein Land

**Unit V**

**9Hrs**

- Reading Comprehension (Themen Aktuell 1): Pages 50 to 51
- Paragraph to write: Meine Freundin/ Mein Freund

**BOOKS RECOMMENDED**

- **Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber Verlag, ISBN 3-19-001690-9

**Paper Code -GER 103**  
**Spoken German**  
**(Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to –**

1. Know the correct way of pronunciation, greeting forms and introduction (self and others).
2. Learn as to how to enquire about one's well being and also express the day to day activities in German.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 103	Practical-Spoken German	<p><b>CO 7-</b> Students would be able to introduce themselves as well as others while enquiring about (Name,Vorname, Nachname/ Familienname, Wohnort, Geburtsdatum, Geburtsort, Alter und Nationalität).</p> <p><b>CO 8-</b> Enable students to know and describe various objects as well as enquire and find out their price in German.To be able to tell Watch timings.</p> <p><b>CO 9-</b> Enable students to greet properly in German and enquire about one's well being. It would also further enable them to talk about one's free time activities and hobbies, express what one is able to do, talk about one's eating habits. Conversation in a restaurant: what one</p>	<p><b>Approach in teaching:</b></p> <p>Class Room Discussion, Setting of Interview Session in Classroom, Power point presentation.</p> <p><b>Learning activities for the students:</b></p> <p>Discussion among different group of students, Develop effective questions and "Wortschatz" related to the topic, Prepare Presentation in the class.</p>	<p>Class test, Conducting Interview/ Semester end Viva Voce Examination, Quiz, Assignments and Presentation, Individual and group projects.</p>

		may like to eat and drink, how to place order for something and make payment.		
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## CONTENTS

### Unit I

**6 Hrs**

- Sich und andere Vorstellen  
(Name, Vorname, Nachname/Familienname, Wohnort, Geburtsort, Geburtsdatum, Alter und Nationalität)

### Unit II

**6 Hrs**

- Gegenstände benennen und beschreiben
- Preisangaben verstehen und notieren

### Unit III

**6 Hrs**

- Essgewohnheiten beschreiben
- Ein Gespräch im Restaurant

### Unit IV

**6 Hrs**

- Freizeitsaktivitäten
- Meine Hobbys

### Unit V

**6 Hrs**

- Uhrzeit
- Fähigkeiten äußern

**Paper Code -GER 201**  
**Elementary German II (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. To know the elementary structures of grammar and "Wortschatz" and Present Tense
2. Acquire knowledge of different sentence structures : Affirmative, Negative and Interrogative
3. Understand Cases : Nominative, Accusative and Dative as well as know Demonstrative Pronoun and Indefinite Pronoun
4. Know the usage of Possessive Articles as well as the Prepositions and further frame Imperative Sentence and sentences in Perfect Tense

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 201	Elementary German II	<p><b>CO10-</b> Enable students to understand and use „Demonstrativpronomen“, „Indefinitpronomen“, „Ortsangaben“ and „Possessivartikel“.</p> <p><b>CO11-</b> Enable students to know the different uses of Modalverb „sollen“. The students will be able to frame "Imperativ" for 2<sup>nd</sup> Person Singular and Plural.</p> <p><b>CO12-</b> Students will be able to frame "Perfekt" for different Verbs. Further they will have the knowledge as to how to use "Personalpronomen im Akkusativ" and will have thoroughly practised</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Continuous Assessment Tests, Semester end examinations, Solving problems in tutorials, Home Assignments, Presentation, Individual and group work</p>

		"Wechselpräpositionen".		
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## CONTENTS

### Unit I

**9 hrs**

Lektion – 5 (Themen Aktuell 1)

- Demonstrativpronomen, Indefinitpronomen, Ortsangaben

### Unit II

**9 hrs**

Lektion – 6 (Themen Aktuell 1)

- Possessivartikel, Modalverb "sollen", Imperativ 2. Person Singular und Plural, Perfekt: Struktur und Beispiele

### Unit III

**9 hrs**

Lektion – 7 (Themen Aktuell 1)

- Perfekt: Alle Verben, Richtungsangaben, Personalpronomen im Akkusativ

### Unit IV

**9 hrs**

Lektion – 8 (Themen Aktuell 1)

- Wechselpräpositionen

### Unit V

**9 hrs**

Lektion – 8 (Themen Aktuell 1)

- Wechselpräpositionen
- Vorteile und Nachteile nennen, Weg Beschreiben

## BOOKS RECOMMENDED

- **Prescribed Textbook: Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber Verlag, ISBN 3-19-001690-9



**Paper Code - GER 202**  
**Reading and Writing Skills in German**  
**(Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Be thorough with the various nuances, fundamental rules and art of reading and writing in German.
2. Write Paragraph Writing on general topics.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 202	Reading and Writing Skills in German	<p><b>CO 13-</b> This course would develop comprehension of German Texts enabling students to understand the text and answer the questions based on them.</p> <p><b>CO 14-</b> Enable students to write composition on general topics, people and events that one comes across in daily life.</p> <p><b>CO 15-</b> Enable students to discover and learn the "Wortschatz" (exclusive German vocabulary) to be appropriately used in different contexts.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks.</p>	<p>Continuous Assessment Tests, Semester end examinations, Solving problems in tutorials, Home Assignments, Presentation, Individual and group work</p>

## CONTENTS

### Unit I

9 Hrs

( Lektion – 5)Themen Aktuell 1

- Readings Comprehension: Pages 59 to 70
- Paragraph to write: Mein Traumhaus

### Unit II

9 Hrs

Lektion – 6 (Themen Aktuell 1)

- Readings Comprehension: Pages 71 to 82,
- Paragraph to write: Beim Arzt/ Ein Gespräch mit dem Arzt.

### Unit III

9 Hrs

Lektion – 7 (Themen Aktuell 1)

- Readings Comprehension: Pages 83 to 88,
- Letter to a friend: Die sehenswuerdigkeiten meiner Stadt

### Unit IV

9 hrs

Lektion – 8 (Themen Aktuell 1)

- Readings Comprehension: Pages 95 to 100
- Paragraph to write:Ein wichtiger Tag in meinem Leben.

### Unit V

9 hrs

Lektion – 8 (Themen Aktuell 1)

- Readings Comprehension: Pages 101 to 106,
- Paragraph to write: Mein Tagesablauf

### BOOKS RECOMMENDED

- **Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber Verlag, ISBN 3-19-001690-9

**Paper Code - GER 203**  
**Spoken German**  
**(Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**  
**Course Objectives:**

**This course will enable the students to -**

1. Know correct way of pronunciation, greeting forms, introduction (self and others)
2. Know as to how to enquire about one's well being and describe day to day activities in German.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 203	<b>Practical: Spoken German</b>	<p><b>CO 16-</b> Enable students to enquire about the way to a destination and explain direction. To be able to ask and tell Watch/COck timings.</p> <p><b>CO 17-</b> Enable students to make suggestions for any particular problem or matter. Discuss about the price and quality of different commodities in German. Know how to accept or decline an offer.</p> <p><b>CO 18-</b> Enable students to describe the daily life/ routine, to be able to invite one's friend/friends to cinema or on birthday.</p>	<p><b>Approach in teaching:</b> Class Room Discussion, Setting of Interview Session in Classroom, Power point presentation.</p> <p><b>Learning activities for the students:</b> Discussion among different group of students, Develop effective questions and "Wortschatz" related to the topic, Prepare Presentation in the class.</p>	Class test, Conducting Interview/ Semester end Viva Voce Examination, Quiz, Assignments and Presentation, Individual and group projects.

**CONTENTS**

**Unit I**

- Nach dem Weg fragen und Richtung angeben

**6 Hrs**

- Fragen nach der Uhrzeit

**Unit II**

**6 Hrs**

- Vorschläge Machen
- Über den Preis und die Qualität der Warenangebote diskutieren / Angebot annehmen / ablehnen

**Unit III**

**6 Hrs**

- Alltag beschreiben

**Unit IV**

**6 Hrs**

- Eine Freundin/ Einen Freund ins Kino einladen
- Eine Freundin/ Einen Freund zum Geburtstag gratulieren

**Unit V**

**6 hrs**

- Fähigkeiten mit Modalverben äußern
- Vorteile und Nachteile nennen

**Paper Code - GER 301**  
**Intermediate German I (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**  
**Course Objectives:**

**This course will enable the students to -**

1. Understand advanced Grammar e.g. Comparison (Degrees of Adjective/Adverb). Genitive case, Adjective Declination, Modal Verbs in Past Tense.
2. Know how to frame Subordinate Clause.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GER 301</b>	<b>Intermediate German I</b>	<p><b>CO19-</b> The students would be thorough with „Dativ“ case: Verbs, Prepositions taking „Dativ“. Know the use of degree of Adjective and Adverb in “Komparativ und “Superlativ (prädikativ)” and “Demonstrativpronomen im Akkusativ”.</p> <p><b>CO20-</b> The students would attain comprehensive knowledge of “Adjektivendungen”, Artikel + Adjektiv + Nomen, Artikelwörter, „dieser“, „mancher“, „jeder/alle“. Know the purpose and use of “Genetiv”.</p> <p><b>CO21-</b> Understand the use of “Nebensatz” and Past form of „Modalverben“. Express day and date in German.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Doing a few examples and exercises in classroom</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

## CONTENTS

### Unit I

9hrs

Lektion – 9 (Themen Aktuell 1)

- Dativ
- Komparativ und Superlativ (prädikativ)
- Demonstrativpronomen im Akkusativ

### Unit II

9 hrs

Lektion – 10 (Themen Aktuell 1)

- Genitiv

### Unit III

9 hrs

Lektion-11 (Themen Aktuell 1)

- Artikel + Adjektiv + Nomen
- Artikelwörter „dieser“, „mancher“, „jeder/alle“

### Unit IV

9 hrs

Lektion – 12 (Themen Aktuell 1)

- Präteritum der Modalverben
- Datum

### Unit V

9 hrs

Lektion – 12 (Themen Aktuell 1)

- Nebensatz

## BOOKS RECOMMENDED

- **Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber Verlag, ISBN 3-19-001690-9

**Paper Code - GER 302**  
**Translation and Writing Skills (Theory)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

- 1.** Know the techniques of translation from German to English and vice versa.
- 2.** Develop comprehension and compositional skills and learn "Wortschatz" for different purposes. Paragraph Writing on specific topics.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 302	Translation and Writing Skills	<p><b>CO 22-</b> Comprehension of German Texts enabling students to understand the text and answer the questions based on them.</p> <p><b>CO 23-</b> Enable students to write composition on "Mein Heimatland", "Freizeitsaktivitäten", "Ein indisches Fest", "Mein Lieblingsbuch" and "Mein Lieblingsautor".</p> <p><b>CO 24-</b> Enable students to discover and learn the "Wortschatz" (exclusive German vocabulary) to be appropriately used in different contexts. Become acquainted with the techniques of translation from English</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Continuous Assessment Tests, Semester end examinations, Solving problems in tutorials, Home Assignments, Presentation, Individual and group work</p>

		to German and vice versa, particularly techniques based on the grammatical topics and "Wortschatz" learnt in this course.		
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## CONTENTS

### Unit I

9 Hrs

Themen Aktuell 1 (Lektion –9)

- Reading Comprehension: Pages 107 to 118
- **Aufsatz: Mein Heimatland**
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit II

9 Hrs

Themen Aktuell 1 (Lektion –10 )

- Reading Comprehension: Pages 119 to 129
- **Aufsatz: Freizeitsaktivitäten**
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit III

9 Hrs

Themen Aktuell 1(Lektion –11 )

- Reading Comprehension: Page131 to 144
- **Aufsatz: Ein indisches Fest**
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit IV

9 hrs

Themen Aktuell 1( Lektion –12)

- Reading Comprehension: Pages 145 to 152
- **Aufsatz: Mein Lieblingsbuch**
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit V

9 hrs

Themen Aktuell 1( Lektion –12)

- Reading Comprehension: Pages 153 to 158
- **Aufsatz: Mein Lieblingsautor**
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

## BOOKS RECOMMENDED

- **Prescribed Textbook: Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber verlag, ISBN 3-19-001690-9



**Paper Code -GER 303**  
**Practical : Spoken German**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**  
**Course Objectives:**

**This course will enable the students to -**

1. Describe the person, family, friends and relatives
2. Make suggestions and request
3. Tell advantages and disadvantages of a certain thing or activity

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 303	Practical-Spoken German	<p><b>CO25-</b> This course will enable students to introduce themselves and others while enquiring about (Name, Vorname, Nachname/ Familienname, Wohnort, Geburtsdatum, Geburtsort, Alter, Nationalität, Beruf und Familienstand), Know the correct way of pronunciation and spelling of any name in German. Proper way of greeting each other in German. Enable students to describe different persons, tell their addresses, phone no. etc.</p> <p><b>CO26-</b> Enable students to become conversant with the proper way of conversation in Restaurant. This course will also enable students to talk about</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

		<p>different possibilities, make suitable suggestions on some matter and put up a request.</p> <p><b>CO 27-</b> Talk about family members and relatives. Also express one's free time activities, tell Watch/COck timings properly. Talk about the advantages and disadvantages of something.</p>		
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## CONTENTS

### Unit I

6 hrs

- Sich und andere Personen vorstellen
- Name, Vorname, Nachname/Familienname, Wohnort, Geburtsort und Geburtsdatum angeben
- Personennamen und Ortsnamen buchstabieren
- Einander begrüßen

### Unit II

6 hrs

- Personen beschreiben (Familienmitglieder, Freunde )
- Adresse und Telefonnummer angeben
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### Unit III

6 hrs

- Essen und Trinken im Restaurant
- Vermutungen anstellen
- Ratschläge und Bitten

### Unit IV

6 hrs

- Familie und Verwandtschaft
- Freizeitsaktivitäten

### Unit V

6 hrs

- Über Vorteile und Nachteile einer Sache/ Aktivität sprechen
- Uhrzeit

### Unit V

6 hrs

- Translation: Concept and importance.
- Translation of news pieces from Hindi to English and English to Hindi

**Paper Code – GER 401**  
**Intermediate German II (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**  
**Course Objectives:**

**This course will enable the students to -**

1. Know the usage of various components of advanced Grammar e.g.
  - i. Reflexive Verben mit Präpositionalergänzung
  - ii. Steigerung und Vergleich
  - iii. Passiv
  - iv. Nebensatz
  - v. Relativsatz

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 401	Intermediate German II	<p><b>CO28-</b> Know how to make use of „Reflexive Verben mit Präpositionalergänzung, Fragewörter und Pronomen, wofür?“, dafür“ and „Konjunktiv II“. Know the use of degree of Adjective and Adverb and how to make comparison on its basis.</p> <p><b>CO29-</b> Enable students to frame „Passiv“ and „Präteritum“ correctly as well as find out appropriate „Relativpronomen“ in order to frame correct „Relativsätze“.</p> <p><b>CO30-</b> Understand the purpose and application</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Doing a few examples and exercises in classroom</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

		of „es“ in a sentence, learn the structure of sentence with „es“. Be thorough with the use and structure of “Nebensatz” (Practising „Infinitiv mit zu“ and „Nebensatz mit dass“).		
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## CONTENTS

### Unit I

9 hrs

Lektion – 13 (Themen Aktuell 1 )

- Reflexive Verben mit Präpositionalergänzung
- Fragewörter und Pronomen : wofür?, dafür
- Konjunktiv II

### Unit II

9 hrs

Lektion – 1 (Themen Aktuell 2)

- Steigerung und Vergleich
- Passiv

### Unit III

9 hrs

Lektion – 2 (Themen Aktuell 2)

- Infinitiv mit zu,
- Nebensatz mit dass
- Präteritum.

### Unit IV

9 hrs

Lektion – 3 (Themen Aktuell 2)

- Konstruktionen mit es
- Relativpronomen

### Unit V

9 hrs

Lektion – 3 (Themen Aktuell 2)

- Nebensatz
- Relativsatz

## BOOKS RECOMMENDED

- **Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber verlag, ISBN 3-19-001690-9
- **Themen aktuell 2:** Harmut Aufderstraße, Heiko Bock, Jutta Müller & Helmut Müller, München, 2005 (2. Auflage), Max Hueber verlag, ISBN 3-19-001690-9

**Paper Code – GER 402**  
**Translation and Writing Skills - II (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**  
**Course Objectives:**

**This course will enable the students to -**

1. Know the techniques of Translation from English to German and vice versa
2. Develop writing skills in German.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 402	Translation and Writing Skills - II	<p><b>CO 31-</b> Comprehension of German Texts enabling students to understand the text and answer the questions based on them.</p> <p><b>CO 32-</b> Enable students to write composition on "Familie", " Was will ich werden ? (Beruf)", " Warum lerne ich Deutsch?", " Wozu soll man Fremdsprachen lernen?/Wichtigkeit der Mehrsprachigkeit " and " Manipulieren die Massenmedien die jungen Menschen?".</p> <p><b>CO 33-</b> Enable students to discover and learn the "Wortschatz" (exclusive German vocabulary) to be appropriately used in different contexts. Become acquainted with the techniques of</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Continuous Assessment Tests, Semester end examinations, Solving problems in tutorials, Home Assignments, Presentation, Individual and group work</p>

		translation from English to German and vice versa, particularly techniques based on the grammatical topics and "Wortschatz" learnt in this course.		
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## CONTENTS

### Unit I

9 hrs

Themen Aktuell 2, Lektion – 13

- Reading Comprehension : Pages 159 to 170
- Essay: Familie
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit II

9 hrs

Themen Aktuell 2, Lektion – 1

- Reading Comprehension: Pages 7 to 18
- Essay: Was will ich werden ?( Beruf)
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit III

9 hrs

Themen Aktuell 2, Lektion – 2

- Reading Comprehension: Pages 19 to 32
- Essay: Warum lerne ich Deutsch?
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit IV

9 hrs

Themen Aktuell 2, Lektion – 3

- Reading Comprehension: Pages 33 to 38
- Essay: Wozu soll man Fremdsprachen lernen?/ Wichtigkeit der Mehrsprachigkeit
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

### Unit V

9 hrs

Themen Aktuell 2, Lektion – 3

- Reading Comprehension: Pages 39 to 44
- Essay: Manipulieren die Massenmedien die jungen Menschen?
- Übersetzung: Deutsch-Englisch / Englisch-Deutsch

## **BOOKS RECOMMENDED**

- **Themen aktuell 1:** Harmut Aufderstraße, Heiko Bock, Mechthild Gerdes, Jutta Müller & Helmut Müller, München, 2003, Max Hueber verlag, ISBN 3-19-001690-9
- **Themen aktuell 2:** Harmut Aufderstraße, Heiko Bock, Jutta Müller & Helmut Müller, München, 2005 (2. Auflage), Max Hueber verlag, ISBN 3-19-001690-9

**Paper Code - GER 403**  
**Spoken German (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to -**

1. Learn as to how to converse, argue, give their opinions and summarize ideas focusing on the topics taught in the classroom.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 403	<b>Practical: Spoken German</b>	<p><b>CO 34</b> - Enable students to properly express "Tageszeiten", "Wochentage", "Monate", "Jahreszeiten" and "Datum".</p> <p><b>CO 35</b> - Enable students to talk about "Aktivitäten im Haushalt", „Tagesablauf“, „Meine Deutschkenntnisse“ and explain the direction/way to some destination. This course will also enable students to learn as to how to orient oneself in a shopping mall and get informed about various things, describe different persons and things one may come across in day to day life.</p> <p><b>CO 36</b> - The course enables students to critically reflect upon "Deutschunterricht" and discuss "Wichtigkeit der Fremdsprachen".</p>	<p><b>Approach in teaching:</b> Class Room Discussion, Setting of Interview Session in Classroom, Power point presentation.</p> <p><b>Learning activities for the students:</b> Discussion among different group of students, Develop effective questions and "Wortschatz" related to the topic, Prepare Presentation in the class.</p>	Class test, Conducting Interview/ Semester end Viva Voce Examination, Quiz, Assignments, Presentation, Individual and group projects.



## **CONTENTS**

<b>Unit I</b>	<b>6hrs</b>
<ul style="list-style-type: none"><li>• Tageszeiten, Wochentage, Monate und Jahreszeiten</li><li>• Datum angeben</li></ul>	
<b>Unit II</b>	<b>6hrs</b>
<ul style="list-style-type: none"><li>• Aktivitäten im Haushalt</li><li>• Tagesablauf</li></ul>	
<b>Unit III</b>	<b>6hrs</b>
<ul style="list-style-type: none"><li>• Wegbeschreibung</li><li>• Meine Deutschkenntnisse</li></ul>	
<b>Unit IV</b>	<b>6hrs</b>
<ul style="list-style-type: none"><li>• Im Kaufhaus: sich orientieren, sich informieren</li><li>• Kritisch Über den Deutschunterricht reflektieren</li></ul>	
<b>Unit V</b>	<b>6hrs</b>
<ul style="list-style-type: none"><li>• Wichtigkeit der Fremdsprachen.</li><li>• Personen/ Gegenstände beschreiben</li></ul>	

**Paper Code - GER 501**  
**Advanced German I (Theory)**

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:2**

**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Understand various components of Advanced Grammar e.g
  - i. Nebensatz,
  - ii. Prepositions
  - iii. Reflexive Verben, Reflexivpronomen
  - iv. Relativsatz
  - v. Adjektivdeklinaton.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GER 501</b>	<b>Advanced German I</b>	<p><b>CO 37-</b> The students would be able to understand the use of „lassen“, „zum“ + Infinitiv, Indirekter Fragesatz,</p> <p>Infinitiv mit „um zu“ , Nebensatz mit „damit“ . The students would also know the use of „Reflexive Verben“, with appropriate „Reflexivpronomen(Akkusativ und Dativ)“, „Unbetonte Akkusativ- und Dativergänzungen“ and „Reziprokpronomen“.</p> <p><b>CO 38-</b> This course would further strengthen their knowledge of „Passiv“(both in “Präsens“, and “Präteritum”), „Relativpronomen“ properly used in „Relativsätze“ and “Adjektivdeklinaton”.</p> <p>Understand how to frame <b>Future Tense</b> and <b>Konjunktiv II</b> (in both “Gegenwart” and “Vergangenheit”) for different purposes.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

		<p><b>CO 39-</b> The students become well conversant with the use of <b>Präpositionen:</b> „außer“/„wegen“ and „Ausdrücke mit Präpositionen (durch, für, ohne, gegen, außer, mit, wegen)“. They know how to frame <b>„Nebensätze - Weil, Wenn, Obwohl“.</b></p>		
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## CONTENTS

### Unit I

9 hrs

Lektion – 4 (Themen Aktuell 2)

- „lassen“, „zum“ + Infinitiv
- Indirekter Fragesatz
- Infinitiv mit „um zu“
- Nebensatz mit „damit“.

### Unit II

9 hrs

Lektion – 5 (Themen Aktuell 2)

- Präpositionen „außer“ und „wegen“
- Ausdrücke mit Präpositionen(durch,für,ohne,gegen,außer,mit,wegen)

### Unit III

9 hrs

Lektion – 6 (Themen Aktuell 2)

- Reflexive Verben,Reflexivpronomen(Akkusativund Dativ)
- Unbetonte Akkusativ- und Dativergänzungen
- Reziprokpronomen.

### Unit IV

9 hrs

Lektion – 7 (Themen Aktuell 2)

- Future Tense
- Konjunktiv II (Gegenwart und Vergangenheit)
- Nebensätze- Weil,Wenn,Obwohl

### Unit V

9 hrs

Lektion – 7(Themen Aktuell 2)

- Passiv (Präsens, Präteritum)
- Relativsatz
- Adjektivdeklination

**BOOKS RECOMMENDED: Themen aktuell 2:** Harmut Aufderstraße, Heiko Bock, Jutta Müller & Helmut Müller, München, 2005 (2. Auflage), Max Hueber verlag, ISBN 3-19-001690-9

**Paper Code - GER 502**  
**German Literature (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Get introduced with various literary forms,
2. Be familiar with the literary genres and their salient features.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 502	German Literature	<p><b>CO 40</b> –The course enables students to understand the definition and concept of various literary genres e.g. "Märchen", "Fabel", "Anekdote", "Kalendergeschichte", "Sage" and "Schwank" with various examples presented by some renowned authors.</p> <p><b>CO 41-</b> The course helps students develop an insight in order to understand salient features, trends, characteristics and purposes of different genres in German with the reading of some representative works by renowned German authors and also understand their tendencies and individual traits.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German of the relevant stories picked up for the course</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit I** **9hrs**

- MÄRCHEN ( Definition)
- Rotkäppchen
- Die Bremer Stadtmusikanten

**Unit II** **9hrs**

- FABEL (Definition)
- Der Rabe und der Fuchs
- Der Fuchs und der Storch

**Unit III** **9hrs**

- ANEKDOTE ( **Definition**)
- Albert Einstein
- Karl Valentin
- Ephraim Lessing
- Bertolt Brecht
- KALENDERGESCHICHTE ( **Definition**)
- Kannitverstan

**Unit IV** **9hrs**

- SAGE ( **Definition**)
- Der Rattenfänger von Hameln
- Die Jungfrau von der Lorelei

**Unit V** **9hrs**

- SCHWANK( **Definition**)
- Till Eulenspiegel wird Bäckergeselle
- Till Eulenspiegel isst im Wirtshaus umsonst

Till Eulenspiegel macht Wasser zu Wein

**BOOKS RECOMMENDED**

- **\*Teacher will give the relevant texts to the students as handouts!**

**Paper Code - GER 503**  
**Spoken German (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to -**

- 1. Learn and practice as to how to converse, argue, give their opinions and summarize ideas focusing on the topics taught in the classroom.**

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 503	<b>Practical- Spoken German</b>	<p><b>CO 42-</b> This course would enable students to initiate discussion on various topics: Das Haushaltsgeld – Wofür gibt man es aus?/Berufe rund ums Auto/ Was gefällt Ihnen bei anderen Leuten? _Was gefällt Ihnen nicht?/ Wie verbringt Ihre Familie den Abend?.</p> <p><b>CO 43-</b> Enable students to speak about: Meine Lieblingsjahreszeit/ Die Jahreszeiten in Indien und in Deutschland/Welche Probleme macht Müll?/ Müllprobleme in Jaipur/ Wie verbringt Ihre Familie den Abend?/ Urlaub in Deutschland und in Indien/ Erzählen Sie über Ihren letzten Urlaub!</p> <p><b>CO 44-</b> Enable students to develop their own viewpoint to speak on the issues e.g.Viele Kinder haben: Vorteile</p>	<p><b>Approach in teaching:</b> Class Room Discussion, Setting of Interview Session in Classroom, Power point presentation.</p> <p><b>Learning activities for the students:</b> Discussion among different group of students, Develop effective questions and "Wortschatz" related to the topic, Prepare Presentation in the class.</p>	Class test, Conducting Interview/ Semester end Viva Voce Examination, Quiz, Assignments, Presentation, Individual and group projects

		und Nachteile/ Wie soll die ideale Beziehung zwischen Eltern und Kindern sein?/ Arbeiten im Ausland – Vorteile und Nachteile/ Wie sehen die Inder Deutschland und die Deutschen?/Was ist wichtig: Familienleben oder Berufsleben?		
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## CONTENTS

### Unit I

**6hrs**

- Das Haushaltsgeld – Wofür gibt man es aus?
- Berufe rund ums Auto
- Was gefällt Ihnen bei anderen Leuten? Was gefällt Ihnen nicht?

### Unit II

**6hrs**

- Wie verbringt Ihre Familie den Abend?
- Viele Kinder haben –Vorteile und Nachteile?
- Wie soll die ideale Beziehung zwischen Eltern und Kindern sein?

### Unit III

**6hrs**

- Meine Lieblingsjahreszeit
- Die Jahreszeiten in Indien und in Deutschland
- Welche Probleme macht Müll?

### Unit IV

**6hrs**

- Müllprobleme in Jaipur
- Urlaub in Deutschland und in Indien
- Erzählen Sie über Ihren letzten Urlaub!

### Unit V

**6hrs**

- Arbeiten im Ausland – Vorteile und Nachteile
- Wie sehen die Inder Deutschland und die Deutschen?
- Was ist wichtig: Familienleben oder Berufsleben?

**Paper Code - GER 601**  
**Advanced German II (Theory)**

**Credits:3**

**Maximum Marks:100**

**Contact Hrs/Week:2**

**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Understand some particular components of Advanced Grammar e.g
  - i. Reflexiv und Rezipropronomen
  - ii. Konjunktiv II
  - iii. Komposita.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning teaching strategies and	Assessment Strategies
Paper Code	Paper Title			
GER 601	Advanced German II	<p><b>CO 45-</b> The course enables students to properly understand and use some more advanced components of German grammar as follow. :<i>"Reflexiv- und Rezipropronomen", Tages und Wochentermine, Reflexivpronomen: Akkusativ und Dativ.</i></p> <p><b>CO 46-</b> The students become conversant with advanced structures of Grammar :<i>Konjunktiv II: Irrealis, Passiv mit Modalverb, Richtungsangaben. Komposita: Nomen, Korrelation mit wenn und je.... Desto, Adjektiv aus Nomen.</i></p> <p><b>CO 47 -</b> The course further enables students to learn as to how to</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing Film in German, Playing audio-CD</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>



		express: <b>Ratschläge mit „sollte“</b> , use <b>Präpositionen bei Zeitangaben</b> , <i>Frame Nebensätzen: weil und denn</i> and properly learn the way how <b>Komparation</b> has to be done.		
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## CONTENTS

### Unit I

9 hrs

Lektion – 1 Themen Aktuell 3

- Reflexiv und Rezipropronomen

### Unit II

9 hrs

Lektion – 2 Themen Aktuell 3

- Konjunktiv II: Irrealis
- Adjektivdeklination
- Komposita : Nomen
- Passiv mit Modalverb
- Richtungsangaben.

### Unit III

9hrs

Lektion – 3 Themen Aktuell 3

- Ratschläge mit „ sollte“
- Präpositionen bei Zeitangaben
- Komparation
- Konjunktiv II

### Unit IV

9 hrs

Lektion – 4 Themen Aktuell 3

- Tages und Wochentermine
- Reflexivpronomen :Akkusativ und Dativ
- Relativ Satz

### Unit V

9 hrs

Lektion – 4 Themen Aktuell 3

- Komposita: Nomen
- Korrelation mit wenn und je ..... desto,
- Adjektiv aus Nomen
- Weil und denn.

**BOOKS RECOMMENDED: Themen aktuell 3:** Harmut Aufderstraße, Heiko Bock, Jutta Müller & Helmut Müller, München, 2005 (2. Auflage), Max Hueber verlag, ISBN 3-19-001690-9

**Paper Code - GER 602**  
**German Literature II (Theory)**

**Credits:3**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:45**

**Course Objectives:**

**This course will enable the students to -**

1. Get introduced with various literary forms
2. Become familiar with the literary ages / periods; their salient features; the trends & individual traits of the representative writers

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 602	German Literature II	<p><b>CO 48-</b> The course enables students to understand the definition and the concept of "Gedicht" in German with the reading of some representative works by renowned German authors.</p> <p><b>CO 49-</b> The course also enables students to understand the definition and the concept of "Kurzgeschichte" in German with the reading of some representative works by renowned German authors..</p> <p><b>CO 50-</b> The course helps students develop an insight in order to understand salient features, trends, characteristics and purposes of "Gedicht" and "Kurzgeschichte" in German with the reading of some</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Showing relevant Film in German related to the course</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Classroom presentation, Gruppenarbeit(Group work), Giving tasks</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

		representative works by renowned German authors and also understand their tendencies and individual traits.		
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## CONTENTS

### Unit I

9 hrs

- GEDICHT ( **Definition**)
- Burkhard Garbe: Für Sorge
- Rudolf Otto Wiemer: Empfindungswörter
- Rudolf Otto Wiemer: Unbestimmte Zahlwörter
- Heinrich Heine: Das Fräulein stand am Meere
- Johann Wolfgang von Goethe: Wanderers Nachtlied

### Unit II

9 hrs

- GEDICHT( **Definition**)
- Johann Wolfgang von Goethe: Heidenröslein
- Heinrich Heine: Die Loreley
- Bertolt Brecht: Fragen eines lesenden Arbeiters

### Unit III

9 hrs

- GEDICHT
- Friedrich Schiller: Der Handschuh
- Hermann Hesse: Bhagavadgita

### Unit IV

9 hrs

- KURZGESCHICHTE ( **Definition**)
- Heinrich Böll: Anekdote zur Senkung der Arbeitsmoral

### Unit V

9 hrs

- KURZGESCHICHTE ( **Definition**)
- Peter Bichsel: die Tochter
- Henning Vennske : Eine schöne Beziehung

## BOOKS RECOMMENDED

- **\*Teacher will give the relevant texts to the students as handouts!**

**Paper Code - GER 603**  
**Spoken German (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to**

1. Develop more profound communication skills in students so that they become proficient while communicating in German and know properly as to how to converse, argue, give their opinions and summarize ideas focusing on the topics being discussed in the classroom.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
GER 603	Practical - Spoken German	<p><b>CO 51-</b> The course enables students to acquaint themselves with the recent history of Germany i.e. (1945-1990), collect information about them and then talk about them. In order to further expand their knowledge of "Landeskunde", the students also collect information and speak about the topic: Was wissen Sie über das Wahlsystem in Deutschland und in Indien?</p> <p><b>CO 52-</b> Enable students to think and speak about:</p> <ul style="list-style-type: none"> <li>• Mein Lieblingsbuch</li> <li>• Stellen Sie eine Hindi Kurzgeschichte vor!</li> </ul> <p><b>CO 53-</b> The course enables students to develop their own viewpoint to speak on</p>	<p><b>Approach in teaching:</b> Class Room Discussion, Setting of Interview Session in Classroom, Power point presentation.</p> <p><b>Learning activities for the students:</b> Discussion among different group of students, Develop effective questions and "Wortschatz" related to the topic, Prepare Presentation in the class.</p>	Class test, Conducting Interview/ Semester end Viva Voce Examination, Quiz, Assignments, Presentation, Individual and group projects

		<p>the issues as follow:</p> <ul style="list-style-type: none"> <li>• Sollen Großeltern, Eltern und Kinder zusammen in einem Haus wohnen?</li> <li>• Welche Rolle spielen Altenheime in Indien?</li> <li>• Welcher Politiker/Welche Politikerin in Indien gefällt Ihnen und warum?</li> <li>• Wer kann die Kinder besser erziehen? Eltern oder Großeltern?</li> <li>• Großeltern erziehen die Enkelkinder – Vorteile und Nachteile.</li> <li>• Bücher Lesen – Vorteile und Nachteile</li> </ul>		
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## CONTENTS

### Unit I

- Was wissen Sie über deutsche Geschichte (1945-1990)?
- Was wissen Sie über die deutsche Wiedervereinigung?

**6 hrs**

### Unit II

- Was wissen Sie über das Wahlsystem in Deutschland und in Indien?
- Welcher Politiker/Welche Politikerin in Indien gefällt Ihnen und warum?

**6 hrs**

### Unit III

- Sollen Großeltern, Eltern und Kinder zusammen in einem Haus wohnen?
- Welche Rolle spielen Altenheime in Indien?

**6 hrs**

### Unit IV

- Wer kann die Kinder besser erziehen? Eltern oder Großeltern?
- Großeltern erziehen die Enkelkinder – Vorteile und Nachteile.

**6 hrs**

### Unit V

- Bücher Lesen – Vorteile und Nachteile
- Mein Lieblingsbuch
- Stellen Sie eine Hindi Kurzgeschichte vor!

**6 hrs**

**DISCIPLINE- HINDI**

**Programme- BA/BSC/BCOM (PASS COURSE & HONS.)**

**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME SPECIFIC OUTCOMES**

<b>PSO1</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PSO2</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PSO3</b>	भाषा कौशल का निर्माण होगा
<b>PSO4</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PSO5</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PSO6</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PSO7</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PSO8</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BA/BSC/BCOM (Pass Course & Hons.) (2020-2021)**

**COURSE OUTCOMES - Semester I**

**PAPER CODE: FHI 100**

**Hindi**

**Theory**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week: 02**

**Total Hrs: 30**

**COURSE OUTCOME:**

**उद्देश्य-**इस पाठ्यक्रम के माध्यम से विद्यार्थी को हिंदी भाषा की उत्पत्ति एवं विकास तथा उसके व्याकरणिक व साहित्यिक पक्ष की सामान्य जानकारी प्राप्त करवाना है। ताकि विद्यार्थी अपने भावों विचारों की अभिव्यक्ति प्रभावशाली ढंग से कर सके। गद्य और पद्य के साथ-साथ व्याकरण से विद्यार्थियों की भाषा का शुद्धीकरण भी होगा जिससे कि वह अपने कार्य क्षेत्र में भाषा के माध्यम से अपनी योग्यता सिद्ध कर सके।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FHI 100	HINDI	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO1.</b> हिंदी भाषा और उसकी उत्पत्ति के मूल सिद्धांतों व अवधारणाओं का सामान्य परिचय प्राप्त होगा</p> <p><b>CO2.</b> भाषा परिवारों का सामान्य ज्ञान प्राप्त कर विश्व की विभिन्न भाषाओं की प्रकृति को समझने में सक्षम होगा</p> <p><b>CO3.</b> राजभाषा , राज्य भाषा , राष्ट्रभाषा, साहित्यिक भाषा तथा सामान्य बोलचाल की भाषा के बीच के अंतर व प्रयुक्ति रूप को समझ पाएगा</p> <p><b>CO4.</b> गद्य और पद्य माध्यम से विभिन्न विद्वानों की रचनाओं को पढ़ने से शब्द भंडार में वृद्धि होगी</p> <p><b>CO5.</b> भावों और विचारों को अभिव्यक्त करने का तरीका सीख पाएगा</p> <p><b>CO6.</b> साहित्य के माध्यम से अतीत और वर्तमान समाज की</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>

		सांस्कृतिक, राजनीतिक ,आर्थिक ,सामाजिक तथा धार्मिक स्थितियों का मूल्यांकन कर समाज को निकटता से देख और समझ पाएगा <b>C07.</b> व्याकरण के सामान्य नियमों का परिचय प्राप्त कर भाषा के शुद्ध रूप का प्रयोग कर पाएगा		
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## CONTENTS:

### UNIT 1:

6 hrs

हिन्दी भाषा और उसकी लिपि

हिन्दी भाषा का परिचय

देवनागरी लिपि और उसकी विशेषताएं

### UNIT 2:

पद्य:

सूर्यकांत त्रिपाठी 'निराला' जागो फिर एक बार, भिक्षुक

हरिवंश राय बच्चन: पथ की पहचान

केदार नाथ अग्रवाल: यह धरती है उस किसान की

दुष्यन्त कुमार: हो गई है पीर पर्वत-सी पिघलनी चाहिए

### UNIT 3:

6 hrs

गद्य

बालमुकुन्द गुप्त: एक दुराशा

महादेवी वर्मा: सिस्तर का वास्ते

हरिशंकर परसाई: भोलाराम का जीव

### UNIT 4:

6 hrs

शब्द निर्माण एवं शब्द सम्पदा

प्रत्यय: व उपसर्ग

संधि (केवल स्वर- दीर्घ, गुण, यण, वृद्धि, अयादि)

समास: (अव्ययीभाव, द्वंद्व, द्विगु, कर्मधारय, तत्पुरुष, बहुब्रीहि)



मुहावरे व लोकोक्तियाँ (राजस्थानी)  
विलोम, पर्यायवाची

### UNIT 5:

4 hrs

व्याकरणिक कोटियाँ

संज्ञा: (व्यक्तिवाचक, जातिवाचक, भाववाचक)

सर्वनाम: (पुरुषवाचक, अनिश्चयवाचक, निश्चयवाचक, प्रश्नवाचक, सम्बन्धबोधक, निजवाचक)

विशेषण: (गुणवाचक, संख्यावाचक, परिमाणवाचक, सार्वनामिक विशेषण)

क्रिया: कर्म के अनुसार (सकर्मक, अकर्मक),

क्रिया विशेषण: (काल वाचक, स्थानवाचक, परिमाणवाचक, रीतिवाचक)

### सहायक ग्रन्थ:

काव्यधारा - सं. डॉ. राजकुमार सिंह परमार, इंडिया बुक हाउस, जयपुर

पद्य संचयन - डॉ. मकरन्द भट्ट साक्षी पब्लिडिंग्स हाउस, जयपुर।

गद्य प्रभा - सं. डॉ. राजेद्गा अनुपम, युनिक बुक हाउस, जयपुर।

गद्य संचयन - डॉ. मकरन्द भट्ट, साक्षी पब्लिडिंग्स हाउस, जयपुर।

### संदर्भ:

हिन्दी भाषा ज्ञान - डॉ. हरिचरण शर्मा, राजस्थान प्रकाशगान, जयपुर

हिन्दी भाषा, व्याकरण और रचना - डॉ. अर्जुनतिवारी, विद्गवविद्यालय प्रकाशगान, वाराणसी।

परिष्कृत हिन्दी व्याकरण - बदरी नाथ कपूर, प्रभात प्रकाशगान, दिल्ली।

1. बाहर बाबू सूरमा, घर में गीदड़दास।

अर्थ - बाहर जा कर स्वयं की शेखी बघारना लेकिन घर में डरपोक बने रहना।

2. पाँच सात की लाकड़ी, एक जणै को भार।

अर्थ - बोझ को यदि बाँट लिया जाए तो बोझ नहीं रहता, यदि एक पर डाला जाए तो भार बन जाता है।

3. मीठा खरबूजा खांड सू खावो, काची काकड़िया रै लूण लगावौ।

अर्थ - सज्जन व्यक्तियों से मेल जोल रखो और दुर्जन से किनारा करो।

4. पूत सपूता क्युँ धन संचे, पूत कपूता क्युँ धन संचै।

अर्थ - यदि पुत्र सपूत हो तो धन संचय की कोई आवश्यकता नहीं है, वह स्वयं कमाकर खा लेगा और यदि पुत्र कुपुत्र हो तो भी धन जोड़ने की आवश्यकता नहीं है क्योंकि वह सारा जोड़ा हुआ धन उड़ा देगा। अर्थात् दोनों अवस्थाओं में धन जोड़ना व्यर्थ है।

5. मनख धारे जो करे।

अर्थ - मनुष्य जो सोचता है कर दिखाता है।/ पुरुषार्थी के लिए कुछ भी असम्भव नहीं।

6. थोथो चणो बाजे घणो।

अर्थ - जिनमें गुण नहीं होते वे बढ़ चढ़ कर बातें करते हैं।

7. जनमें जद जा दीख, पूतां रा पग पालणे।

अर्थ - मनुष्य के गुण और अवगुण उसके जन्म से ही दिखाई देने लगते हैं।

8. अंबर को तारो हाथ सूं कोनी टूटे।

अर्थ - असंभव कार्य को संभव नहीं किया जा सकता।

9. अक्कलमंद नै इसारो घणो।

अर्थ - बुद्धिमान को इषारा काफी है।

10. अठी नै पड़े तो कूवौ, वठी ने पड़े तो खाड।

अर्थ - सभी ओर से विपदा का आना।

11. अलख राजी तो खलक राजी।

अर्थ - जिस पर ईश्वर प्रसन्न हो, उस पर सारा संसार प्रसन्न रहता है।

12. आंगली पकड़तौ-पकड़तौ पूंचो पकड़ लियो।

अर्थ - ज़रा सा आश्रय पाकर पूर्ण आधिपत्य जमा लेना।

13. आया री समाई पण गया री समाई कोनी।

अर्थ - लाभ कितना ही हो मनुष्य सहन कर लेता है, पर हानि को सहन नहीं कर सकता।

14. ऊंदरी रा जाया बिल ई खोदै।

अर्थ - परम्परागत कार्य बच्चे स्वतः सीख जाते हैं।

15. माखण तो दही सूं ई निकले।

अर्थ - पुरुषार्थ से ही सफलता मिलती है/तपस्या से ही ज्ञान प्राप्त होता है।

16. कठै राजा भोज, कठै गांगलो तेली।

अर्थ - दो असमान हस्तियाँ या आकाश पाताल का अंतर।

17. कथनी सूं करणी दोरी।

अर्थ - कहना सरल लेकिन करना कठिन होता है।

18. कागा रे तू मळमळ न्हाय, थारी काळस कदे नै जाय।

अर्थ - दुष्ट की दुष्टता तीर्थ और व्रत से दूर नहीं होती।

19. कुण-कुण नै समझाइये, कुवै भांग पड़ी।

अर्थ - जब सभी अड़ियल रूख अपना लें तो किसे समझाया जाए।

20. कीड़ी चाली सासरै, नौ मण सुरमौ सार।

अर्थ - जब गरीब अर्थात् अकिंचन व्यक्ति अधिक आडंबर करे।

21. गयी भूख नै हेला पाड़े।

अर्थ - जाती हुई भूख को न्यौता देना। जान बूझकर गरीबी को गले लगाना।

22. गाय न बाछी, नींद आवै आछी।

अर्थ - किसी प्रकार का झंझट न होना।

23. चोरी रो धन मोरी मंे जाय।  
अर्थ - बेईमानी से कमाया धन शीघ्र ही नष्ट हो जाता है।
24. ठाकर तो ठिकाणै ई रूड़ा लागे।  
अर्थ - जिसकी जो जगह होती है, वो वहीं शोभा देता है।
25. भैंस रे आगे बीण बजाई, गोबर रो ईनाम।  
अर्थ - गुण ग्राहक ही गुणों की कद्र कर सकता है।

**BA/BSC/BCOM (Pass Course & Hons.) (2020-2021)**  
**COURSE OUTCOMES - Semester II**  
**PAPER CODE: FHI 200**  
**Hindi**  
**Theory**

**Credits: 02**  
**Max Marks: 100**  
**Contact Hrs/week: 02**  
**Total Hrs: 30**

**COURSE OUTCOME:**

**उद्देश्य-** हिंदी हमारी राजभाषा है। राजभाषा होने के नाते सरकारी कार्यालयों सरकारी गैर- में कामकाज के रूप में इसका प्रयोग किया जाता है। इस पाठ्यक्रम के माध्यम से विद्यार्थियों को प्रयोजनमूलक हिंदी से परिचित करवाना है ताकि वे विभिन्न कार्य क्षेत्रों में जैसे बैंक, पत्रकारिता, संचार माध्यम, सरकारी कार्यालय और शिक्षण संस्थाओं आदि विभिन्न क्षेत्रों में अपनी योग्यता सिद्ध कर सके।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FHI 200	Prayojanmoolak Hindi	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO1.</b> प्रयोजनमूलक हिंदी का सामान्य ज्ञान प्राप्त कर कार्य क्षेत्र में उसका प्रयोग कर पाएगा</p> <p><b>CO2.</b> सरकारी व गैर सरकारी कार्यालयों में हिंदी के माध्यम से भी पत्राचार करना सीख पाएगा</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>

		<p>CO3. कार्यालयी क्षेत्रों में प्रयुक्त पारिभाषिक शब्दावली के हिंदी व अंग्रेजी दोनों रूपों से परिचित होगा</p> <p>CO4. जन संचार के विभिन्न माध्यमों जैसे - पत्रकारिता और विज्ञापन आदि के क्षेत्र में भी वह अपने हिंदी ज्ञान का प्रयोग कर पाएगा</p> <p>CO5. संक्षेपण व पल्लवन विधा से परिचित होकर कार्यालयी क्षेत्रों में उसका उचित प्रयोग कर पाएगा</p> <p>CO6. प्रतिवेदन लेखन शैली में पारंगत होगा</p> <p>CO7. अनुवाद का महत्व समझ पाएगा</p>		
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## CONTENTS:

### UNIT 1:

6 HRS.

प्रयोजन मूलक हिन्दी: अवधारणा और विविध क्षेत्र

1. प्रयोजन मूलक हिन्दी -अर्थ व परिभाषा
2. प्रयोजन मूलक हिन्दी की विशेषताएं
3. प्रयोजन मूलक हिन्दी का महत्व
4. प्रयोजन मूलक हिन्दी के विविध रूप

### UNIT 2:

6 HRS.

अनुवाद

- 1- अनुवाद का अर्थ, परिभाषा व प्रकार
- 2- अनुवाद की प्रक्रिया
- 3- अनुवादक के गुण

- 4- अनुवाद-अंग्रेजी से हिन्दी / हिंदी से अंग्रेजी
- 5- पारिभाषिक शब्दावली

### UNIT 3:

6 HRS.

प्रयोजन मूलक हिन्दी: प्रयोग के क्षेत्र

- 1- संक्षेपण - महत्व, प्रक्रिया, विशेषताएँ एवं संक्षेपक के गुण
- 2- पल्लवन - महत्व, प्रक्रिया एवं भाषा
- 3- प्रतिवेदन (रिपोर्ट)- परिभाषा, प्रारूप, प्रक्रिया, प्रतिवेदन लेखन (राजनीति, प्राकृतिक आपदा)

### UNIT 4:

6 HRS.

पत्र लेखन

- 1- प्रार्थना पत्र
- 2- आवेदन पत्र
- 3- सरकारी पत्राचार: सरकारी पत्र, अर्द्धसरकारी पत्र, कार्यालय ज्ञापन, परिपत्र, कार्यालय आदेश, अधिसूचना, निविदा, प्रेस विज्ञप्ति

### UNIT 5:

6 HRS.

प्रयोजनमूलक हिन्दी के सृजनात्मक आयाम

- 1- समाचार लेखन
- 2- विज्ञापन लेखन- अर्थ, प्रकार व विज्ञापनों में प्रयुक्त हिन्दी
- 3- अनुच्छेद लेखन (Article)

### सहायक ग्रन्थ:

- 1- प्रयोजन मूलक हिन्दी: सिद्धांत और प्रयोग - दंगल झाल्टे, वाणी प्रकाशन, नई दिल्ली।
- 2- प्रयोजन मूलक हिन्दी - विनोद शाही, आधार प्रकाशन, पंचकूला, हरियाणा
- 3- प्रयोजन मूलक हिन्दी के विविध रूप - डा. राजेन्द्र मिश्र, राकेश शर्मा, तक्षशिला प्रकाशन, 98-हिन्दी पार्क, दरियागंज, नई दिल्ली-110002
- 4- प्रयोजन मूलक हिन्दी - संरचना एवं अनुप्रयोग- डाँ. राम प्रकाश, डाँ- दिनेश गुप्त
- 5- संक्षेपण और पल्लवन - कैलाश चंद्र भाटिया/तुमन सिंह, प्रभात प्रकाशन, दिल्ली।
- 6- पत्रकारिता एवं संपादन कला, तुमन सिंह सी-पंत, राधा पब्लिकेशन, नई दिल्ली- 110002  
द्वितीय परिवर्धित एवं परिमार्जित संस्करण 2015
- 7- पत्र व्यवहार निर्देशिका, डाँ- भोलानाथ तिवारी, डाँ- विजय कुलश्रेष्ठ।

**DISCIPLINE- HINDI**  
**Programme- BFA**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAM SPECIFIC OUTCOMES**

<b>PSO 1</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PSO 2</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PSO 3</b>	भाषा कौशल का निर्माण होगा
<b>PSO 4</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PSO 5</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PSO 6</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PSO 7</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PSO 8</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BFA (2020-2021)**  
**COURSE OUTCOMES - Semester II**  
**PAPER CODE: VHI 100**  
**Samanya Hindi**  
**Theory**

**Credits: 02**  
**Max Marks: 100**  
**Contact Hrs/week: 02**  
**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य : इस पाठ्यक्रम में सामान्य हिंदी और प्रयोजनमूलक हिंदी दोनों को ही सम्मिलित किया गया है। गद्य और पद्य के साथसाथ व्याकरण से विद्यार्थियों की भाषा का शुद्धीकरण भी होगा और प्रयोजनमूलक हिंदी पढ़ कर वे अपने विभिन्न कार्य क्षेत्रों में सफलता प्राप्त कर सकते हैं। सरकारी कार्यालय और शिक्षण आदि क्षेत्रों में स्वयं की योग्यता सिद्ध कर सकते हैं। इस दृष्टि से यह पाठ्यक्रम विद्यार्थियों के लिए लाभकारी सिद्ध होगा।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
VHI 100	Samanya Hindi	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p>CO 1 विभिन्न विद्वानों की रचनाओं को पढ़ने से शब्द भंडार विस्तृत होगा</p> <p>CO 2 गद्य और पद्य के द्वारा भावों के प्रकटीकरण की विभिन्न शैलियों से परिचित होगा , जिससे वह अपने भावों की अभिव्यक्ति अपनी तूलिका के माध्यम से और बेहतर तरीके से करने में सक्षम होगा</p> <p>CO 3 विभिन्न भावों की समझ विद्यार्थी में उत्पन्न होगी जो उसके कार्यक्षेत्र में रंग संयोजन में मददगार होगी</p> <p>CO 4 साहित्य के माध्यम से अतीत और वर्तमान समाज की सांस्कृतिक, राजनीतिक ,आर्थिक ,सामाजिक तथा धार्मिक स्थितियों का मूल्यांकन कर समाज को निकटता से देख और समझ पाएगा</p> <p>CO 5 व्याकरण के सामान्य नियमों का ज्ञान</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>

		होने से भाषा में शुद्धता आएगी CO 6 संक्षेपण व पल्लवन के माध्यम से भावों के प्रस्तुतीकरण का तरीका सीखेगा CO 7 विज्ञापन लेखन के विभिन्न रूपों को समझने में सक्षम		
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## CONTENTS:

### UNIT 1:

6 HRS.

पद्य

सूर्यकांत त्रिपाठी 'निराला': जागो फिर एक बार, भिक्षुक

हरिवंशराय बच्चन: पथ की पहचान

नागार्जुन: प्रेत का बयान

दुष्यन्त कुमार: हो गई है पीर पर्वत-सी पिघलनी चाहिए

### UNIT 2:

6 HRS.

पद्य

कन्हैया लाल मिश्र 'प्रभाकर': मैं और मैं

हरिशंकर परसाई: भोलाराम का जीव

महादेवी वर्मा: घीसा

### UNIT 3:

7 HRS.

व्याकरण

हिन्दी वर्तनी और उसका मानकीकरण

संज्ञा: (व्यक्तिवाचक, जातिवाचक, भाववाचक)

सर्वनाम: (पुरुषवाचक, अनिश्चयवाचक, निश्चयवाचक, प्रश्नवाचक,

सम्बन्धबोधक, निजवाचक)

विशेषण: (गुणवाचक, संख्यावाचक, परिमा.ावाचक, सार्वनामिक विशेषण)

क्रिया: कर्म के अनुसार (सकर्मक, अकर्मक)

### UNIT 4:

4 HRS.

शब्द संपदा



विलोम, पर्यायवाची, अनेकार्थक, वाक्यांश के लिए एक शब्द  
मुहावरे और लोकोक्ति (राजस्थानी लोकोक्ति सहित) संलग्न सूची के अनुसार

### UNIT 5:

7 HRS.

प्रयोजन मूलक हिन्दी  
विज्ञापन-स्वरूप और विशेषताएँ  
विज्ञापन में प्रयुक्त हिन्दी।  
संक्षेपण

### सहायक ग्रन्थ:

राजस्थानी लोकोक्तियाँ

बाहर बाबू सूरमा, घर में गीदड़दास।

अर्थ - बाहर जा कर स्वयं की शेखी बघारना लेकिन घर में डरपोक बने रहना।

पाँच सात की लाकड़ ी, एक जणै को भार।

अर्थ - बोझ को यदि बाँट लिया जाए तो बोझ नहीं रहता, यदि एक पर डाला जाए तो भार बन जाता है।

बाप बड़ो ना भय्यो, सबसे बड़ो रूपय्यो।

अर्थ - आज के समय में कोई भी रिद्गतेदारी महत्व नहीं रखती है, केवल पैसे की ही पूजा होती है।

पूत सपूता क्यूँ धन संचे, पूत कपूता क्यूँ धन संचे।

अर्थ - यदि पुत्र सपूत हो तो धन संचय की कोई आवद्गयकता नहीं है, वह स्वयं कमाकर खा लेगा और यदि पुत्र कुपुत्र हो तो भी धन जोड़ने की आवद्गयकता नहीं है क्योंकि वह सारा जोड़ा हुआ धन उड़ देगा। अर्थात् दोनों अवस्थाओं में धन जोड़ना व्यर्थ है।

करम में लिखया कंकर तो के करै सिवसंकर।

अर्थ - यदि भाग्य में ही दुख लिखा हो तो ईद्गवर भी कुछ नहीं कर सकता।

थोथो चणो बाजे घणो।

अर्थ - जिनमें गुण नहीं होते वे बढ चढ कर बातें करते हैं।

जनमें जद जा दीख, पूतां रा पग पालणे।

अर्थ - मनुष्य के गुण और अवगुण उसके जन्म से ही दिखाई देने लगते हैं।

अंबर को तारो हाथ सूं कोनी टूटे।

अर्थ - असंभव कार्य को संभव नहीं किया जा सकता।

अक्कलमंद नै इसारो घणो।

अर्थ - बुद्धिमान को इद्गारा काफी है।

अठी नै पड ै तो कूवौ, वठी नै पड ै तो खाड।

अर्थ - सभी ओर से विपदा का आना।

अलख राजी तो खलक राजी।

अर्थ - जिस पर ईद्गवर प्रसन्न हो, उस पर सारा संसार प्रसन्न रहता है।

आंगली पकड तौ-पकड तौ पूंचो पकड लियो।

अर्थ - ज रा सा आश्रय पाकर पूर्ण आधिपत्य जमा लेना।

आया री समाई पण गया री समाई कोनी।

अर्थ - लाभ कितना ही हो मनुष्य सहन कर लेता है, पर हानि को सहन नहीं कर सकता।

ऊंदरी रा जाया बिल ई खोदे।

अर्थ - परम्परागत कार्य बच्चे स्वतः सीख जाते हैं।

ओछा बोल छाकुर जी ने छाजै।

अर्थ - अभिमान में बोलना ईद्गवर को ही शोभा देता है।

कठै राजा भोज, कठै गांगलो तेली।

अर्थ - दो असमान हस्तियाँ या आकाद्गा पाताल का अंतर।

कथनी सूं करणी दोरी।

अर्थ - कहना सरल लेकिन करना कठिन होता है।

कागा रे तू मळमळ न्हाय, थारी काळस कदे नै जाय।

अर्थ - दुष्ट की दुष्टता तीर्थ और व्रत से दूर नहीं होती।

कुण-कुण नै समझाइये, कुवै भांग पड़ी।

अर्थ - जब सभी अडि यल रूख अपना लें तो किसे समझाया जाए।

कीड ी चाली सासरै, नौ मण सुरमौ सार।

अर्थ - जब गरीब अर्थात् अकिंचन व्यक्ति अधिक आडंबर करे।

गयी भूख नै हेला पाड ै।

अर्थ - जाती हुई भूख को न्यौता देना। जान बूझकर गरीबी को गले लगाना।

गाय न बाछी, नींद आवै आछी।

अर्थ - किसी प्रकार का झंझट न होना।

चोरी रो धन मोरी में जाय।

अर्थ - बेईमानी से कमाया धन शीघ्र ही नष्ट हो जाता है।

ठाकर तो ठिकाणै ई रूड ा लागे।

अर्थ - जिसकी जो जगह होती है, वो वहीं शोभा देता है।

भैंस रे आगे बीण बजाई, गोबर रो ईनाम।

अर्थ - गुण ग्राहक ही गुणों की कद्र कर सकता है।

### संदर्भ:

काव्यधारा - सं. डॉ. राजकुमार सिंह परमार, इंडिया बुक हाऊस, जयपुर

पद्य संचयन - डॉ. मकरन्द भट्ट साक्षी पब्लिडिंग्स हाऊस, जयपुर।

गद्य प्रभा - सं. डॉ. राजेद्गा अनुपम, युनिक बुक हाउस, जयपुर।  
गद्य संचयन - डॉ. मकरन्द भट्ट, साक्षी पब्लिडिंग्स हाउस, जयपुर।  
हिन्दी भाषा ज्ञान - डॉ. हरिचरण शर्मा, राजस्थान प्रकाशन, जयपुर  
हिन्दी भाषा, व्याकरण और रचना - डॉ. अर्जुन तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।  
परिष्कृत हिन्दी व्याकरण - बदरी नाथ कपूर, प्रभात प्रकाशन, दिल्ली।  
संक्षेपण और पल्लवन - कैलाश चंद्र भाटिया/तुमन सिंह, प्रभात प्रकाशन, दिल्ली।  
प्रयोजन मूलक हिन्दी: सिद्धांत और प्रयोग - दंगल झाल्टे, वाणी प्रकाशन, नई दिल्ली  
अनुवाद विज्ञान और संप्रेषण - डॉ. हरिमोहन, तक्षशिला प्रकाशन, नई दिल्ली

**DISCIPLINE- HINDI**  
**Programme- BA BED/BSC BED**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAM SPECIFIC OUTCOMES**

<b>PSO 1</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PSO 2</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PSO 3</b>	भाषा कौशल का निर्माण होगा
<b>PSO 4</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PSO 5</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PSO 6</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PSO 7</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PSO 8</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BA BED/BSC BED (2020-2021)**  
**COURSE OUTCOMES - Semester II**  
**PAPER CODE: EHI 200**  
**Samanya Hindi**  
**Theory**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week: 02**

**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य : इस पाठ्यक्रम में सामान्य हिंदी और प्रयोजनमूलक हिंदी दोनों को ही सम्मिलित किया गया है। गद्य और पद्य के साथसाथ व्याकरण से विद्यार्थियों की भाषा का- शुद्धीकरण भी होगा और प्रयोजनमूलक हिंदी पढ़ कर वे अपने विभिन्न कार्य क्षेत्रों में सफलता प्राप्त कर सकते हैं। सरकारी कार्यालय और शिक्षण आदि क्षेत्रों में स्वयं की योग्यता सिद्ध कर सकते हैं। इस दृष्टि से यह पाठ्यक्रम विद्यार्थियों के लिए लाभकारी सिद्ध होगा ।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
EHI 200	Samanya Hindi	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO 1</b> विभिन्न विद्वानों की रचनाओं को पढ़ के उनमें विवेचित विषयों को समझने और समझाने की क्षमता विकसित होगी</p> <p><b>CO 2</b> भावों और विचारों को अभिव्यक्त करने की क्षमता विकसित होगी</p> <p><b>CO 3</b> गद्य और पद्य माध्यम से विभिन्न विद्वानों की रचनाओं को पढ़ने से शब्द भंडार में वृद्धि होगी</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>

		<p>CO 4साहित्य के माध्यम से अतीत और वर्तमान समाज की सांस्कृतिक, राजनीतिक ,आर्थिक ,सामाजिक तथा धार्मिक स्थितियों का मूल्यांकन कर समाज को निकटता से देख और समझ पाएगा</p> <p>CO 5व्याकरण के सामान्य नियमों की जानकारी से उच्चारण व लेखन में भाषा की शुद्धता का ध्यान रखना सीखेगा</p> <p>CO 6सरकारी व गैर सरकारी कार्यालयों के विभिन्न पत्राचारों की भाषा प्रयोग में निपुण होगा</p> <p>CO 7संक्षेपण व पल्लवन के माध्यम से भावों के प्रस्तुतीकरण का तरीका सीखेगा</p>		
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## CONTENTS:

### UNIT 1:

6 HRS.

पद्य

सुभद्रा कुमारी चौहान: वीरों का कैसा हो बसंत

सूर्यकांत त्रिपाठी 'निराला': (क) जागो फिर, एक बार (ख) तोड़ती पत्थर

हरिवंश राय बच्चन: (क) पथ की पहचान (ख) लहरों का निमंत्रण (केवल छः भाग)

केदार नाथ अग्रवाल: (क) यह धरती है उस किसान की

**UNIT 2:****6 HRS.**

गद्य

महादेवी वर्मा: सिस्तर के वास्ते

हरिशंकर परसाई: वैष्णव की फिसलन

ऊषा प्रियवदा: वापसी

**UNIT 3:****6 HRS.**

शब्द निर्माण एवं शब्द सम्पदा

प्रत्यय: व उपसर्ग

संधि (केवल स्वर- दीर्घ, गुण, यण, वृद्धि, अयादि)

समास: (अव्ययीभाव, द्वंद्व, द्विगु, कर्मधारय, तत्पुरुष, बहुब्रीहि)

मुहावरे व लोकोक्तियाँ (राजस्थानी)

विलोम, पर्यायवाची

**UNIT 4:****6 HRS.**

व्याकरणिक कोटियाँ

संज्ञा: (व्यक्तिवाचक, जातिवाचक, भाववाचक)

सर्वनाम: (पुरुषवाचक, अनिश्चयवाचक, निश्चयवाचक, प्रश्नवाचक, सम्बन्धबोधक, निजवाचक)

विशेषण: (गुणवाचक, संख्यावाचक, परिमाणवाचक, सार्वनामिक विशेषण)

क्रिया: कर्म के अनुसार (सकर्मक, अकर्मक),

क्रिया विशेषण: (काल वाचक, स्थानवाचक, परिमाणवाचक, रीतिवाचक)

**UNIT 5:****6 HRS.**

प्रयोजन मूलक हिन्दी: प्रयोग के क्षेत्र

1- संक्षेपण -महत्व, प्रक्रिया, विशेषताएँ एवं सक्षेपक के गुण

2- पल्लवन - महत्व, प्रक्रिया, एवं भाषा

3- प्रतिवेदन - (रिपोर्ट) परिभाषा, प्रारूप, प्रक्रिया एवं प्रशासनिक पत्राचार

**सहायक पुस्तकें:**

राजस्थानी लोकोक्तियाँ

1- बाहर बाबू सूरमा, घर में गीदड़दास।

अर्थ - बाहर जा कर स्वयं की शेखी बघारना लेकिन घर में डरपोक बने रहना।

2- पाँच सात की लाकड़ी, एक जणै को भार।

अर्थ - बोझ को यदि बाँट लिया जाए, तो बोझ नहीं रहता, यदि एक पर डाला जा, तो भार बन जाता है।

- 3- मीठा खरबूजा खांड सू खावो, काची काकड़िया रै लूण लगावौ।  
अर्थ - सज्जन व्यक्तियों से मेल जोल रखो और दुर्जन से किनारा करो।
- 4- पूत सपूता क्यँ धन संचे, पूत कपूता क्यँ धन संचै।  
अर्थ - यदि पुत्र सपूत हो तो धन संचय की कोई आवश्यकता नहीं है, वह स्वयं कमाकर खा लेगा और यदि पुत्र कुपुत्र हो तो भी धन जोड़ने की आवश्यकता नहीं है क्योंकि वह सारा जोड़ा हुआ धन उड़ा देगा। अर्थात् दोनों अवस्थाओं में धन जोड़ना व्यर्थ है।
- 5- मनख धारे जो करे।  
अर्थ - मनुष्य जो सोचता है कर दिखाता है।/ पुरुषार्थी के लिए कुछ भी असम्भव नहीं।
- 6- थोथो चणो बाजे घणो।  
अर्थ - जिनमें गुण नहीं होते वे बढ़ चढ़ कर बातें करते हैं।
- 7- जनमै जद जा दीख, पूतां रा पग पालणो।  
अर्थ - मनुष्य के गुण और अवगुण उसके जन्म से ही दिखाई देने लगते हैं।
- 8- अंबर को तारो हाथ सू कोनी टूटै।  
अर्थ - असंभव कार्य को संभव नहीं किया जा सकता।
- 9- अक्कलमंद नै इसारो घणो।  
अर्थ - बुद्धिमान को इशारा काफी है।
- 10- अठी नै पड़ै तो कूवौ, वठी ने पड़ै तो खाई।  
अर्थ - सभी ओर से विपदा का आना।
- 11- अलख राजी तो खलक राजी।  
अर्थ - जिस पर ईश्वर प्रसन्न हो, उस पर सारा संसार प्रसन्न रहता है।
- 12- आंगली पकड़तौ-पकड़तौ पूंचो पकड़ लियो।  
अर्थ - ज़रा सा आश्रय पाकर पूर्ण आधिपत्य जमा लेना।
- 13- आया री समाई पण गया री समाई कोनी।  
अर्थ - लाभ कितना ही हो मनुष्य सहन कर लेता है, पर हानि को सहन नहीं कर सकता।
- 14- ऊंदरी रा जाया बिल ई खोदै।  
अर्थ - परम्परागत कार्य बच्चे स्वतः सीख जाते हैं।
- 15- माखण तो दही सू ई निकले।  
अर्थ - पुरुषार्थ से ही सफलता मिलती है/तपस्या से ही ज्ञान प्राप्त होता है।
- 16- कठै राजा भोज, कठै गांगलो तेली।  
अर्थ - दो असमान हस्तियाँ या आकाश पाताल का अंतर।
- 17- कथनी सू करणी दोरी।  
अर्थ - कहना सरल लेकिन करना कठिन होता है।
- 18- कागा रे तू मळमळ न्हाय, थारी काळस कदे नै जाय।  
अर्थ - दुष्ट की दुष्टता तीर्थ और व्रत से दूर नहीं होती।



- 19- कुण-कुण नै समझाइये, कुवै भांग पड़ी।  
अर्थ - जब सभी अड़ियल रूख अपना लें तो किसे समझाया जाए।
- 20- कीड़ी चाली सासरै, नौ मण सुरमौ सार।  
अर्थ - जब गरीब अर्थात् अकिंचन व्यक्ति अधिक आडंबर करे।
- 21- गयी भूख नै हेला पाड़ै।  
अर्थ - जाती हुई भूख को न्यौता देना। जान बूझकर गरीबी को गले लगाना।
- 22- गाय न बाछी, नींद आवै आछी।  
अर्थ - किसी प्रकार का झंझट न होना।
- 23- चोरी रो धन मोरी मंे जाय।  
अर्थ - बेईमानी से कमाया धन शीघ्र ही नष्ट हो जाता है।
- 24- ठाकर तो ठिकाणै ई रूड़ा लागे।  
अर्थ - जिसकी जो जगह होती है, वो वहीं शोभा देता है।
- 25- भैंस रे आगे बीण बजाई, गोबर रो ईनाम।  
अर्थ -गुण ग्राहक ही गुणों की कद्र कर सकता है।

क्रम सं-	मुहावरे	पर्यायवाची शब्द
1	आटे दाल का भाव मालूम होना	अमृत
2	आकाश के तारे तोड़ता	अश्व
3	अपने मुँह मियाँ मिठू बनना	असुर
4	आस्तीन का साँप होना	अरण्य
5	आकाश पाताल एक करना	अनुराग
6	आकाश का फूल होना	अम्बा
7	अरण्य रोदन	आँख
8	आँख का काजल चुराना	आकाश
9	एक अनार सौ बीमार	आम
10	उड़ती चिड़िया पहचानना	ईश्वर
11	कंगाली में आटा गीला	कमल
12	एक और एक ग्यारह होना	कनक
13	धरती पर पाँव न पड़ना	बादल
14	रंगा सियार	जल
15	शबरी के बेर	कामदेव
16	चूडियाँ पहनना	किरण

17	हाथ का मैल	गंगा
18	गाल बजाना	चतुर
19	कदम चूमना तलाब	तलाब
20	सिक्का जमाना	निशा
21	तलवार की धार पर चलना	पवन
22	घी के दिए जलाना	पत्थर
23	लकीर का फकीर	पृथ्वी
24	दाल न गलना	पहाड़
25	आँधी के आम	पुष्प

### संदर्भ:

साहित्य खण्ड: पद्य की निर्धारित रचनाओं के लिए उपलब्ध पुस्तकें

- 1- काव्यधारा - सं- डॉ- राजकुमार सिंह परमार, इंडिया बुक हाऊस, जयपुर
- 2- पद्य संचयन - डॉ- मकरन्द भट्ट साक्षी पब्लिशिंग हाउस, जयपुर।
- 3- गद्य प्रभा - सं- डॉ- राजेश अनुपम, युनिक बुक हाउस, जयपुर।

### व्याकरण खण्ड - सहायक पुस्तकें

- 1- हिन्दी भाषा ज्ञान - डॉ- हरिचरण शर्मा, राजस्थान प्रकाशन, जयपुर
- 2- हिन्दी भाषा, व्याकरण और रचना - डॉ- अर्जुनतिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
- 3- परिष्कृत हिन्दी व्याकरण - बदरी नाथ कपूर, प्रभात प्रकाशन, दिल्ली।
- 4- संक्षेपण और पल्लवन - कैलाश चंद्र भाटिया/तुमन सिंह, प्रभात प्रकाशन, दिल्ली।

**DISCIPLINE- HINDI**  
**Programme- BSC FD**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME SPECIFIC OUTCOMES**

<b>PSO1</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PSO2</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PSO3</b>	भाषा कौशल का निर्माण होगा
<b>PSO4</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PSO5</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PSO6</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PSO7</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PSO8</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BSC FD (2020-2021)**  
**COURSE OUTCOMES - Semester I**  
**PAPER CODE: AHIN 200A**  
**Hindi**  
**Theory**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week: 02**

**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य : इस पाठ्यक्रम में सामान्य हिंदी और प्रयोजनमूलक हिंदी दोनों को ही सम्मिलित किया गया है। गद्य और पद्य के साथसाथ व्याकरण से विद्यार्थियों की भाषा का- शुद्धीकरण भी होगा और प्रयोजनमूलक हिंदी पढ़ कर वे अपने विभिन्न कार्य क्षेत्रों में सफलता प्राप्त कर सकते हैं। सरकारी कार्यालय और शिक्षण आदि क्षेत्रों में स्वयं की योग्यता सिद्ध कर सकते हैं। इस दृष्टि से यह पाठ्यक्रम विद्यार्थियों के लिए लाभकारी सिद्ध होगा।

<p>AHIN 200 A</p>		<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO 1</b> विभिन्न विद्वानों की रचनाओं को पढ़ने से शब्द भंडार विस्तृत होगा</p> <p><b>CO 2</b> गद्य और पद्य के द्वारा भावों के प्रकटीकरण की विभिन्न शैलियों से परिचित होगा , जिससे वह अपने भावों की अभिव्यक्ति विभिन्न डिजाइनर पैटर्न के माध्यम से बेहतर तरीके से कर सकेगा</p> <p><b>CO 3</b> विभिन्न भावों की समझ विद्यार्थी में उत्पन्न होगी जो उसके कार्यक्षेत्र में रंग संयोजन में मददगार होगी</p> <p><b>CO 4</b> साहित्य के माध्यम से अतीत और वर्तमान समाज की सांस्कृतिक, राजनीतिक ,आर्थिक ,सामाजिक तथा धार्मिक स्थितियों का मूल्यांकन कर समाज को निकटता से देख और समझ पाएगा</p> <p><b>CO 5</b> व्याकरण के सामान्य नियमों का ज्ञान होने से भाषा में शुद्धता आएगी</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>
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		<p><b>CO 6</b> संक्षेपण व पल्लवन के माध्यम से भावों के प्रस्तुतीकरण का तरीका सीखेगा</p> <p><b>CO 7</b> सरकारी व गैर सरकारी कार्यालयों के विभिन्न पत्राचारों की भाषा प्रयोग में निपुण होगा</p>		
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## CONTENTS:

### UNIT 1:

**6 HRS.**

पद्य

सुभद्रा कुमारी चौहान : वीरों का कैसा हो बसंत

सूर्यकांत त्रिपाठी 'निराला' : (क) जागो फिर, एक बार (ख) तोड़ती पत्थर

हरिवंश राय बच्चन : (क) पथ की पहचान (ख) लहरों का निमंत्रण (केवल छः भाग)

केदार नाथ अग्रवाल : (क) यह धरती है उस किसान की

### UNIT 2:

**6 HRS.**

गद्य

महादेवी वर्मा : सिस्तर के वास्ते

हरिशंकर परसाई : वैष्णव की फिसलन

ऊषा प्रियवदा : वापसी

### UNIT 3:

**6 HRS.**

शब्द निर्माण एवं शब्द सम्पदा

प्रत्यय व उपसर्ग

संधि : (केवल स्वर- दीर्घ, गुण, यण, वृद्धि, अयादि)

समास : (अव्ययीभाव, द्वंद्व, द्विगु, कर्मधारय, तत्पुरुष, बहुब्रीहि)

मुहावरे व लोकोक्तियाँ (राजस्थानी)

विलोम, पर्यायवाची

### UNIT 4:

**6 HRS.**

व्याकरणिक कोटियाँ

संज्ञा	: (व्यक्तिवाचक, जातिवाचक, भाववाचक)
सर्वनाम	: (पुरुषवाचक, अनिश्चयवाचक, निश्चयवाचक, प्रश्नवाचक, सम्बन्धबोधक, निजवाचक)
विशेषण	: (गुणवाचक, संख्यावाचक, परिमाणवाचक, सार्वनामिक विशेषण)
क्रिया	: कर्म के अनुसार (सकर्मक, अकर्मक),
क्रिया विशेषण	: (काल वाचक, स्थानवाचक, परिमाणवाचक, रीतिवाचक)

## UNIT 5:

6 HRS.

प्रयोजन मूलक हिन्दी : प्रयोग के क्षेत्र

संक्षेपण : महत्व, प्रक्रिया, विशेषताएँ एवं संक्षेपक के गुण

पल्लवन : महत्व, प्रक्रिया, एवं भाषा

प्रतिवेदन (रिपोर्ट) : परिभाषा, प्रारूप, प्रक्रिया एवं प्रशासनिक पत्राचार

### आवश्यक :

राजस्थानी लोकोक्तियाँ

1- बाहर बाबू सूरमा, घर में गीदड़दास।

अर्थ - बाहर जा कर स्वयं की शेखी बघारना लेकिन घर में डरपोक बने रहना।

2- पाँच सात की लाकड़ी, एक जणै को भार।

अर्थ - बोझ को यदि बाँट लिया जाए, तो बोझ नहीं रहता, यदि एक पर डाला जा, तो भार बन जाता है।

3- मीठा खरबूजा खांड सू खावो, काची काकड़िया रै लूण लगावौ।

अर्थ - सज्जन व्यक्तियों से मेल जोल रखो और दुर्जन से किनारा करो।

4- पूत सपूता क्यँ धन संचे, पूत कपूता क्यँ धन संचै।

अर्थ - यदि पुत्र सपूत हो तो धन संचय की कोई आवश्यकता नहीं है, वह स्वयं कमाकर खा लेगा और यदि पुत्र कुपुत्र हो तो भी धन जोड़ने की आवश्यकता नहीं है क्योंकि वह सारा जोड़ा हुआ धन उड़ा देगा। अर्थात् दोनों अवस्थाओं में धन जोड़ना व्यर्थ है।

5- मनख धारे जो करे।

अर्थ - मनुष्य जो सोचता है कर दिखाता है।/ पुरुषार्थी के लिए कुछ भी असम्भव नहीं।

6- थोथो चणो बाजे घणो।

अर्थ - जिनमें गुण नहीं होते वे बढ़ चढ़ कर बातें करते हैं।

7- जनमै जद जा दीख, पूतां रा पग पालणे।

अर्थ - मनुष्य के गुण और अवगुण उसके जन्म से ही दिखाई देने लगते हैं।

8- अंबर को तारो हाथ सू कोनी टूटै।

अर्थ - असंभव कार्य को संभव नहीं किया जा सकता।

- 9- अक्कलमंद नै इसारो घणो।  
अर्थ - बुद्धिमान को इशारा काफी है।
- 10- अठी नै पड़ै तो कूवौ, वठी ने पड़ै तो खाई।  
अर्थ - सभी ओर से विपदा का आना।
- 11- अलख राजी तो खलक राजी।  
अर्थ - जिस पर ईश्वर प्रसन्न हो, उस पर सारा संसार प्रसन्न रहता है।
- 12- आंगली पकड़तौ-पकड़तौ पूंचो पकड़ लियो।  
अर्थ - ज़रा सा आश्रय पाकर पूर्ण आधिपत्य जमा लेना।
- 13- आया री समाई पण गया री समाई कोनी।  
अर्थ - लाभ कितना ही हो मनुष्य सहन कर लेता है, पर हानि को सहन नहीं कर सकता।
- 14- ऊंदरी रा जाया बिल ई खोदै।  
अर्थ - परम्परागत कार्य बच्चे स्वतः सीख जाते हैं।
- 15- माखण तो दही सूं ई निकले।  
अर्थ - पुरुषार्थ से ही सफलता मिलती है/तपस्या से ही ज्ञान प्राप्त होता है।
- 16- कठै राजा भोज, कठै गांगलो तेली।  
अर्थ - दो असमान हस्तियाँ या आकाश पाताल का अंतर।
- 17- कथनी सूं करणी दोरी।  
अर्थ - कहना सरल लेकिन करना कठिन होता है।
- 18- कागा रे तू मळमळ न्हाय, थारी काळस कदे नै जाय।  
अर्थ - दुष्ट की दुष्टता तीर्थ और व्रत से दूर नहीं होती।
- 19- कुण-कुण नै समझाइये, कुवै भांग पड़ी।  
अर्थ - जब सभी अड़ियल रूख अपना लें तो किसे समझाया जाए।
- 20- कीड़ी चाली सासरै, नौ मण सुरमौ सार।  
अर्थ - जब गरीब अर्थात् अकिंचन व्यक्ति अधिक आडंबर करे।
- 21- गयी भूख नै हेला पाड़ै।  
अर्थ - जाती हुई भूख को न्यौता देना। जान बूझकर गरीबी को गले लगाना।
- 22- गाय न बाछी, नींद आवै आछी।  
अर्थ - किसी प्रकार का झंझट न होना।
- 23- चोरी रो धन मोरी में जाय।  
अर्थ - बेईमानी से कमाया धन शीघ्र ही नष्ट हो जाता है।
- 24- ठाकर तो ठिकाणै ई रूड़ा लागे।  
अर्थ - जिसकी जो जगह होती है, वो वहीं शोभा देता है।

25- भैंस रे आगे बीण बजाई, गोबर रो ईनाम।  
अर्थ -गुण ग्राहक ही गुणों की कद्र कर सकता है।

क्रम सं-	मुहावरे	पर्यायवाची शब्द
1	आटे दाल का भाव मालूम होना	अमृत
2	आकाश के तारे तोड़ता	अश्व
3	अपने मुँह मियाँ मिट्टू बनना	असुर
4	आस्तीन का साँप होना	अरण्य
5	आकाश पाताल एक करना	अनुराग
6	आकाश का फूल होना	अम्बा
7	अरण्य रोदन	आँख
8	आँख का काजल चुराना	आकाश
9	एक अनार सौ बीमार	आम
10	उड़ती चिड़िया पहचानना	ईश्वर
11	कंगाली में आटा गीला	कमल
12	एक और एक ग्यारह होना	कनक
13	धरती पर पाँव न पड़ना	बादल
14	रंगा सियार	जल
15	शबरी के बेर	कामदेव
16	चूड़ियाँ पहनना	किरण
17	हाथ का मैल	गंगा
18	गाल बजाना	चतुर
19	कदम चूमना तलाब	तलाब
20	सिक्का जमाना	निशा
21	तलवार की धार पर चलना	पवन
22	घी के दिए जलाना	पत्थर
23	लकीर का फकीर	पृथ्वी
24	दाल न गलना	पहाड़
25	आँधी के आम	पुष्प



**संदर्भ:**

1. काव्यधारा - सं. डाँ. राजकुमार सिंह परमार, इंडिया बुक हाऊस, जयपुर
2. पद्य संचयन - डाँ. मकरन्द भट्ट साक्षी पब्लिशिंग हाऊस, जयपुर, संस्करण 2008
3. गद्य प्रभा - सं. डाँ. राजेश अनुपम, युनिक बुक हाऊस, बीकानेर, संस्करण 2012
4. गद्य-पद्य संचयन, डाँ. अशोक गुप्ता एवं डाँ. रजनीश भारद्वाज, राजस्थान प्रकाशन \ जयपुर, प्रथम संस्करण, 2004
5. हिन्दी भाषा, व्याकरण और रचना - डाँ. अर्जुनतिवारी, विश्वविद्यालय प्रकाशन , वाराणसी, संस्करण 2010
6. परिष्कृत हिन्दी व्याकरण - बदरीनाथ कपूर, प्रभात प्रकाशन, दिल्ली, संस्करण 2014
7. संक्षेपण और पल्लवन - कैलाश चंद्र भाटिया/तुमन सिंह, प्रभात प्रकाशन, दिल्ली।

**DISCIPLINE- HINDI**  
**Programme- BCOM (Hons.) Prof. CA/CS**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME SPECIFIC OUTCOMES**

<b>PS01</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PS02</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PS03</b>	भाषा कौशल का निर्माण होगा
<b>PS04</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PS05</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PS06</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PS07</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PS08</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BCOM (Hons.) Prof. CA/CS (2020-2021)**  
**COURSE OUTCOMES - Semester I**  
**PAPER CODE: BCP 317/BCS 615**  
**Applied Hindi**  
**Theory**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week: 02**

**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य- इस पाठ्यक्रम के माध्यम से विद्यार्थी वाणिज्य एवं व्यापार के क्षेत्र में प्रयुक्त होने वाली हिंदी भाषा व पारिभाषिक शब्दावली में निपुण होकर अपने कार्य क्षेत्र में सफलता प्राप्त कर सकते हैं। साथ ही विभिन्न सरकारी कार्यालय , शिक्षण संस्थान एवं बैंक आदि क्षेत्रों में स्वयं की योग्यता सिद्ध कर सकते हैं। इस दृष्टि से यह पाठ्यक्रम विद्यार्थियों के लिए लाभकारी सिद्ध होगा।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
BCP 317/ BCS 615	Applied Hindi	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p>CO 1 हिंदी भाषा की उत्पत्ति एवं उसके प्रयोग के क्षेत्रों के सामान्य ज्ञान से परिचित होगा</p> <p>CO 2 राजभाषा, राष्ट्रभाषा, राज्य भाषा, साहित्यिक भाषा तथा सामान्य बोलचाल की भाषा के अंतर को समझ पाने में समर्थ होगा</p> <p>CO 3 प्रयोजनमूलक हिंदी के सामान्य प्रयोग रूपों से परिचित होने के साथ ही विशिष्ट रूप से वाणिज्य क्षेत्र में प्रयुक्त होने वाले भाषिक रूप से परिचित होगा</p> <p>CO 4 व्यावसायिक तथा सरकारी व गैर सरकारी पत्र लेखन में निपुण होगा</p> <p>CO 5 व्यावसायिक तथा बैंकिंग क्षेत्र में प्रयुक्त हिंदी व अंग्रेजी पारिभाषिक शब्दों का ज्ञान प्राप्त होगा</p> <p>CO 6 प्रेस प्रबंधन के विभिन्न विभागों व उनके</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments

		कार्यों से परिचित हो भविष्य में एक सुदृढ़ प्रबंधन का कार्य कर सकता है CO 7 बाजार संवाददाता के रूप में कार्य कर सकता है		
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## CONTENTS:

**Unit I-** प्रयोजन मूलक हिन्दी: सिद्धान्त एवं प्रविधि 6 HRS.

1. हिन्दी भाषा परिचय
2. प्रयोजन मूलक हिन्दी की आवश्यकता एवं महत्व
3. प्रयोजन मूलक हिन्दी के विविध रूप
  - (क) वाणिज्य और व्यापार के क्षेत्र में हिन्दी
  - (ख) कार्यालयी हिन्दी
  - (ग) संचार माध्यमों में हिन्दी
  - (घ) विज्ञापन के क्षेत्र में हिन्दी
  - (ङ) वैज्ञानिक और तकनीकी हिन्दी

**Unit II-** व्यावसायिक हिन्दी 6 HRS.

1. व्यावसायिक हिन्दी एक विशेष प्रयुक्त क्षेत्र, व्यावसायिक शब्दावली, बैंक शब्दावली
2. व्यावसायिक पत्र:
  - (क) व्यावसायिक पत्र: स्वरूप एवं प्रारूप
  - (ख) व्यावसायिक पत्रों के कुछ नमूने - मूल्य की पूछताछ संबंधी, आदेश रद्द करने संबंधी, षिकायती पत्र, बीमा और बीमा पत्र

**Unit III-** अनुवाद एवं कार्यालयी पत्र लेखन 6 HRS.

1. अनुवाद का स्वरूप और परिभाषा
2. अनुवादक के गुण
3. वाणिज्यिक अनुवाद
4. अनुवाद अंग्रेजी से हिन्दी/ हिन्दी से अंग्रेजी
5. कार्यालयी पत्र: सरकारी पत्र, अर्धसरकारी पत्र, परिपत्र, कार्यालयी आदेश, निविदा, अधिसूचना, प्रेस विज्ञप्ति

**Unit IV-** प्रेस प्रबंधन 6 HRS.

1. भूमिका
2. प्रबंध संपादक की भूमिका

3. प्रबंधन के प्रकार- विज्ञापन प्रबंधन, प्रसार प्रबंधन, कार्यालय प्रबंधन

**Unit V- बाज़ार समाचार**

6 HRS.

1. अर्थ, उपयोगिता, प्रकार
2. बाज़ार समाचार में भाषा का विषिष्ट प्रयोग
3. बाज़ार समाचार की तकनीकी शब्दावली

**अनिवार्य पुस्तकें-**

1. प्रयोजन मूलक हिन्दी: सिद्धांत और प्रयोग - दंगल झाल्टे, वाणी प्रकाशन, 21-ए दरियागंज, नई दिल्ली, संस्करण 2006
2. प्रयोजन मूलक हिन्दी: संरचना एवं अनुप्रयोग - डा. ॉ राम प्रकाष, डॉ. दिनेष गुप्त, राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, 7/31, अंसारी मार्ग, दरिया गंज, नई दिल्ली, संस्करण 2008
3. व्यावसायिक हिन्दी - दिलंप सिंह, उच्च शिक्षा और शोध संस्थान, दक्षिण भारत हिन्दी प्रचार सभा, मद्रास, प्रथम संस्करण 1992
4. प्रयोजनमूलक हिन्दी और पत्रकारिता - डॉ. दिनेष प्रसाद सिंह, वाणी प्रकाशन, 21-ए दरियागंज, नई दिल्ली, प्रथम संस्करण 2007
5. प्रयोजनमूलक मानक हिन्दी-ओंकारनाथ वर्मा, भारत बुक स्टोर, लखनऊ, द्वितीय संस्करण

**सहायक पुस्तकें-**

1. प्रयोजनमूलक हिन्दी के विविध रूप - डॉ. राजेन्द्र प्रसाद मिश्र, राकेश शर्मा, तक्षषिला प्रकाशन, 98-ए, हिन्दी पार्क दरियागंज, नई दिल्ली, प्रथम संस्करण 2005
2. अनुवाद विज्ञान और संप्रेषण- डॉ. हरिमोहन, तक्षषिला प्रकाशन, 98ए, हिंदी पार्क, दरियागंज, नई दिल्ली, द्वितीय संस्करण 2006

**DISCIPLINE- HINDI**  
**Programme- BBA Professional**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME SPECIFIC OUTCOMES**

<b>PSO1</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PSO2</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PSO3</b>	भाषा कौशल का निर्माण होगा
<b>PSO4</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PSO5</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PSO6</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PSO7</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PSO8</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BBA (2020-2021)**  
**COURSE OUTCOMES - Semester I**  
**PAPER CODE: AHIN 100B**  
**Business Communication: Hindi**  
**Theory**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week: 02**

**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य- इस पाठ्यक्रम के माध्यम से विद्यार्थी वाणिज्य एवं व्यापार के क्षेत्र में प्रयुक्त होने वाली हिंदी भाषा व पारिभाषिक शब्दावली में निपुण होकर अपने कार्य क्षेत्र में सफलता प्राप्त कर सकते हैं। साथ ही विभिन्न सरकारी कार्यालय, शिक्षण संस्थान एवं बैंक आदि क्षेत्रों में स्वयं की योग्यता सिद्ध कर सकते हैं। इस दृष्टि से यह पाठ्यक्रम विद्यार्थियों के लिए लाभकारी सिद्ध होगा।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
AHIN-100B	Business Communication Hindi	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO 1</b> हिंदी भाषा की उत्पत्ति एवं उसके प्रयोग के क्षेत्रों के सामान्य ज्ञान से परिचित होगा</p> <p><b>CO 2</b> राजभाषा, राष्ट्रभाषा, राज्य भाषा, साहित्यिक भाषा तथा सामान्य बोलचाल की भाषा के अंतर को समझ पाने में समर्थ होगा</p> <p><b>CO 3</b> प्रयोजनमूलक हिंदी के सामान्य प्रयोग रूपों से परिचित होने के साथ ही विशिष्ट रूप से वाणिज्य क्षेत्र में प्रयुक्त होने वाले भाषिक रूप से परिचित होगा</p> <p><b>CO 4</b> व्यावसायिक पत्र लेखन में निपुण होगा</p> <p><b>CO 5</b> व्यावसायिक तथा बैंकिंग क्षेत्र में प्रयुक्त हिंदी व अंग्रेजी पारिभाषिक शब्दों का ज्ञान प्राप्त होगा</p> <p><b>CO 6</b> प्रेस प्रबंधन के विभिन्न विभागों व उनके कार्यों से परिचित हो भविष्य में एक सुदृढ़ प्रबंधन का कार्य कर</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments

		सकता है CO 7 बाजार संवाददाता के रूप में कार्य कर सकता है		
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## CONTENTS:

### UNIT 1:

6 HRS.

प्रयोजन मूलक हिन्दी: सिद्धान्त एवं प्रविधि

1. हिन्दी भाषा परिचय
2. प्रयोजन मूलक हिन्दी की आवश्यकता एवं महत्व
3. प्रयोजन मूलक हिन्दी के विविध रूप
  - (क) वाणिज्य और व्यापार के क्षेत्र में हिन्दी
  - (ख) कार्यालयी हिन्दी
  - (ग) संचार माध्यमों में हिन्दी
  - (घ) विज्ञापन के क्षेत्र में हिन्दी
  - (ङ) वैज्ञानिक और तकनीकी हिन्दी

### UNIT 2:

6 HRS.

व्यावसायिक हिन्दी

व्यावसायिक हिन्दी एक विशेष प्रयुक्त क्षेत्र, व्यावसायिक शब्दावली

2. व्यावहारिक और व्यावसायिक पत्र:
  - (क) व्यावसायिक पत्र: स्वरूप एवं प्रारूप
  - (ख) व्यावसायिक पत्रों के कुछ नमूने - मूल्य की पूछताछ संबंधी, आदेश रद्द करने संबंधी, शिकायती पत्र, बीमा और बीमा पत्र

### UNIT 3:

6 HRS.

अनुवाद

1. अनुवाद का स्वरूप और परिभाषा
2. अनुवादक के गुण
3. वाणिज्यिक अनुवाद
4. बैंकिंग साहित्य में अनुवाद, बैंक शब्दावली
5. अनुवाद अंग्रेजी से हिन्दी/ हिन्दी से अंग्रेजी

### UNIT 4:

6 HRS.

प्रेस प्रबंधन



1. भूमिका
2. प्रबंध संपादक की भूमिका
3. प्रबंधन के प्रकार- विज्ञापन प्रबंधन, प्रसार प्रबंधन, कार्यालय प्रबंधन

#### **UNIT 5:**

**6 HRS.**

##### **बाज़ार समाचार**

1. अर्थ, उपयोगिता, प्रकार
2. बाज़ार समाचार में भाषा का विषिष्ट प्रयोग
3. बाज़ार समाचार की तकनीकी शब्दावली

##### **अनिवार्य पुस्तकें-**

1. प्रयोजन मूलक हिन्दी: संरचना एवं अनुप्रयोग - डा. राम प्रकाश, डा. दिनेश गुप्त, राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, 7/31, अंसारी मार्ग, दरिया गंज, नई दिल्ली
2. व्यावसायिक हिन्दी - दिलीप सिंह, उच्च शिक्षा और शोध संस्थान, दक्षिण भारत हिन्दी प्रचार सभा, मद्रास
3. प्रयोजनमूलक हिन्दी और पत्रकारिता - डा. दिनेश प्रसाद सिंह, वाणी प्रकाशन, 21-ए दरियागंज, नई दिल्ली

##### **सहायक पुस्तकें-**

1. प्रयोजनमूलक हिन्दी के विविध रूप - डा. राजेन्द्र प्रसाद मिश्र, राकेश शर्मा, तक्षषिला प्रकाशन, 98-ए, हिन्दी पार्क दरियागंज, नई दिल्ली
2. अनुवाद विज्ञान और संप्रेषण - डा. हरिमोहन, तक्षषिला प्रकाशन, नई दिल्ली

**DISCIPLINE- HINDI**  
**Programme- BA/BSC/BCOM (PASS COURSE & HONS.)/BFA**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME SPECIFIC OUTCOMES**

<b>PSO1</b>	हिंदी भाषा तथा उसकी उत्पत्ति के मूल सिद्धांतों तथा अवधारणाओं के सामान्य ज्ञान से परिचित होगा
<b>PSO2</b>	राजभाषा हिंदी के महत्व को समझाने में मददगार
<b>PSO3</b>	भाषा कौशल का निर्माण होगा
<b>PSO4</b>	हिंदी भाषा के माध्यम से अपने भावों और विचारों को व्यक्त करने की क्षमता विकसित होगी
<b>PSO5</b>	प्रशासनिक व अन्य प्रतियोगी परीक्षाओं में मददगार
<b>PSO6</b>	सरकारी व गैर सरकारी कार्यालयों में हिंदी भाषा के ज्ञान से कार्य को और दक्षता से संपन्न कर पाएगा
<b>PSO7</b>	व्यावसायिक क्षेत्र में प्रयुक्त हिंदी से परिचित होगा
<b>PSO8</b>	साहित्य समाज का दर्पण होता है अतः साहित्य के अध्ययन से विद्यार्थी समाज के विभिन्न पहलुओं को गंभीरता के साथ समझ पाएगा

**BA/BSC/BCOM (Pass Course & Hons.) (2020-2021)**  
**COURSE OUTCOMES- Semester I**  
**PAPER CODE: FEH 100**  
**Prarambhik Hindi I**  
**Theory**

**Credits: 02**  
**Max Marks: 100**  
**Contact Hrs/week: 02**  
**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य- स्वतंत्रता के पश्चात हिंदी को राजभाषा के पद पर प्रतिष्ठित किया गया। जिसके पश्चात संपर्क भाषा के रूप में हिंदी की स्थिति मजबूत बनी। इसके चलते अहिंदी भाषी क्षेत्रों में निवास करने वाले नागरिकों के लिए भी हिंदी का लिखित और मौखिक ज्ञान आवश्यक हो जाता है। प्रस्तुत पाठ्यक्रम ऐसे अहिंदी भाषी विद्यार्थियों के लिए अत्यंत महत्वपूर्ण और उपयोगी होगा जिससे कि वह संपूर्ण देश से जुड़ सकें भाषा के माध्यम से।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FEH 100	Prarambhik Hindi I	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO 1</b> हिंदी भाषा और उसकी उत्पत्ति के मूल सिद्धांतों व अवधारणाओं का सामान्य परिचय प्राप्त होगा</p> <p><b>CO 2</b> हिंदी की लिपि व वर्णमाला का ज्ञान प्राप्त होगा।</p> <p><b>CO 3</b> अपनी बात को आत्मविश्वास व स्पष्टता के साथ सहज तरीके से अभिव्यक्त कर सकेगा।</p> <p><b>CO 4</b> विषय सामग्री के माध्यम से संदर्भ के अनुसार नए शब्दों का अर्थ जानेगा</p> <p><b>CO 5</b> दैनिक जीवन में औपचारिक - अनौपचारिक अवसरों पर उपयोग की जा रही भाषा को समझने में सक्षम होगा।</p> <p><b>CO 6</b> व्याकरण के सामान्य ज्ञान से भाषा में शुद्धता आएगी</p> <p><b>CO 7</b> हिंदी भाषा में लिखित साहित्य को</p>	<p>Approach in teaching: प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students: स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>

		पढ़ने में रुचि जागृत होगी		
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## CONTENTS:

### UNIT 1:

6 HRS.

भाषा और व्याकरण

भाषा, लिपि, वर्णमाला (स्वर और व्यंजन)

### UNIT 2:

6 HRS.

शब्द विचार

शब्द समूह (परिचयात्मक)

संज्ञा (व्यक्तिवाचक, जातिवाचक, भाववाचक)

सर्वनाम: (पुरुषवाचक, अनिद्गचयवाचक, निद्गचयवाचक, प्रद्गनवाचक, सम्बन्धबोधक, निजवाचक)

### UNIT 3:

6 HRS.

व्याकरण

लिंग, वचन, कारक

### UNIT 4:

6 HRS.

कहानी

दो गीत: दो कहानी

### UNIT 5:

6 HRS.

कहानी

एक राजा: तीन शेर,, कीचड़ का कमल

### अनिवार्य पुस्तकें-

राष्ट्रीय गौरव के चिह्न भाग

1 प्रकाशक मयूर पेपर बैक्स नवयुग हिन्दी व्याकरण तथा रचना - डॉ. अद्गाोक बत्रा

### सहायक पुस्तकें:-

1. सरस्वती मानक हिन्दी व्याकरण तथा रचना . डॉ कमल सत्यार्थी डॉ रवि प्रकाष गुप्त दीप्ति प्रकाष सरस्वती हाउस प्रा लि नई दिल्ली।
2. नवयुग हिन्दी व्याकरण तथा रचना डॉ अषोक बत्रा लक्ष्मी पब्लिकेशंस प्रा लि।

3- मोहित व्याकरण व्यवहार डॉ कमल सत्यार्थी पाल शर्मा मोहित पब्लिषर्स एण्ड एजुकेशनल ऐड्स प्रीत विहार श्रीमती सुमन नई दिल्ली।

**BA/BSC/BCOM (Pass Course & Hons.) (2020-2021)**  
**COURSE OUTCOMES- Semester II**  
**PAPER CODE: FEH 200**  
**Prarambhik Hindi II**  
**Theory**

**Credits: 02**  
**Max Marks: 100**  
**Contact Hrs/week: 02**  
**Total Hrs: 30**

**COURSE OUTCOME:**

उद्देश्य- स्वतंत्रता के पश्चात हिंदी को राजभाषा के पद पर प्रतिष्ठित किया गया। जिसके पश्चात 'संपर्क भाषा' के रूप में हिंदी की स्थिति मजबूत बनी। इसके चलते अहिंदी भाषी क्षेत्रों में निवास करने वाले नागरिकों के लिए भी हिंदी का लिखित और मौखिक ज्ञान आवश्यक हो जाता है। प्रस्तुत पाठ्यक्रम ऐसे अहिंदी भाषी विद्यार्थियों के लिए अत्यंत महत्वपूर्ण और उपयोगी होगा जिससे कि वह संपूर्ण देश से जुड़ सकें भाषा के माध्यम से।

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
FEH 200	Prarambhik Hindi II	<p>पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी इनमें सक्षम होगा-</p> <p><b>CO 1</b> विलोम शब्दों के ज्ञान से शब्दों के अर्थ व उनके उचित प्रयोग के महत्व को समझ पाएगा</p> <p><b>CO 2</b> युग्म शब्द एवं पर्यायवाची शब्दों के ज्ञान से उसके शब्द भंडार में वृद्धि होगी</p> <p><b>CO 3</b> अपनी बात को आत्मविश्वास व स्पष्टता के साथ सहज तरीके से अभिव्यक्त</p>	<p>Approach in teaching:                      प्रभावात्मक व्याख्यान विधि, प्रत्यक्ष उदाहरणों के माध्यम से शिक्षण, परिचर्चा</p> <p>Learning activities for the students:                      स्व मूल्यांकन असाइनमेंट, प्रभावात्मक प्रश्न, विषय अनुसार लक्ष्य देना, प्रस्तुतीकरण</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments</p>

		<p>कर सकेगा।</p> <p><b>CO 4</b> विषय सामग्री के माध्यम से संदर्भ के अनुसार नए शब्दों का अर्थ जानेगा</p> <p><b>CO 5</b> दैनिक जीवन में औपचारिक - अनौपचारिक अवसरों पर उपयोग की जा रही भाषा को समझने में सक्षम होगा।</p> <p><b>CO 6</b> व्याकरण के सामान्य ज्ञान से भाषा में शुद्धता आएगी</p> <p><b>CO 7</b> हिंदी भाषा में लिखित साहित्य को पढ़ने में रुचि जागृत होगी</p>		
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## **CONTENTS:**

### **UNIT 1:**

**6 HRS.**

व्याकरण

विद्गोषण (गुणवाचक, संख्यावाचक, परिमाणवाचक, संकेतवाचक)

क्रिया (सकर्मक, अकर्मक)

काल (भूत, भविष्यत, वर्तमान)

वाक्य एवं शब्द शुद्धि

### **UNIT 2:**

**6 HRS.**

व्याकरण

विलोम, युग्म शब्द, पर्यायवाची

### **UNIT 3:**

**6 HRS.**

कहानी

एक सपना: तीन रंग, बारह भाई: छह बहनें

### **UNIT 4:**

**6 HRS.**

कहानी  
जंगल में मोर नाचा

**UNIT 5:**

**6 HRS.**

कहानी  
जंगल का राजा

**अनिवार्य पुस्तकें:**

सत्र प्रू राष्ट्रीय गौरव के चिह्न भाग २ ए-९५ सेक्टर-५ नोएडा

**सहायक पुस्तकें:**

1. सरस्वती मानक हिन्दी व्याकरण तथा रचना . डॉ कमल सत्यार्थी डॉ रवि प्रकाश गुप्त दीप्ति प्रकाश सरस्वती हाउस प्रा लि नई दिल्ली।
2. नवयुग हिन्दी व्याकरण तथा रचना डॉ अशोक बत्रा लक्ष्मी पब्लिकेशंस प्रा लि।
3. मोहित व्याकरण व्यवहार डॉ कमल सत्यार्थी पाल शर्मा मोहित पब्लिशर्स एण्ड एजुकेशनल ऐड्स प्रीत विहार श्रीमती सुमन नई दिल्ली।

**DEPARTMENT OF ENGLISH**  
**Programme- BA (HONOURS)**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME OUTCOMES**

<b>PO1</b>	Students will demonstrate advanced critical thinking skills.
<b>PO2</b>	Students will be able to communicate to diverse audiences in a variety of contexts and genres.
<b>PO3</b>	Students will be able to demonstrate empathetic social concern and equity centred national development.
<b>PO4</b>	Students will acquire the ability to recognize different value systems and ethical issues pertaining to different disciplines.
<b>PO5</b>	Students will be able to indulge in independent and lifelong learning in context to the changing socio-technological scenario.
<b>PO6</b>	Students will have the ability to use, analyze, and learn concepts, skills and theoretical orientation in a wide context and evaluate their merits/demerits in terms of application.
<b>PO7</b>	Students will be able to use innovation-based knowledge and creative methods for the synthesis of information to provide valid conclusions.
<b>PO8</b>	Students will be able to develop the competence to undertake subject specific as well as multidisciplinary research.
<b>PO9</b>	Students will be able to interpret and apply theoretical concepts in real life situations.
<b>PO10</b>	Students will be able to pertain to ethical principles and entrust to professional ethics and responsibilities.
<b>PO11</b>	Students will be able to exhibit comprehension and understanding of the programmes and apply them in a multidisciplinary environment.
<b>PO12</b>	Students will be ignited to think and act over the solution of various issues prevailing in the human life to make the world a better place to live.



## PROGRAMME SPECIFIC OUTCOMES

Upon graduation (with Honours), the students will be able to:

<b>PS01</b>	Demonstrate an understanding of the literary ages and characteristics of the respective age
<b>PS02</b>	Understand the representative writers of the respective ages and the literary and stylistic features of their writings, for reflecting on a wide range of thematic concerns
<b>PS03</b>	Cultivate the ability to evaluate the different literary forms and genres of literature
<b>PS04</b>	Acquire and demonstrate an understanding of the grammatical structures and their usage
<b>PS05</b>	Gain knowledge of the chosen literary works with reference to the broader historical, social and cultural perspectives, in which they are set, for analyzing and theorizing the critical issues demonstrated in each of them
<b>PS06</b>	Address a variety of issues such as nation, gender and identity, among others, to help students develop a critical understanding of the literary texts and the ideas dealt with by the writers
<b>PS07</b>	Inculcate the essentials of documentation and academic writing, towards developing research acumen
<b>PS08</b>	Develop the skills of critical thinking to encourage research on interdisciplinary issues for effective literary analysis of the chosen texts, within the wider socio-cultural and historical contexts
<b>PS09</b>	Apply knowledge to create awareness and sensitize themselves to issues related to values and the essential human condition
<b>PS010</b>	Recognize employability options in the programme, as part of skill-development, for careers in academics, content-writing and editing, translation, literary journalism, etc.

**COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)**

Course	COs												
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ENG 111	C01	x											
	C02	x											
	C03		x										
ENG 112	C04			x	x	x							
	C05			x		x							
	C06			x		x							
ENG 113	C07			x	x								
	C08			x		x							
	C09			x		x							
ENG 114	C010			x		x	x						
	C011			x		x	x						
	C012				x	x							
ENG 115	C013								x				
	C014										x		
ENG 211	C015		x	x									
	C016		x	x									
	C017		x	x									
ENG 212	C018				x	x							
	C019						x						
	C020		x	x			x						
ENG 213	C021		x	x				x					
	C022			x				x					
	C023							x					
ENG 214	C024			x		x	x						
	C025			x		x	x						
	C026												
ENG 215	C027								x				
	C028											x	
ENG 311	C029			x					x				
	C030			x	x				x				
	C031				x	x							
ENG 312	C032		x	x									
	C033		x	x									
	C034			x	x	x							
ENG 313	C035			x	x	x							
	C036		x	x		x							
	C037		x	x	x	x							
ENG 314	C038		x			x							
	C039		x			x							
	C040		x										
ENG 315	C041											x	
	C042											x	x
ENG 411	C043					x			x				
	C044					x			x				
	C045			x	x	x							
	C046		x	x	x				x				

ENG 412	C047			x	x	x		x					
	C048			x	x	x							
ENG 413	C049				x	x						x	
	C050				x							x	
	C051				x	x							
ENG 414	C052			x	x	x							
	C053		x									x	
	C054					x						x	
ENG 415	C055							x					
	C056										x		
ENG 511	C057					x				x			
	C058		x							x			x
	C059				x					x			x
ENG 512	C060		x	x								x	
	C061			x								x	
	C062				x	x						x	
ENG 513	C063		x	x					x				
	C064			x					x				
	C065		x		x							x	
ENG 514	C066			x						x			
	C067					x				x		x	
	C068				x	x				x			
ENG 515	C069								x				
	C070												x
ENG 611	C071		x						x		x		
	C072				x	x			x				
	C073				x	x			x		x		
ENG 612	C074			x								x	x
	C075				x	x						x	
	C076				x	x							x
ENG 613	C077		x		x					x			
	C078			x		x				x			
	C079					x							x
ENG 614	C080				x	x					x		
	C081				x						x		
	C082				x	x							x
ENG 615	C083								x		x		
	C084										x		x

**B.A. (H) ENGLISH (2020-2021)**

**COURSE OUTCOMES - Semester I**

**PAPER CODE: ENG 111**

**Modern English Language and Usage-I**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Acquire theoretical knowledge about the organizational units of the language and study the competency and performance of the language use.
2. Acquire the skills to compose a coherent and cohesive document and differentiate between subjective and objective writing
3. Understand the basic components of language and its subsequent application with accuracy.

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 111</b>	<b>Modern English Language and Usage-I</b>	The students will be able to: <b>CO1.</b> Understand the nuances of linguistic and grammatical structures of the English language <b>CO2.</b> Develop required skills to edit, analyze and compose a cohesive and coherent document <b>CO3.</b> Demonstrate enhanced writing and editing skills	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Writing assignments <b>Learning activities for the students:</b> Self- learning assignments, Effective questions, Seminar presentation, Giving tasks	Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects

**CONTENTS**

<b>Unit 1</b>	<b>Clause Elements (SVOCA)</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• <b>Use of Modals</b></li> </ul> (from Thomson & Martinet)	
<b>Unit 2</b>	<b>Relative Clauses</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• <b>Transformation of Sentences:</b> Passivization, Reported Speech, Change of degrees of adjective</li> </ul>	
<b>Unit 3</b>	<b>Précis Writing</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• <b>Theme Writing</b></li> </ul>	
<b>Unit 4</b>	<b>Job Application, Resumé and CV</b>	<b>9 hrs</b>
<b>Unit 5</b>	<b>Editing:</b> a given text for grammatical correctness, cohesion and coherence	<b>7 hrs</b>

#### **BOOKS RECOMMENDED**

- Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. OUP, 1996.

#### **Suggested Readings:**

- Adams, Valerie. *An Introduction to Modern English Word-Formation*. Longman, 1973.
- Leigh, Judith. *CVs and Job Applications*. OUP, 2004.
- Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Longman, 1986.
- Seely, John. *The Oxford Guide to Writing and Speaking*. OUP, 2005.
- Singh, Vandana R. *The Written Word*. OUP, 2009.
- Strunk, W. ,Jr. and E.B. White. *The Elements of Style*. WLC Books, 2009.

**PAPER CODE: ENG 112**  
**The English Renaissance**  
**Theory**

**Credits: 04**  
**Max Marks: 100**  
**Contact Hrs/week: 04**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Understand the modes and conventions of the age and will learn the greatness of the canonical works.
2. Gain an insight into the philosophy of Shakespeare and get acquainted with the creative imagination and techniques of Elizabethan works
3. Read and appreciate the works of Shakespeare critically

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 112</b>	<b>The English Renaissance</b>	<p>The students will be able to:</p> <p><b>CO4.</b> Understand the religious, socio-intellectual and cultural thoughts of the age</p> <p><b>CO5.</b> Develop an insight into the critical themes in the representative texts of the period</p> <p><b>CO6.</b> Appreciate the genres of poetry and drama in terms of the socio-cultural contexts, use of literary devices, forms and techniques</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Writing assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self- learning assignments, Effective questions, Seminar presentation, Giving tasks</p>	<p>Class test, Semester end examinations</p> <p>Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

<b>Unit 1</b>	<b>Ben Jonson</b>	<b>14 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Every Man in His Humour</i> (from Macmillan 2010)</li> </ul>	
<b>Unit 2</b>	<b>Christopher Marlowe</b>	<b>14 hrs</b>

- *Edward, the Second*

**Unit 3 William Shakespeare 11 hrs**

- *Macbeth*

**Unit 4 Francis Bacon 11 hrs**

- Of Studies
- Of Superstition
- Of Youth and Age
- Of Friendship

**Unit 5 Edmund Spenser 10 hrs**

- One day I wrote her name upon the strand  
(from *Amoretti*)
- *Prothalamion*

**BOOKS RECOMMENDED**

- Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. OUP, 2004.
- Ford, Boris. Ed. *From Donne to Marvell – The Pelican Guide to English Literature*. Vol. 3. Penguin, 1983.
- ---. Ed. *The Age of Shakespeare – The Pelican Guide to English Literature*(Vol. 2).Penguin, 1969.
- Gordon, G.*Shakespearean Comedy and Other Studies*. Oxford, 1944.
- Hadfield, Andrew and A. L. Prescott. Ed. *Edmund Spenser's Poetry: Norton Critical Edition*. Norton, 1969.
- Hudson, W.H. *An Introduction to the Study of Literature*. George. G. Harrap & Co., 1936.
- Stoll, E.E. *Art and Artifice in Shakespeare*. Macmillan, 1933.

**PAPER CODE: ENG 113**

**The Restoration Age –I(Poetry and Drama)**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

### Course Objectives:

The course will enable the students to:

1. Learn the salient features of the 17th and 18th century literature and to understand the poetic and prosaic works of the neoclassical era.
2. Develop familiarity with the popular types of literatures of neo-classical period and study the salient features of restoration through the prescribed texts.

### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 113</b>	<b>The Restoration Age – I(Poetry and Drama)</b>	<p>The students will be able to:</p> <p><b>CO7</b> Analyze the texts within the larger religious, socio-intellectual and cultural frame</p> <p><b>CO8</b> Develop skills of critical analysis of representative texts of the period</p> <p><b>CO9</b> Appreciate the genres of poetry and drama in terms of themes, use of literary devices, forms and techniques</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Writing assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self-learning assignments, Effective questions, Seminar presentation, Giving tasks</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

### CONTENTS

<b>Unit 1</b>	<b>Alexander Pope</b>	<b>11 hrs</b>
	<ul style="list-style-type: none"><li>• Epistle to Dr. Arbuthnot (From <i>Fifteen Poets</i>)</li><li>• An Essay On Man [from Epistle II (I) &amp; Epistle III (IV)]</li></ul>	
<b>Unit 2</b>	<b>John Milton</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"><li>• Lycidas</li><li>• On His Blindness</li><li>• On His Twenty-Third Birthday</li></ul>	



<b>Unit 3</b>	<b>John Dryden</b>	<b>8 hrs</b>
	<ul style="list-style-type: none"> <li>• A Song for St. Cecilia's Day</li> <li>• To the Memory of Mr. Oldham</li> <li>• Alexander's Feast</li> </ul>	
<b>Unit 4</b>	<b>Jonathan Swift</b>	<b>8 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>A Modest Proposal</i></li> </ul>	
<b>Unit 5</b>	<b>Oliver Goldsmith</b>	<b>8 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>She Stoops to Conquer</i></li> </ul>	

### **BOOKS RECOMMENDED**

- Allison, Barrow Blake. Ed. *The Norton Anthology of Poetry*. 3<sup>rd</sup> ed. WW Norton, 1983.
- Jain, Jasbir. Ed. *Strings of Gold Part I*. Macmillan India, 1994.
- Abrams, M.H. *A Glossary of Literary Terms*. Macmillan, 1997.
- Ford, Boris. Ed. *From Dryden to Johnson – The Pelican Guide to English Literature*. vol. 4. Penguin, 1957.
- Michael Mekecon. *The Origin of the English Novel, 1600-1740*. Johns Hopkins University Press, 1987.
- Milton, John. *A Critical Study by T Joseph and Francis*. Anmol Publications, 2005.
- Parfitt, George. *English Poetry of the Seventeenth Century*. Pearson, 1985.
- Parry, Graham. *Seventeenth Century Poetry: The Social Context*. Harper Collins, 1987

**PAPER CODE: ENG 114**

**The Restoration Age –I (Poetry and Drama)**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Learn the changing trends and fashions in accordance with the time in the prescribed literary works and develop critical acumen to evaluate the literary texts
2. Acquire a chronological awareness of the literary ages from Romantic period to the Modern period and to understand the socio-political events of this period

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 114	Pre-Romantic Poetry	<p>The students will be able to:</p> <p><b>CO10</b> Familiarize with the evolution of Romanticism as a concept and movement in literature</p> <p><b>CO11</b> Understand and evaluate the main characteristics of the pre-Romantic era</p> <p><b>CO12</b> Acquire knowledge of the social, philosophical, intellectual and literary background</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Writing assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self-learning assignments, Effective questions, Seminar presentation, Giving tasks</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

<b>Unit 1</b>	<b>Thomas Gray</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• Elegy Written in a Country Churchyard</li> <li>• Ode on a Distant Prospect of Eton College</li> <li>• Hymn to Adversity</li> </ul>	
<b>Unit 2</b>	<b>William Collins</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li>• Ode to Evening</li> <li>• Ode to Simplicity</li> <li>• Ode to Peace</li> </ul>	
<b>Unit 3</b>	<b>James Thomson</b>	<b>15 hrs</b>
	<ul style="list-style-type: none"> <li>• Extract from <i>The Seasons</i>:</li> <li>• Spring (Lines 1-59)</li> <li>• Autumn (Lines 1-52)</li> </ul>	
<b>Unit 4</b>	<b>William Cowper</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• The Poplar Field</li> <li>• On the Receipt of My Mother's Picture...</li> <li>• Light Shining out of Darkness</li> </ul>	
<b>Unit 5</b>	<b>William Blake</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• To the Evening Star</li> <li>• The Chimney Sweeper (from <i>Songs of Innocence</i>)</li> <li>• The Chimney Sweeper (from <i>Songs of Experience</i>)</li> <li>• London</li> <li>• The Tyger</li> </ul>	

### **BOOKS RECOMMENDED**

- Jain, Jasbir. Ed. *Strings of Gold Part II*. Macmillan India , 1995.
- Kermode, Frank, et al. *The Oxford Anthology of English Literature*, Vol.1.OUP, 1973.
- Milford, Humphrey. Ed. *Fifteen Poets*. Oxford University Press, 1964.
- Abrams, M.H. *English Romantic Poets*. OUP, 1975.
- Blake, William. *Songs of Innocence and Songs of Experience*. Dover Publications, 1992.
- Bowra, C.M. *The Romantic Imagination*. OUP, 1950.
- Ford, Boris. Ed. *From Blake to Byron – The Pelican Guide to English Literature*. Vol 5.Pelican, 1957.
- Prasad, B. *A Background to the Study of English Literature*. Trinity Press Publication, 1999.

**PAPER CODE: ENG 115**

**Project**

**Credits: 02**  
**Max Marks: 100**  
**Contact Hrs/week:2**  
**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Demonstrate basic skills of academic writing and practices of research
2. Understand research ethics and techniques of documentation
3. Present their findings in a written report in a coherent manner

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 115</b>	<b>Project</b>	The students will be able to: <b>CO13.</b> Demonstrate basic skills of academic writing and practices of research <b>CO14.</b> Understand research ethics and techniques of documentation <b>CO15.</b> Present their findings in a written report in a coherent manner	<b>Approach in teaching:</b>  Interactive session, discussion, research methodology  <b>Learning activities for the students:</b>  Effective questions, presentations, research methodology	C.A. Test, Semester end project examination, project report.

**PAPER CODE: ENG 211**

**Modern English Language and Usage-II**

**Theory**

**Credits: 03**  
**Max Marks: 100**  
**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. The course will enable the students to coordinate the four skills of Listening, Speaking, Reading and Writing to maximize holistic competencies
2. The students will be able to efficiently recognize and interpret the use of literary devices and other stylistic devices used in prose and poetry
3. The course will help them acquire the skills to critically appreciate prose and poetry with a deeper understanding of structural and literary devices

**Course Outcomes (COs):**

Course		ourse Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 211</b>	<b>Modern English Language and Usage-II</b>	<p>The students will be able to:</p> <p><b>CO16.</b> Understand and demonstrate knowledge of the literary elements and use of figures of speech in the text</p> <p><b>CO17.</b> Evaluate and analyse poetry and prose with a critical perspective</p> <p><b>CO18.</b> Interpret the role of literary forms and structures in shaping a text's meaning</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Writing assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self-learning assignments, Effective questions, Seminar presentation, Giving task</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

<b>Unit 1</b>	<b>Analysis of a Literary text (prose)</b> in terms of imagery, diction, structure, tone, point of view, referential and connotative meaning	<b>10 hrs</b>
<b>Unit 2</b>	<b>Analysis of a Literary text (poetry)</b> in terms of imagery, diction, structure, tone, point of view, referential and connotative meaning	<b>10 hrs</b>
<b>Unit 3</b>	<b>Writing e-mails and letters</b> regarding organizing events (conferences, lectures, social functions, seminars, etc.)	<b>8 hrs</b>

<b>Unit 4</b>	<b>Writing a Book Review</b>	<b>8 hrs</b>
	Kevin Gary Smith's "How to write a book review"	
<b>Unit 5</b>	<b>Writing Advertisement Copies</b>	<b>9 hrs</b>

#### **BOOKS RECOMMENDED**

- Alexander, L. G. *Poetry and Prose Appreciation for Overseas Students*. Prentice Hall Press, 1964.
- Billingham, Jo. *Editing and Revising Text*. OUP, 2002.
- Boulton, Marjorie. *The Anatomy of Poetry*. Routledge and Kegan Paul, 1982.
- ---. *The Anatomy of Prose*.: Routledge and Kegan Paul, 1954.
- Seely, John. *The Oxford Guide to Writing and Speaking*. OUP, 2005.
- Singh, Vandana R. *The Written Word*. OUP, 2006.
- Sinha, K.K. *Business Communication*. Galgotia Publishing Co., 2002.
- Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. OUP, 1996.

**PAPER CODE: ENG 212**

**The Metaphysical Age**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Understand the distinctive features of English literature of this century
2. Comprehend how background influences shaped the writer's thinking
3. Recognize and appreciate the literary masters who dominated the scene and grasp the writing style of the age

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 212</b>	<b>The Metaphysical Age</b>	<p>The students will be able to:</p> <p><b>CO19.</b> Acquire knowledge and understanding of the social and religious conditions of the age</p> <p><b>CO20.</b> Develop an understanding of the writing style of the metaphysical poets</p> <p><b>CO21.</b> Demonstrate ability to critically analyze the poems of the metaphysical poets</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Writing assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self-learning assignments, Effective questions, Seminar presentation, Giving tasks</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit 1 John Donne**

**12 hrs**

- The Good Morrow
- The Flea
- Death, be not Proud
- Goe and Catche a Falling Starre
- The Sunne Rising
- Song – Sweetest Love I do not go ...

**Unit 2      George Herbert      10 hrs**

- The Agonie
- Redemption
- Prayer
- Love III
- Vertue
- The Collar

**Unit 3      Henry Vaughan      9 hrs**

- The Retreat
- They are all gone into the world of light
- Corruption
- The World

**Unit 4      Andrew Marvell      7 hrs**

- The Garden
- To His Coy Mistress

**Robert Herrick**

- The Argument of His Book,
- To the Virgins, To Make Much of Time

**Unit 5      Richard Lovelace      7 hrs**

- To Amarantha...
- The Scrutinie

**Sir John Suckling**

- Of the kind boy...
- Out upon it...

**BOOKS RECOMMENDED**



- Gardner, Helen. Ed. *The Metaphysical Poets*. OUP, 1961.
- Walker, Hugh. *English Essay and Essayists*. J.M. Dent & Sons, 1915.
- Williams, Emrys. Ed. *A Book of English Essays*. Pelican, 1970.
- Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. OUP, 2008.
- Ford, Boris. Ed. *The Age of Shakespeare: The Pelican Guide to English Literature* (Vol. 2). Pelican, 1969.
- Hudson, W.H. *An Introduction to the Study of Literature*. George. G. Harrap & Co., 1936.
- Prasad, B. *A Background to the Study of English Literature*. Trinity Press, 1999.

**PAPER CODE: ENG 213**

**The Restoration Age-II (Prose and Fiction)**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. The students will be able to appreciate the unique literary and stylistic features of the Restoration prose and fiction
2. The course will acquaint them with the literary aspects like themes, style and structure of the Restoration Age
3. The students will be able to demonstrate a firm knowledge of the dominant literary forms of satire Restoration comedy

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 213</b>	<b>The Restoration Age-II (Prose and Fiction)</b>	<p>The students will be able to:</p> <p><b>CO22.</b> Evaluate the unique literary and stylistic features of the Restoration prose and fiction</p> <p><b>CO23.</b> Familiarity with the literary aspects like themes, style and structure of the Restoration Age</p> <p><b>CO24.</b> Demonstrate a firm knowledge and infer the dominant literary forms of satire Restoration comedy</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Writing assignments</p> <p><b>Learning activities</b></p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

			<b>for the students:</b> Self-learning assignments, Effective questions, Seminar presentation, Giving tasks	
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## CONTENTS

<b>Unit 1</b>	<b>Richard Steele</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• The Spectator Club</li> <li>• The Trumpet Club</li> <li>• His Account of His Disappointment in Love</li> <li>• The Art of Conversation</li> </ul>	
<b>Unit 2</b>	<b>Joseph Addison</b>	<b>11 hrs</b>
	<ul style="list-style-type: none"> <li>• Sir Roger and Will Wimble</li> <li>• Meditations in Westminster Abbey</li> <li>• Labour and Exercise</li> <li>• Popular Superstitions</li> </ul>	
<b>Unit 3</b>	<b>J .Wilmot, Earl of Rochester</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• A Satire Against Mankind</li> </ul>	
<b>Unit 4</b>	<b>Daniel Defoe</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Robinson Crusoe</i></li> </ul>	
<b>Unit 5</b>	<b>Samuel Johnson</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Vanity of Human Wishes</i></li> </ul>	

## BOOKS RECOMMENDED

- Lockett, C.H. Ed. *The Art of the Essayist*.: Longman, 2006.
- Milford, Humphrey. Ed. *Fifteen Poets*. OUP, 1964.
- Abrams, M.H. *A Glossary of Literary Terms*. Macmillan, 1997.
- Allison, Barrow, Blake. *The Norton Anthology of Poetry*. 3rded. WW Norton, 1983.
- Bevis, Richard W. *English Drama: Restoration and Eighteenth Century*. Routledge, 1988.

- Deighton, Kenneth. *Coverly Papers from The Spectator*. Macmillan, 2009.
- Ford, Boris. Ed. *From Dryden to Johnson – The Pelican Guide to English Literature* (Vol. 4). Pelican, 1957.
- Kermode, Frank, et al. *The Oxford Anthology of English Literature*, Vol.1. OUP, 1973.

**PAPER CODE: ENG 214**

**The Romantic Poetry**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. To identify the traits and explain the origins of Romantic Poetry with a detailed study of significance of nature in Romantic poetry
2. To enable them to understand the predominance of imagination in poetry
3. To acquaint them to spiritual interpretation of nature and its educative power as depicted in Romantic poetry

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 214</b>	The Romantic Poetry	The students will be able to: <b>CO25.</b> Identify the traits and explain the origins of Romantic Poetry with a detailed study of significance of nature in Romantic poetry <b>CO26.</b> Understand the predominance of imagination in poetry <b>CO27.</b> Recognize and infer the spiritual interpretation of nature and its educative power as depicted in Romantic poetry.	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Self- learning assignments, Group discussion, presentation, Quiz	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

**CONTENTS**

**Unit 1**

**William Wordsworth**

**14 hrs**

- Lines Composed a Few Miles Above Tintern Abbey

- The World is Too Much With Us
- Ode to Duty

**Unit 2      S.T. Coleridge      12 hrs**

- Christabel Part- I
- Frost at Midnight
- Dejection : An Ode

**Unit 3      Lord G. G. Byron      8 hrs**

- She Walks in Beauty
- When We Two Parted
- Prometheus
- On this Day I Complete...

**Unit 4      P. B. Shelley      14 hrs**

- Ode to the West Wind
  - To a Skylark
  - Ozymandias
- When the Lamp...

**Unit 5      John Keats      12 hrs**

- The Eve of St. Agnes
- To Autumn

**BOOKS RECOMMENDED**

- Allison, Barrow, Blake. *The Norton Anthology of Poetry 3rd Ed.* WW Norton, 1983.
- Jain, Jasbir. Ed. *Strings of Gold Part II.* Macmillan India, 1995.
- Milford, Humphrey. Ed. *Fifteen Poets.* OUP, 1964.
- Abrams, M.H. *English Romantic Poets.* OUP, 1975.
- Bone, Drummard. *The Cambridge Companion to Byron.* CUP, 2006.
- Bowra, C.M. *The Romantic Imagination.* OUP, 1950.
- Ford, Boris. Ed. *From Blake to Byron: The Pelican Guide to English Literature (Vol. 5):* Pelican, 1957.
- Gill, Stephen. *The Cambridge Companion to Wordsworth.* CUP, 2006.
- Morton, Timothy. *The Cambridge Companion to Shelley.* CUP, 2006.
- Newlyn, Lucy. *The Cambridge Companion to Coleridge.* CUP, 2002.
- Prasad, B. *A Background to the Study of English Literature.* Trinity Press , 1999.
- Wolfson, Susan J. *The Cambridge Companion to Keats.* CUP, 2001.



**PAPER CODE: ENG 215**

**Project**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week:2**

**Total Hrs:30**

**Course Objectives:**

The course will enable the students to:

1. Understand research ethics and techniques of documentation
2. Interpret and critically analyse the selected texts with regard to specific issues and themes
3. Present their findings in a written report in a coherent manner

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 215</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>CO28.</b> Demonstrate critical skills of academic writing and practices of research</p> <p><b>CO29.</b> Understand research ethics and techniques of documentation</p> <p><b>CO30.</b> Present their findings in a written report in a coherent manner Identify and critically evaluate the chosen text on various literary grounds</p>	<p><b>Approach in teaching:</b></p> <p>Interactive session, discussion, research methodology</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, presentations, research methodology</p>	<p>C.A. Test, Semester end project examination, project report.</p>

**PAPER CODE: ENG 311**  
**Nineteenth Century Poetry and Drama-I**  
**Theory**

**Credits: 03**  
**Max Marks: 100**  
**Contact Hrs/week: 04**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Gain an understanding of the developments in Victorian literature with an emphasis on the socio-cultural contexts
2. Get an insight into the representative poets and dramatists, their style and treatment
3. Understand the prevailing controversy between science and religion in the Victorian era and its representation in literature

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 311</b>	<b>Nineteenth Century Poetry and Drama-I</b>	<p>The students will be able to:</p> <p><b>CO31.</b> Understand the developments in Victorian literature vis-a-vis the socio-cultural contexts</p> <p><b>CO32.</b> Critically appreciate the representative poets and dramatists, their style and treatment</p> <p><b>CO33.</b> Comprehend the significance of the problematic relationship between science and religion and its representation in literature</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Movie screening, Interactive lectures, Audio-visual aid</p> <p><b>Learning activities for the students:</b></p> <p>Presentation, Giving tasks, Role-play, Group discussions</p>	<p>Class test, Semester end examinations</p> <p>Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p> <p>Observation, Presentation, Report writing</p>

**CONTENTS**

**Unit 1      Alfred Tennyson**

**9 hrs**

- The Lotos Eaters
- Ulysses



- Break, Break, Break

**Unit 2      Matthew Arnold      11 hrs**

- Dover Beach
- Thyrsis

**Unit 3      G. M. Hopkins      9 hrs**

- Spring and Fall
- The Habit of Perfection
- The Sea and the Skylark
- No Worst, There is None

**Unit 4      Elizabeth B. Browning      8 hrs**

To George Sand:

- A Recognition
- A Desire
- *Sonnets from the Portuguese: 21 & 22*

**Unit 5      Oscar Wilde      8 hrs**

- *Lady Windermere's Fan*

**BOOKS RECOMMENDED**

- Milford, Humphrey. Ed. *Fifteen Poets*. OUP, 1964.
- Abrams, M.H. *A Glossary of Literary Terms*. Macmillan, 1997.
- Buckley, F.H. *The Victorian Temper*. Harvard UP, 1969.
- Chesterton, G. K. *The Victorian Age in Literature*. William & Norgate, 1913.
- Dobree, B. *The Victorians and After*. The Cresset, 1930.
- Hudson, W.H. *An Introduction to the Study of Literature*. George. G. Harrap & Co., 1936.
- Prasad, B. *A Background to the Study of English Literature*. Trinity Press, 1999.
- Walker, Hugh. *Literature of the Victorian Era*. CUP, 2011.

**PAPER CODE: ENG 312**

**Nineteenth Century Prose and Fiction-I**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Comprehend forms of writing and style of expression used to deal with new doctrines and institutions in the 19<sup>th</sup> century England
2. Investigate and evaluate literary experiments with genre and literary mode in the 19<sup>th</sup> century
3. Gain detailed knowledge of the transition and literary experimentation in this age

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 312</b>	<b>Nineteenth Century Prose and Fiction-II</b>	<p>The students will be able to:</p> <p><b>CO34.</b> Comprehend new forms of writing and style of expression used to deal with new doctrines and institutions in the 19<sup>th</sup> century England</p> <p><b>CO35.</b> Investigate and evaluate literary experiments with genre and literary mode in the 19<sup>th</sup> century</p> <p><b>CO36.</b> Recognize and gain knowledge of the transition and literary experimentation that characterized this age</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Movie screening, Interactive lectures, Audio-visual aid</p> <p><b>Learning activities for the students:</b></p> <p>Presentation, Giving tasks, Role-play, Group discussions</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit 1 Charles Lamb 12 hrs**

- In Praise of Chimney Sweepers
- Oxford in the Vacation
- Modern Gallantry
- A Bachelor's Complaint...

**Unit 2 John Ruskin 12 hrs**

- Of the Pathetic Fallacy

**William Hazlitt**

- On Familiar Style

- On Going a Journey

**Unit 3 Jane Austen 11 hrs**

- *Northanger Abbey*

**Unit 4 Charles Dickens 15 hrs**

- *Great Expectations*

**Unit 5 R.L. Stevenson 10 hrs**

- *Dr. Jekyll and Mr. Hyde*

### **BOOKS RECOMMENDED**

- Lockett, C.H. Ed. *The Art of the Essayist*. Longman, 2006.
- Walker, Hugh. *English Essay and Essayists*. J.M. Dent & Sons, 1915.
- Williams, Emrys. Ed. *A Book of English Essays*. Pelican, 1970.
- Abrams, M.H. *A Glossary of Literary Terms*. Macmillan, 1997.
- Allen, Walter. *The English Novel: A Short Critical History*. Penguin, 1991.
- Baker, J.E. *The Re-interpretation of Victorian Literature*. Princeton UP, 1950.
- Buckley, F.H. *The Victorian Temper*. Harvard UP, 1969.
- Cecil, David. *Early Victorian Novelists*. Constable. 1934.
- Ford, Boris. Ed. *From Dickens to Hardy : The Pelican Guide to English Literature* .Vol. 6. Penguin, 1957.
- Neill, Diane S. *A Short History of the English Novel*. Kalyani Publishers, 1971.
- Prasad, B. *A Background to the Study of English Literature*. Trinity Press , 1999.
- Thomson, D. *England in the Nineteenth Century*. Penguin, 1970.
- Walker, Hugh. *English Essay and Essayists*.: J.M. Dent & Sons, 1915.

**PAPER CODE: ENG 313**

**Twentieth Century Poetry and Drama-I**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

### **Course Objectives:**

The course will enable the students to:

1. Critically evaluate the elements of imagism, realism and symbolism in 20<sup>th</sup> century poetry and drama

2. Gain an insight into the decay and decadence of moral values of the modern age
3. Understand the literary techniques and style of 20<sup>th</sup> century literary works

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 313</b>	<b>Twentieth Century Poetry and Drama-I</b>	<p>The students will be able to:</p> <p><b>CO37.</b> Familiarity with 20th century British literature in terms of the impact of political and social milieu of the century on the poetic outputs of the age</p> <p><b>CO38.</b> Comprehend the moral and literary aspects of 20th century poetry and drama and the influence of various schools of thought on the selected texts</p> <p><b>CO39.</b> Understand and explain the literary techniques and style of 20th century literary works and be familiar with the idea of modernism in the literary works</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Movie screening, Interactive lectures, Audio-visual aid</p> <p><b>Learning activities for the students:</b></p> <p>Presentation, Giving tasks, Role-play, Group discussions, Quiz</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

<b>Unit 1</b>	<b>W.B. Yeats</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• The Second Coming</li> <li>• When You are Old</li> <li>• A Prayer for My Daughter</li> <li>• Easter 1916</li> </ul>	
<b>Unit 2</b>	<b>T.S. Eliot</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• The Love Song of J. Alfred Prufrock</li> <li>• Portrait of a Lady</li> <li>• Preludes</li> </ul>	

<b>Unit 3</b>	<b>Rupert Brooke</b>	<b>11 hrs</b>
	<ul style="list-style-type: none"> <li>• The Soldier</li> <li>• The Dead (I &amp; II)</li> </ul>	
	<b>Wilfred Owen</b>	
	<ul style="list-style-type: none"> <li>• Strange Meeting</li> <li>• Anthem for Doomed Youth</li> </ul>	
<b>Unit 4</b>	<b>John Galsworthy</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Justice</i></li> </ul>	
<b>Unit 5</b>	<b>J.M. Barrie</b>	<b>11 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Admirable Crichton</i></li> </ul>	

#### BOOKS RECOMMENDED

- Allison, Barrow and Blake. *Norton Anthology of Poetry*. W. W. Norton & Company, 1983.
- Ford, Boris. Ed. *Pelican Guide to English Literature*. Vol. 8. Penguin, 1983.
- Hall, James & Martin Steinmann: *The Permanence of Yeats*. Collier Books, 1961.
- Leavis, F.R. *New Bearings in English Poetry*. Chatto & Windus, 1950.
- Matthiessen, F.D. *The Achievement of T.S. Eliot*. OUP, 1958.
- Norman Jeffares A. *Yeats' Selected Poems*. Hutchinson, 1988.
- Southam, B.C. *T.S. Eliot 'Prufrock', 'Gerontion', 'Ash Wednesday' and Other Shorter Poems - A Case Book*. Macmillan, 1978.

**PAPER CODE: ENG 314**

### **Twentieth Century Prose and Fiction-II** **Theory**

**Credits: 03**  
**Max Marks: 100**  
**Contact Hrs/week: 04**  
**Total Hrs: 45**

#### **Course Objectives:**

The course will enable the students to:

1. Acquaint themselves with the emerging literary techniques of 20th century prose and fiction focusing on the emerging issues of the modern age
2. Gain a detailed literary and thematic understanding of 20<sup>th</sup> century prose and fiction
3. Understand techniques such as psychoanalysis and stream of consciousness

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 314</b>	<b>Twentieth Century Prose and Fiction-II</b>	<p>The students will be able to:</p> <p><b>CO40.</b> Identify various cultural, political, social and historical contexts shaping this literature</p> <p><b>CO41.</b> Demonstrate skills to attempt a detailed literary and thematic analysis of the 20th century prose and fiction</p> <p><b>CO42.</b> Attempt a COse reading of some of the key features and questions defining modernism in prose and fiction and familiarize themselves with techniques such as psychoanalysis and stream of consciousness</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Movie screening, Interactive lectures, Audio-visual aid</p> <p><b>Learning activities for the students:</b></p> <p>Presentation, Giving tasks, Role-play, Group discussions, Quiz</p>	<p>Class test, Semester end examinations Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

<b>Unit 1</b>	<b>Aldous Huxley</b>	<b>7 hrs</b>
	<ul style="list-style-type: none"> <li>Selected Snobberies</li> </ul>	
	<b>J.B. Priestley</b>	
	<ul style="list-style-type: none"> <li>On Doing Nothing</li> <li>In Crimson Silk</li> </ul>	
<b>Unit 2</b>	<b>Robert Lynd</b>	<b>7 hrs</b>
	<ul style="list-style-type: none"> <li>The Pleasures of Ignorance</li> <li>On Not Being a Philosopher</li> <li>The Chocolate Bus</li> </ul>	
<b>Unit 3</b>	<b>Graham Greene</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li><i>The Power and the Glory</i></li> </ul>	

**Unit 4 Virginia Woolf 10 hrs**

- *To the Lighthouse*

**Unit 5 E. M. Forster 11 hrs**

- *A Passage to India*

### BOOKS RECOMMENDED

- Lockett, C.H. Ed. *The Art of the Essayist*. Longman, 1949.
- Williams, Emrys William. Ed. *A Book of English Essays*. Pelican, 1970.
- Abrams, M. H. *A Glossary of Literary Terms*. 7th ed. Heinle, 1999.
- Allot, K. and M. Farris. *The Art of Graham Greene*. Columbia UP, 1966.
- Bennett, Joan. *Virginia Woolf: Her Art as a Novelist*. CUP, 1945.
- Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1961.
- Daiches, David. *Virginia Woolf*. New Directions, 1942.
- Ford, Boris. Ed. *The New Pelican Guide to English Literature: From James to Eliot*
- Forster, E. M. *Aspects of the Novel*. Penguin, 1962.
- Fraser, G.S. *The Modern Writer and his World: Criterion Books*, 1953.
- Lubbock, Percy. *The Craft of Fiction*. Viking, 1921.

### PAPER CODE: ENG 315

#### Project

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week:2**

**Total Hrs:30**

#### Course Objectives:

The course will enable the students to:

1. Understand research ethics and techniques of documentation
2. Critically engage with texts with reference to the socio-cultural milieu in which they are set
3. Develop critical thinking skills to examine literary works even beyond the prescribed syllabus

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			

<b>ENG 315</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>CO43.</b> Demonstrate critical skills of academic writing and practices of research</p> <p><b>CO44.</b> Critically engage with literary texts vis-à-vis socio-political-cultural realities</p> <p><b>CO45.</b> Take up and examine literary texts from outside the syllabus, to show a wider range of study</p>	<p><b>Approach in teaching:</b></p> <p>Interactive session, discussion, research methodology</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, presentations, research methodology</p>	C.A. Test, Semester end project examination, project report.
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**PAPER CODE: ENG 411**

**Nineteenth Century Poetry and Drama-II**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Further their understanding of the trends in Victorian literature with emphasis on socio-cultural contexts
2. Get a deeper insight into the representative poets and dramatists, their style and treatment
3. Understand the significance of the prevailing moral debates in the Victorian era and their representation in literature

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 411</b>	<b>Nineteenth Century Poetry and Drama-II</b>	<p>The students will be able to:</p> <p><b>CO46.</b> Define the various literary trends of</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures,</p>	Class test, Semester end examinations, Quiz, Solving problems in



		<p>nineteenth century literature</p> <p><b>CO47.</b> Critically appreciate the representative poets and dramatists in terms of their style and treatment</p> <p><b>CO48.</b> Comprehend the existing conflict between faith and doubt in Victorian society and its representation in literature</p>	<p>Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>tutorials, Assignments, Presentation.</p>
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## CONTENTS

<b>Unit 1</b>	<b>Robert Browning</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• My Last Duchess</li> <li>• The Laboratory</li> <li>• The Last Ride Together</li> </ul>	
<b>Unit 2</b>	<b>D.G. Rossetti</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• The Blessed Damozel</li> <li>• The Woodspurge</li> <li>• Sudden Light</li> <li>• The One Hope</li> </ul>	
<b>Unit 3</b>	<b>C.A. Swinburne</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• The Garden of Proserpine</li> <li>• A Forsaken Garden</li> </ul>	
<b>Unit 4</b>	<b>Thomas Hardy</b>	<b>7 hrs</b>
	<ul style="list-style-type: none"> <li>• The Voice</li> <li>• Afterwards</li> <li>• The Darkling Thrush</li> <li>• I Found Her Out There</li> </ul>	
<b>Unit 5</b>	<b>G.B. Shaw</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Arms and the Man</i></li> </ul>	

## BOOKS RECOMMENDED

- Allison, Barrow, Blake. *The Norton Anthology of Poetry 3rd Ed.* WW Norton, 1983.
- Milford, Humphrey. Ed. *Fifteen Poets.* OUP, 1964.
- Abrams, M.H. *A Glossary of Literary Terms.* Heinle, 1999.
- Buckley, F.H. *The Victorian Temper.* Harvard University Press, 1969.
- Chesterton, G.K. *The Victorian Age in Literature.* Williams and Norgate, 1913.
- Dobree, B. *The Victorians and After.* The Cresset, 1930.
- Duffin, H.C. *Thomas Hardy.* Manchester UP, 1921.
- Ford, Boris ed. *Pelican Guide to English Literature,* Vol. VI (Dickens to Hardy) Penguin, 1958.
- Prasad, B. *A Background to the Study of English Literature.* Macmillan, 1965.

### PAPER CODE: ENG 412

### Nineteenth Century Prose and Fiction –II

#### Theory

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Comprehend newer forms of writing and styles of expression used to deal with new doctrines and institutions in the 19<sup>th</sup> century England
2. Further investigate and evaluate literary experiments with genre and literary mode in the 19<sup>th</sup> century
3. Gain more detailed knowledge of the transition and literary experimentation in this age

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 412</b>	<b>Nineteenth Century Prose and Fiction –II</b>	The students will be able to: <b>CO49.</b> Comprehend newer forms of writing and style of expression used to deal with new doctrines and institutions in the 19 <sup>th</sup> century England <b>CO50.</b> Better understand and evaluate literary experiments with genre and	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading assignments	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation

		literary mode in the 19th century <b>CO51.</b> Critically examine the transition and literary experimentation that characterized this age	<b>Learning activities for the students:</b>  Self learning assignments, Effective questions, presentations	
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## CONTENTS

<b>Unit 1</b>	<b>Robert Louis Stevenson</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li>An Apology for Idlers</li> <li>El Dorado</li> </ul>	
<b>Unit 2</b>	<b>J. H. Newman</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li><i>From</i> The Tamworth Reading Room (Secular Knowledge Not a ...)</li> <li>The Idea of a University (From Knowledge viewed in ...) (from <i>The Oxford Anthology of English Literature</i>)</li> </ul>	
<b>Unit 3</b>	<b>George Eliot</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li><i>The Mill on the Floss</i></li> </ul>	
<b>Unit 4</b>	<b>Charlotte Bronte</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li><i>Jane Eyre</i></li> </ul>	
<b>Unit 5</b>	<b>Thomas Hardy</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li><i>Tess of the D'urbervilles</i></li> </ul>	

## BOOKS RECOMMENDED

- Forms of English Prose: An Anthology of English Essays, Short Stories and One-Act Plays for B.A. Students* (Dept. of English & Modern European Languages, Lucknow University).
- Kermode, Frank . et.al. Eds. *The Oxford Anthology of English Literature* (Vol. II). OUP, 1973.
- Abrams, M.H. *A Glossary of Literary Terms* 7th Ed. Heinle, 1999.
- Allen, Walter. *The English Novel: A Short Critical History*. Penguin, 1991.
- Baker, J.E. *The Re-interpretation of Victorian Literature*. Princeton UP, 1950.
- Buckley, F.H. *The Victorian Temper*. Harvard UP, 1951.

- Cecil, David. *Early Victorian Novelists*. Constable. 1934.
- Ford, Boris ed. *Pelican Guide to English Literature*, Vol. VI (Dickens to Hardy) Penguin, 1958.
- Neill, Diane S. *A Short History of the English Novel*. Kalyani Publishers, 1971.
- Prasad, B. *A Background to the Study of English Literature*. Macmillan, 1965.
- Saxena, Alka & Sudhir Dixit. *Hardy's Tess of the D'urbervilles*. Atlantic Publishers, 2001.

**PAPER CODE: ENG 413**

**Twentieth Century Poetry and Drama-II**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Critically engage with the significance of twentieth century schools of thought in poetry and drama
2. Gain an insight into the literary expression of the spiritual anxiety and existential crisis
3. Understand the literary techniques and style of twentieth century literature

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 413</b>	<b>Twentieth Century Poetry and Drama –II</b>	<p>The students will be able to:</p> <p><b>CO52.</b> Critically evaluate the significance of twentieth century schools of thought in poetry and drama</p> <p><b>CO53.</b> Comprehend the literary expression of the spiritual anxiety and existential crisis</p> <p><b>CO54.</b> Appreciate the literary techniques and style twentieth century literature</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

**CONTENTS**

**Unit 1 Dylan Thomas**

**12 hrs**

- Fern Hill
- A Refusal to Mourn the Death
- Do Not Go Gentle into that Good Night
- After the Funeral

**Unit 2      W.H. Auden      13 hrs**

- In Memory of W.B. Yeats
- September 1, 1939
- Musee Des Beaux Arts
- Lay Your Sleeping...

**Unit 3      T.S. Eliot      13 hrs**

- *The Cocktail Party*

**Unit 4      D.H. Lawrence      11hrs**

- Snake
- Piano
- Trees in the Garden
- The Mess of Love
- Last Lesson of the Afternoon

**Unit 5      Sean O' Casey      11hrs**

- *Juno and the Paycock*

**BOOKS RECOMMENDED**

- Allison, Barrow, Blake. *The Norton Anthology of Poetry 5th Ed.* WW Norton, 1983.
- Abrams, M.H. *A Glossary of Literary Terms 7th Ed.* Heinle, 1999.
- Leavis, F.R. *New Bearings in English Poetry.* Chatto & Windus, 1950.
- Matthiessen, F.D. *The Achievement of T.S. Eliot.*OUP, 1958.
- Saqar, Keith. *The Art of D.H. Lawrence.* CUP, 1996.
- Smith, Stan. Ed. *The Cambridge Companion to W.H. Auden.* CUP, 2005.
- Ward, A.C. *Twentieth Century Literature.*Methuen, 1965.

**PAPER CODE: ENG 414**  
**Twentieth Century Prose and Fiction –II**  
**Theory**

**Credits: 03**  
**Max Marks: 100**  
**Contact Hrs/week: 04**  
**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Acquaint themselves with the socio-cultural and political milieu of the age
2. Be familiar with the later trends and techniques of twentieth century prose and fiction
3. Gain a more comprehensive literary and thematic understanding of twentieth century prose and fiction

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 414</b>	<b>Twentieth Century Prose and Fiction –II</b>	<p>The students will be able to:</p> <p><b>C055.</b> Appraise the socio-cultural and political milieu of the age</p> <p><b>C056.</b> Be familiar with the later trends and techniques of 20th century prose and fiction</p> <p><b>C057.</b> Gain a more comprehensive literary and thematic understanding of 20<sup>th</sup> century prose and fiction</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>E.V. Lucas</b>	<b>8 hrs</b>
	<ul style="list-style-type: none"> <li>• A Funeral</li> <li>• On Finding Things</li> </ul>	

**V.S. Pritchett**

- The Dean
- Gibbon and the Home Guard

**Unit 2      George Orwell      7 hrs**

- Shooting an Elephant
- A Hanging
- Why I Write

**Unit 3      Somerset Maugham      10 hrs**

- The Mother

**James Thurber**

- The Night the Ghost Got In
- The Night the Bed Fell

**Colin Howard**

- Post Haste

**Unit 4      D.H. Lawrence      10 hrs**

- *Sons and Lovers*

**Unit 5      Aldous Huxley      10 hrs**

- *Brave New World*

**BOOKS RECOMMENDED**

- Batra, Shakti & P. S. Sidhu, eds. *Short Stories of Yesterday and Today*. OUP, 2006.
- *Forms of English Prose: An Anthology of English Essays, Short Stories and One-Act Plays for B.A. Students* (Dept. of English & M.E.L, Lucknow). OUP, 2002.
- Orwell, G. *Inside the Whale and Other Essays*. Penguin, 1984.
- Booth, W. *Rhetoric of Fiction*. Chicago UP, 1961.
- Brander, Lawrence. *George Orwell*. Longman, 1904.
- Ford, Boris, Ed. *The New Pelican Guide to English Literature* (From James to Eliot) Penguin, 1983.
- Fraser, G.S. *The Modern Writer and his World*. Criterion Books, 1953.
- Hollis, Christopher: *A Study of George Orwell*. Hollis & Carter, 1956.
- Lubbock, Percy. *The Craft of Fiction*. Viking, 1921.

**PAPER CODE: ENG 415**

**Project**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week:2**

**Total Hrs:30**

**Course Objectives:**

The course will enable the students to:

1. Understand research ethics and techniques of documentation
2. Critically engage with texts with reference to the socio-cultural milieu in which they are set
3. Develop critical thinking skills to examine literary works even beyond the prescribed syllabus

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 415</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>CO58.</b> Demonstrate critical skills of academic writing and practices of research</p> <p><b>CO59.</b> Critically engage with literary texts vis-à-vis socio-political-cultural realities</p> <p><b>CO60.</b> Take up and examine literary texts from outside the syllabus, to show a wider range of study</p>	<p><b>Approach in teaching:</b></p> <p>Interactive session, discussion, research methodology</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, presentations , research methodology</p>	<p>C.A. Test, Semester end project examination, project report.</p>



**PAPER CODE: ENG 511**

**American Literature –I**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Gain an understanding of the cultural history of America
2. Be familiar with the representation of various literary trends in the literature of the age
3. Interpret some of the major literary works of eminent American writers, in terms of their themes and issues, style and treatment

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 511</b>	<b>American Literature –I</b>	<p>The students will be able to:</p> <p><b>CO61.</b> Understand the cultural history of America</p> <p><b>CO62.</b> Examine the literary trends in the literature of the age</p> <p><b>CO63.</b> Critically analyse the representative works of eminent American writers, for their themes and issues, style and treatment</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>R.W. Emerson</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• The American Scholar</li> </ul>	
<b>Unit 2</b>	<b>Walt Whitman</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• Passage to India</li> <li>• On the Beach at Night</li> </ul>	
<b>Unit 3</b>	<b>Nathaniel Hawthorne</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Scarlet Letter</i></li> </ul>	
<b>Unit 4</b>	<b>Mark Twain</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Life on the Mississippi</i></li> </ul>	
<b>Unit 5</b>	<b>Edgar Allan Poe</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• The Black Cat</li> <li>• The Tell Tale Heart</li> </ul>	
	<b>Emily Dickinson</b>	
	<ul style="list-style-type: none"> <li>• Because I Could not Stop for Death</li> <li>• Hope is the Thing with Feathers</li> <li>• The Soul Selects her Own Society</li> <li>• I Taste a Liquor Never Brewed</li> </ul>	

#### **BOOKS RECOMMENDED**

- Egbert, S. Oliver. *An Anthology: American Literature 1890-1965*. Eurasia Publishing House, 1984.
- Bloom Harold. *The Scarlet Letter Bloom's Modern Critical Interpretations*. Infobase, 2007.
- Ford, Boris. *The New Pelican Guide to English Literature: American Literature Vol.9*. Penguin, 1983.
- Jacob, John. *History of American Literature*. Sublime Publications, 2005.
- Mathiesson, F.O. *American Renaissance Art and Expression in the Age of Emerson and Whitman*. OUP, 1973.

**PAPER CODE: ENG 512**

**Indian Literature in English –I**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Trace the evolution of Indian writing, including translated works and those in English
2. Assess the socio-cultural and political milieu of the time; the trends and individual style of the representative writers and their themes, issues and pre-occupations
3. Evaluate the various literary genres in terms of constructs as 'nation', 'identity' and 'history'

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 512</b>	<b>Indian Literature in English –I</b>	<p>The students will be able to:</p> <p><b>CO64.</b> Appraise the emergence and growth of Indian Writing in English in the context of colonial experience</p> <p><b>CO65.</b> Understand the impact of the socio-political and cultural issues reflected in Indian writing in English</p> <p><b>CO66.</b> Comprehend the representation of culture, identity, history, constructions of nationhood, etc. in the literary texts</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>Michael Madhusudon Dutt</b>	<b>13hrs</b>
	<ul style="list-style-type: none"> <li>• Satan</li> <li>• The Queen of Delhi's Dream</li> </ul> <p><b>Rabindranath Tagore</b></p> <ul style="list-style-type: none"> <li>• The Sickbed-21</li> <li>• Recovery-14</li> <li>• Heaven of Freedom</li> <li>• Freedom</li> </ul>	
<b>Unit 2</b>	<b>Toru Dutt</b>	<b>13hrs</b>

- Our Casuarina Tree
- The Lotus

**Sarojini Naidu**

- Song of Radha- The Quest
- The Soul's Prayer

**Kamala Das**

- The Dance of the Eunuchs
- My Grandmother's House

<b>Unit 3</b>	<b>Mulk Raj Anand</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• The Lost Child</li> <li>• Two Lady Rams</li> <li>• Lajwanti</li> <li>• The Silver Bangles</li> </ul>	
<b>Unit 4</b>	<b>R.K.Narayan</b>	<b>12 hrs.</b>
	<ul style="list-style-type: none"> <li>• <i>The Guide</i></li> </ul>	
<b>Unit 5</b>	<b>Shashi Deshpande</b>	<b>12hrs</b>
	<ul style="list-style-type: none"> <li>• <i>That Long Silence</i></li> </ul>	

**BOOKS RECOMMENDED**

- de Souza, Eunice Ed. *Nine Indian Women Poets: An Anthology*. OUP, 1997.
- Gokak, V. K.Ed. *Golden Treasury of Indo-English Poetry*. SahityaAkademi, 1978.
- Parthasarathy, R.ed. *Ten Twentieth Century Indian Poets*. OUP, 1976.
- de Souza, Eunice. *Talking Poems: Conversation with Poets*. OUP, 1999.
- Iyengar, K.R.S. *Indian Writing in English*. Sterling, 1984.
- Mukherjee, Meenakshi. *The Twice Born Fiction*. Arnold Heinemann, 1971.
- Naik, M.K. *Dimensions of Indian English Literature*. Sterling, 1965.

**PAPER CODE: ENG 513**

**World Literature-I**

**Theory**

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Be familiar with a selection of world classics (earlier writings) in translation
2. Gain a critical understanding of the classics and their contemporary relevance
3. Develop an insight into the wide-ranging thematic focus and stylistic treatment of the chosen texts/ authors

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 513</b>	<b>World Literature</b>	<p>The students will be able to:</p> <p><b>CO67.</b> Familiarize themselves with a selection of world classics (earlier writings) in translation</p> <p><b>CO68.</b> Critically appreciate the classics and gauge their contemporary relevance</p> <p><b>CO69.</b> Comprehend the wide-ranging thematic focus and stylistic treatment of the chosen texts/ authors</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>Sophocles</b>	<b>14 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Oedipus The King</i></li> </ul>	
<b>Unit 2</b>	<b>Kalidasa</b>	<b>14 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Meghdootam</i></li> </ul>	
<b>Unit 3</b>	<b>Fyodor Dostoevsky</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• An Honest Thief</li> <li>• The PeasantMarey</li> <li>• The Dream of a Ridiculous Man</li> </ul>	
<b>Unit 4</b>	<b>Gustav Flaubert</b>	<b>12 hrs</b>

- *Madame Bovary*

**Unit 5      Henrik Ibsen**

**10 hrs**

- *Ghosts*

**BOOKS RECOMMENDED**

- Bloom, Harold. Ed. *Sophocles' Oedipus Rex: Modern Critical Interpretations*. Viva, 2010.
- Heath, Malcolm. *The Poetics of Greek Tragedy*. Duckworth, 1987.
- Hogan, James C. *A Commentary on the Play of Sophocles*. Southern Illinois UP, 1991.
- Kale, M.R. *The Meghduta of Kalidasa*. Motilal Banarsidas, 2002, Print.
- McFarlane, James. Ed. *The Cambridge Companion to Ibsen*. CUP, 1994.
- Walcot, Peter. *Greek Drama in its Theatrical and Social Context*. University of Wales Press, 1976.
- Winnington-Ingram, R. P. *Sophocles: An Interpretation*. CUP, 1980.

**PAPER CODE: ENG 514**

**Contemporary British Literature- I (Poetry and Drama)**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Be familiar with contemporary British poetry and drama; their salient features, literary movements and trends
2. Examine the works of the representative writers in terms of their style and treatment
3. Trace the emergence of pre and post war sensibility in contemporary British literature

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 514</b>	<b>Contemporary British Literature-I</b>	<p>The students will be able to:</p> <p><b>CO70.</b> Acquire a deeper understanding of the representative writers from the 1950s onwards</p> <p><b>CO71.</b> Understand the experimentation in thematic and stylistic</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials,</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

		<p>expressions in the literature of the age</p> <p><b>C072.</b> Critically appreciate the cultural and literary characteristics of the period and trace the emergence of pre and post war sensibility in the chosen works</p>	<p>Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	
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## CONTENTS

<b>Unit 1</b>	<b>Philip Larkin</b>	<b>10hrs</b>
	<ul style="list-style-type: none"> <li>• Church Going</li> <li>• Toads</li> <li>• Wants</li> <li>• Toads Revisited</li> <li>• At Grass</li> </ul>	
<b>Unit 2</b>	<b>Seamus Heaney</b>	<b>10hrs</b>
	<ul style="list-style-type: none"> <li>• Dedicatory Poem from <i>Wintering Out</i></li> <li>• Mid-Term Break</li> <li>• Digging</li> <li>• At a Potato Digging</li> <li>• Follower</li> </ul>	
<b>Unit 3</b>	<b>Ted Hughes</b>	<b>09hrs</b>
	<ul style="list-style-type: none"> <li>• Pike</li> <li>• View of a Pig</li> <li>• Hawk Roosting</li> <li>• Thistles</li> <li>• The Thought-Fox</li> </ul>	
<b>Unit 4</b>	<b>John Osborne</b>	<b>09hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Look Back in Anger</i></li> </ul>	
<b>Unit 5</b>	<b>Harold Pinter</b>	<b>07hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Caretaker</i></li> </ul>	

## **BOOKS RECOMMENDED**

- Chatterjee, Sisir Kumar. *Philip Larkin: Poetry that Builds Bridges*. Atlantic Publishers, 2006.
- Gifford, Terry and Neil Roberts: *Ted Hughes: A Critical Study*. Faber & Faber, 1981.
- Lidstrom, Subanna. *Nature, Environment and Poetry: Ecocriticism and Poetics of Seamus Heaney and Ted Hughes*. Routledge, 1985.
- Scolnicov, Hanna. *The Experimental Plays of Harold Pinter*. University of Delaware Press, 2012.



**PAPER CODE: ENG 515**

**Project**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week: 2**

**Total Hrs:30**

**Course Objectives:**

The course will enable the students to:

1. Critically engage with texts with reference to the socio-cultural milieu in which they are set
2. Demonstrate the appropriate selection and textual application of literary theories
3. Extend their understanding of research methodology to apply it to the mechanics of writing a research paper

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 515</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>C073.</b> Demonstrate critical skills of academic writing and practices of research</p> <p><b>C074.</b> Critically engage with literary texts vis-à-vis socio-political-cultural realities</p> <p><b>C075.</b> Familiarize themselves with the literary theories and their textual application</p> <p><b>C076.</b> Understand the application of research methodology to the mechanics of writing a research paper</p>	<p><b>Approach in teaching:</b></p> <p>Interactive session, discussion, research methodology</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, presentations, research methodology</p>	<p>C.A. Test, Semester end project examination, project report.</p>

**PAPER CODE: ENG 611**

**American Literature**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Further their understanding of the cultural history of America
2. Be familiar with the later literary trends in American literature
3. Critically engage with representative literary works within the wider framework of socio-political and historical realities

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 611</b>	<b>American Literature</b>	<p>The students will be able to:</p> <p><b>CO77.</b> Further their understanding of the cultural history of America by identifying the distinct literary characteristics and sensibility of the age</p> <p><b>CO78.</b> Be familiar with the later literary trends in American literature, and show how gender, race, class, ethnicity and geography, have shaped the formation of such literature</p> <p><b>CO79.</b> Critically engage with representative literary works within the wider framework of socio-political and historical realities, vis-à-vis the themes, issues and pre-occupations</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>Robert Frost</b>	<b>8 hrs</b>
	<ul style="list-style-type: none"> <li>• Stopping by Woods....</li> <li>• The Most of It</li> <li>• The Gift Outright</li> <li>• Tree at my Window</li> <li>• Provide Provide</li> <li>• The Road not Taken</li> </ul>	
<b>Unit 2</b>	<b>Arthur Miller</b>	<b>9 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Crucible</i></li> </ul>	

<b>Unit 3</b>	<b>Eugene O' Neil</b>	<b>9 hrs</b>
	• <i>The Hairy Ape</i>	
<b>Unit 4</b>	<b>F. Scott Fitzgerald</b>	<b>9 hrs</b>
	• <i>The Great Gatsby</i>	
<b>Unit 5</b>	<b>Alice Walker</b>	<b>10 hrs</b>
	• <i>The Color Purple</i>	

### BOOKS RECOMMENDED

- Egbert, Oliver. ed. *An Anthology: American Literature 1890-1965*. Eurasia Publishing, 2002.
- Vendler, Helen.ed. *The Anthology of Contemporary American Poetry*. Faber& Faber,2003.
- Bloom, Harold. *Robert Frost*. Chelsea Publishers,2003.
- Gray, Richard. *A Brief History of American Literature*. Wiley Blackwell, 2011.
- Klopsch, Nadja. *The American Dream in 20<sup>th</sup> Century American Drama*. Grin Verlag, 2013.
- Prigozy, Ruth. *The Cambridge Companion to F. Scott. Fitzgerald*. CUP, 2002.
- Singh, Pramila. *Arthur Miller and His Plays*. H.K. Publishers, 1990.

### PAPER CODE: ENG 612

### Indian Literature in English-II

### Theory

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

### Course Objectives:

The course will enable the students to:

1. Trace the post-Independence stage of development of Indian writing in English
2. Assess the socio-cultural milieu of the time; the trends and individual style of the representative writers
3. Appraise the various forms of literature and the writers' themes and issues

### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			

<b>ENG 612</b>	<b>Indian Literature in English-II</b>	<p>The students will be able to:</p> <p><b>CO80.</b> Acquire an understanding of the post-Independence stage of development of Indian writing in English</p> <p><b>CO81.</b> Understand the socio-cultural milieu of the time; the trends and individual style of the representative writers</p> <p><b>CO82.</b> Appreciate the various forms of literature and the writers' themes and issues</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>
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## CONTENTS

<b>Unit 1</b>	<p><b>Nissim Ezekiel</b></p> <ul style="list-style-type: none"> <li>• Night of the Scorpion</li> <li>• Enterprise</li> </ul> <p><b>A.K. Ramanujan</b></p> <ul style="list-style-type: none"> <li>• Obituary</li> <li>• Love Poem for a Wife I</li> </ul> <p><b>Mamta Kalia</b></p> <ul style="list-style-type: none"> <li>• Tribute to Papa</li> <li>• Sunday Song</li> </ul>	<b>13 hrs</b>
<b>Unit 2</b>	<p><b>Nabaneeta Dev Sen</b></p> <ul style="list-style-type: none"> <li>• Women Writing in India at the Turn of the Century (from <i>Growing up as a Woman Writer</i>)</li> </ul> <p><b>Lakshmi Kannan</b></p> <ul style="list-style-type: none"> <li>• To Grow or Not to Grow: That's the Question for Women (from <i>Growing up...</i>)</li> </ul>	<b>11 hrs</b>
<b>Unit 3</b>	<p><b>GirishKarnad</b></p> <ul style="list-style-type: none"> <li>• <i>The Fire and the Rain</i></li> </ul>	<b>12 hrs</b>

<b>Unit 4</b>	<b>Mahesh Dattani</b>	<b>10 hrs</b>
	• <i>Tara</i>	
<b>Unit 5</b>	<b>Anita Nair</b>	<b>14 hrs</b>
	• <i>Ladies Coupé</i>	

### BOOKS RECOMMENDED

- de Souza, Eunice ,ed. *Nine Indian Women Poets: An Anthology*. OUP, 2002.
- Gokak, VK, ed. *The Golden Treasury of Indo-English Poetry*. Sahitya Akademi,1977.
- Jain, Jasbir, ed. *Growing Up as a Woman Writer*. Sahitya Akademi, 2005.
- Karnad, Girish. *Collected Plays*. OUP, 1994.
- Bheda , P.D, ed. *IndianWomen Novelists in English*. Sarup, 2005.
- D, Ramakrishna. ed. *Critical Essays on Indian English Writings*. Atlantic, 2005.
- Nawale, ArvindM. ed. *Critical Essays on Indian English Poetry and Drama: Text and Contexts*. Author Press, 2010.

### PAPER CODE: ENG 613

#### World Literature-II

#### Theory

**Credits: 04**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Be familiar with a selection of world classics (later writings) in translation
2. Develop a deeper insight into the wide-ranging thematic focus and stylistic treatment of the chosen texts/ authors
3. Further the critical understanding of the classics and their contemporary relevance

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 613</b>	<b>World Literature-II</b>	The students will be able to: <b>CO83.</b> Gain an understanding of the wide selection of world classics	<b>Approach in teaching:</b>	Class test, Semester end examinations, Quiz, Solving problems in

		<p>(later writings) in translation</p> <p><b>C084.</b> Comprehend the wide-ranging thematic stylistic qualities of the prescribed works</p> <p><b>C085.</b> Critically appreciate the classics for their representation of the essential human condition</p>	<p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, presentations</p>	<p>tutorials, Assignments, Presentation</p>
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<b>Unit 1</b>	<b>Leo Tolstoy</b>	<b>12 hrs.</b>
	<ul style="list-style-type: none"> <li>• Family Happiness</li> <li>• How Much Land Does a Man Need?</li> </ul>	
<b>Unit 2</b>	<b>Premchand</b>	<b>12 hrs</b>
	<ul style="list-style-type: none"> <li>• The Shroud</li> <li>• The Story of Two Oxen</li> <li>• Eidgah</li> <li>• Namak Ka Daroga</li> </ul>	
<b>Unit 3</b>	<b>Chinua Achebe</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i></li> </ul>	
<b>Unit 4</b>	<b>Pearl S. Buck</b>	<b>13 hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Good Earth</i></li> </ul>	
<b>Unit 5</b>	<b>Pablo Neruda</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• Animal Poems: A Dog Has Died, Cat's Dream, Fleas Interest Me...</li> <li>• Love Poems: Clenched Soul, If You Forget Me, La Reina</li> </ul>	

## BOOKS RECOMMENDED

- Bloom, Harold. *Leo Tolstoy: Modern Critical Views*. Chelsea Publishers, 2003.

- Conn, Peter. *Pearl S. Buck: A Cultural Biography*. CUP, 2009.
- Iyaser, Solomon O. *Understanding Things Fall Apart: Selected Essays and Criticism*. Whitston, 1998.
- Jason, Wilson. *A Companion to Pablo Neruda: Evaluating Neruda's Poetry*. Tamesis, 2008.
- Lal, P. "Premchand : An Appreciation." IIC Quarterly. Vol. 7, No. 1, IIC Publications, 1980. 15-24.
- Stavans, Iian. *The Poetry of Pablo Neruda*. Farrar, 2005.

**PAPER CODE: ENG 614**

**Contemporary British Literature- II (Prose and Fiction)**

**Theory**

**Credits: 03**

**Max Marks: 100**

**Contact Hrs/week: 04**

**Total Hrs: 45**

**Course Objectives:**

The course will enable the students to:

1. Trace the emergence of recent trends in contemporary British literature
2. Be familiar with contemporary British prose and fiction; their salient features, literary movements and trends
3. Examine the works of the representative writers in terms of their style and treatment

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 614</b>	<b>Contemporary British Literature</b>	<p>The students will be able to:</p> <p><b>CO86.</b> Understand the recent trends in contemporary British literature</p> <p><b>CO87.</b> Gain an insight into contemporary British prose and fiction; their salient features, literary movements and trends</p> <p><b>CO88.</b> Critically appreciate the works of the representative writers in terms of their style and treatment</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation</p>

			questions, presentations	
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## CONTENTS

- |               |   |               |
|---------------|---|---------------|
| <b>Unit 1</b> | <b>William Golding</b><br>• <i>Lord of the Flies</i>  | <b>8 hrs</b>  |
| <b>Unit 2</b> | <b>Doris Lessing</b><br>• <i>The Summer Before the Dark</i>   | <b>8 hrs</b>  |
| <b>Unit 3</b> | <b>A. Alvarez</b><br>• 'Introduction' to <i>The New Poetry</i><br><br><b>Margaret Scanlan</b><br>• 'Introduction' to <i>Traces of Another Time: History and Politics in Postwar British Fiction</i> | <b>11 hrs</b> |
| <b>Unit 4</b> | <b>Angela Carter</b><br>• <i>Wise Children</i>  | <b>9 hrs</b>  |
| <b>Unit 5</b> | <b>Martin Amis</b><br>• The Little Puppy That Could<br>• The Immortals<br>(from <i>Einstein's Monsters</i> )<br><br><b>Kazuo Ishiguro</b><br>• Come Rain or Come Shine<br>• Malvern Hills           | <b>9 hrs</b>  |

## BOOKS RECOMMENDED

- Alvarez, A. *The New Poetry*. Penguin, 1962.
- Scanlan, Margaret. *Traces of Another Time: History and Politics in Postwar British Fiction*. Princeton UP, 1990.
- Bacchilega, Cristina, et al. ed. *Angela Carter and the Fairy Tale*. WSU, 1998.
- Bloom, Harold. ed. *Dorris Lessing*. Chelsea House, 2003.
- Greene, Gayle. *Dorris Lessing: The Poetics of Change*. University of Michigan Press, 1994.
- Weekes, Mark Kinkead. *William Golding: A Critical Study*. Bracer, 1968.



**PAPER CODE: ENG 615**

**Project**

**Credits: 02**

**Max Marks: 100**

**Contact Hrs/week:2**

**Total Hrs:30**

**Course Objectives:**

The course will enable the students to:

1. Critically engage with texts with reference to the socio-cultural milieu in which they are set
2. Demonstrate the appropriate selection and textual application of literary theories
3. Extend their understanding of research methodology to apply it to the mechanics of writing a research paper

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 615</b>	<b>Project</b>	<p>The students will be able to:</p> <p><b>CO89.</b> Demonstrate critical skills of academic writing and practices of research</p> <p><b>CO90.</b> Critically engage with literary texts vis-à-vis socio-political-cultural realities</p> <p><b>CO91.</b> Familiarize themselves with the literary theories and their textual application</p> <p><b>CO92.</b> Understand the application of research methodology to the mechanics of writing a research paper</p>	<p><b>Approach in teaching:</b></p> <p>Interactive session, discussion, research methodology</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, presentations, research methodology</p>	<p>C.A. Test, Semester end project examination, project report.</p>

**PAPER CODE: FEN 100**  
**Essential Language Skills**  
**Theory**

**Credits: 2**  
**Maximum marks: 100**  
**Contact Hrs/Week: 2**  
**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Be familiar with the modes of language-literacy, viz. reading, writing, speaking
2. Improve their knowledge of grammar and fluency in oral and written production

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>FEN 100</b>	<b>Essential Language Skills</b>	<p>The students will be able to:</p> <p><b>CO1.</b> Recognize and understand the meaning of grammatical structures in written and spoken form</p> <p><b>CO2.</b> Use grammatical structures meaningfully and appropriately in language-use</p> <p><b>CO3.</b> Hone their compositional skills (for letter and paragraph-writing)</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>Vocabulary</b>	6 hrs
	<ul style="list-style-type: none"> <li>• Synonyms and Antonyms</li> <li>• Word Formation : Prefix and Suffix</li> </ul>	
<b>Unit 2</b>	<b>Grammar and Usage - I</b>	7 hrs
	<ul style="list-style-type: none"> <li>• Sequence of Tenses</li> <li>• Elements of a Clause (SVOCA)</li> </ul>	
<b>Unit 3</b>	<b>Grammar and Usage - II</b>	8 hrs

- Transformation of Sentences
- Direct and Indirect Narration
- Active and Passive Voice
- Interchange of Degrees of Comparison
- Modals

**Unit 4      Comprehension** 4 hrs

Comprehension of an unseen passage

**Unit 5      Compositional Skills** 5 hrs

Letters : Formal and Informal

- Paragraph-Writing

### **BOOKS RECOMMENDED**

- Adams, Valerie. *An Introduction to Modern English Word-formation*. Longman, 1973.
- Gunashekar, Paul, ed. *A Foundation English Course for Undergraduates*. Book 1. OUP, 2000.
- Hooper, J.S. *A Quick English Reference*. OUP, 1981.
- Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Orient Longman. 1973.
- Rao, H. G. Suryanarayana. *Prose for Pleasure and Comprehension*. OUP, 2010.
- Seely, John. *The Oxford Guide to Writing and Speaking*. OUP, 2005.
- Swan, Michael. *A Practical English Usage*. 3rd ed. OUP, 2005.

**PAPER CODE: FEN 200**

**Applied Language Skills**

**Theory**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

### **Course Objectives:**

The course will enable the students to:

1. Be familiar with the structures of phonetics and word stress
2. Strengthen their compositional skills
3. Make a critical appreciation of prose and poetry, as a step towards language-learning through literature

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>FEN 200</b>	<b>Applied Language Skills</b>	<p>The students will be able to:</p> <p><b>CO4.</b> Understand the nuances of pronunciation and word stress through phonetics</p> <p><b>CO5.</b> Display compositional skills for verbal and non-verbal communication</p> <p><b>CO6.</b> Comprehend the fundamentals of prose and poetry appreciation</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>Phonetics</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Transcription of Phonetic Symbols</li> <li>• Word Stress</li> </ul>	
<b>Unit 2</b>	<b>Writing Skills - I</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Resumé, CV and Job Application</li> <li>• Precis Writing</li> </ul>	
<b>Unit 3</b>	<b>Writing Skills - II</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Editing a Short Text with focus on grammar, coherence, and cohesion</li> <li>• Dialogue Writing (from <i>The Written Word</i>)</li> </ul>	
<b>Unit 4</b>	<b>Critical Appreciation - I</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Analysis of a Literary Text Prose</li> </ul> <p>(in terms of language, structure, theme, point of view, referential and connotative meaning)</p> <ul style="list-style-type: none"> <li>• <b>Jane Austen</b> - An Excellent Father</li> <li>• <b>E.V. Lucas</b> – The School for Sympathy</li> <li>• <b>Stephen Leacock</b> – My Financial Career</li> <li>• <b>O. Henry</b> – A Gift for Christmas</li> </ul>	

- **Kahlil Gibran** – Pity the Nation (from *Language through Literature*)

**Unit 5 Critical Appreciation - II**

**6 hrs**

- Analysis of a Literary Text : Poetry (in terms of imagery, diction, rhyme, tone, symbolism, figures of speech, referential and connotative meaning)
- **Robert Browning** – “Pippa’s Song
- **Siegfried Sassoon** – “Everyone Sang”
- **John Masefield** – “Beauty”
- **W. H. Davies** – “In the Country”
- **Rabindranath Tagore** – “Heaven of Freedom” (from *Language through Literature*)

**BOOKS RECOMMENDED**

- *Language through Literature - Book 1: A Book of Literature for Language Learning*. First ed. New OUP, 1967.
- Alexander, L.G. *Poetry and Prose Appreciation for Overseas Students*. Orient Longman, 1975.
- Leigh, Judith. *CVs and Job Applications*. OUP, 2004.
- Panja, Shormishtha, Sudesh Sawhney, and Promodini Varma, eds. *English At The Workplace*. Macmillan India, 2006.
- Punter, David. *Metaphor*. Routledge, 2007.
- Singh, Vandana R. *The Written Word*. OUP, 2006.
- Waldhorn, Arthur, and Arthur Zeiger. *English Made Simple*. Rupa, 1981.
- Thaker, Praveen K. *Appreciating English Poetry: A Practical Course and Anthology*. Orient Longman, 1999.
- Waldhorn, Arthur, and Arthur Zeiger. *English Made Simple*. Rupa, 1981.

**PAPER CODE: AENG 200A**

**English Communication**

**Theory**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Develop an understanding of the language of communication, verbal and non-verbal
2. Improve their knowledge of grammar and fluency in oral and written production
3. Acquire compositional and editing skills

**Course Outcomes (COs):**

Course	Course Outcomes		

Paper Code	Paper Title		Teaching and Learning Strategies	Assessment Strategies
<b>AENG 200A</b>	<b>English Communication</b>	<p>The students will be able to:</p> <p><b>CO1.</b> Gain an understanding of the finer points pertaining to verbal and non-verbal communication</p> <p><b>CO2.</b> Use grammatical structures meaningfully and appropriately in language-use</p> <p><b>CO3.</b> Display compositional skills over a variety of written tasks</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Drafting a Proposal, Presentation</p>	Observation, Presentation, Report writing

## CONTENTS

<b>Unit 1</b>	<b>Language of Communication - I</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Meaning and Importance of Communication</li> <li>• The Communication Process</li> <li>• Barriers to Effective Communication</li> </ul>	
<b>Unit 2</b>	<b>Language of Communication – II</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Verbal and Non- Verbal Communication</li> <li>• Effective Use of Body Language</li> <li>• Group Discussion</li> </ul>	
<b>Unit 3</b>	<b>Grammar and Usage</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Sequence of Tenses</li> <li>• Direct and Indirect Narration</li> </ul>	
<b>Unit 4</b>	<b>Reading and Comprehension</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Comprehension of an Unseen Passage</li> <li>• Editing a Short Text (focussing on grammar, coherence and cohesion)</li> </ul>	
<b>Unit 5</b>	<b>Writing Skills</b>	<b>6hrs</b>
	<ul style="list-style-type: none"> <li>• Letter-Writing: Formal</li> <li>• Report-Writing</li> <li>• Précis-Writing</li> </ul>	

## BOOKS RECOMMENDED

- Gupta, H.C. and S.G. Telang. *Business Communication*. Wisdom Publications, 2009.

- Hooper, J.S. *A Quick English Reference*. OUP, 1981.
- Mathew, M.J. *Business Communication*. RBSA Publishers, 2002.
- Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Orient Longman, 1973.
- Raman, Meenakshi. *Business Communication*. OUP, 2006.
- Shrikhande, Rajan. *Business Communication and Executive Effectiveness*. Symbiosis Centre for Distance Learning, 2004.
- Thomson A.J and A.V. Martinet. *A Practical English Grammar*. OUP, 1997.

**PAPER CODE: VEN/EJD/EEN 100**

**Essential and Applied Language Skills**

**Theory**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Improve their knowledge of grammar and fluency in oral and written production
2. Get acquainted with the structures of phonetics and word stress
3. Acquire compositional and editing skills

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
VEN/EJD/ EEN 100	Essential and Applied Language Skills	<p>The students will be able to:</p> <p><b>CO1.</b> Understand the nuances of pronunciation and word stress through phonetics</p> <p><b>CO2.</b> Use grammatical structures meaningfully and appropriately in language-use</p> <p><b>CO3.</b> Display compositional skills over a variety of written tasks</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1**

**Vocabulary and Phonetics**

**6 hrs**

- Synonyms & Antonyms
- Word Formation : Prefix & Suffix
- Word-stress (marking stress)

<b>Unit 2</b>	<b>Grammar and Usage</b>	<b>10 hrs</b>
	<ul style="list-style-type: none"> <li>• Transformation of Sentences:</li> <li>• Direct &amp; Indirect Narration</li> <li>• Interchange of Degrees of Comparison</li> <li>• Modals</li> <li>• Sequence of Tenses</li> </ul>	
<b>Unit 3</b>	<b>Comprehension</b>	<b>2 hrs</b>
	<ul style="list-style-type: none"> <li>• Comprehension of an unseen passage</li> </ul>	
<b>Unit 4</b>	<b>Compositional Skills</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Letters : Formal &amp; Informal</li> <li>• Resumé, CV&amp; Job-Application</li> <li>• Précis-Writing</li> </ul>	
<b>Unit 5</b>	<b>Professional Writing Skills</b>	<b>6 hrs</b>
	<ul style="list-style-type: none"> <li>• Dialogue-Writing</li> <li>• Editing a Short Text (focussing on grammar, coherence &amp; cohesion)</li> </ul>	

### **BOOKS RECOMMENDED**

- Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Longman, 1986.
- Seely, John. *The Oxford Guide to Writing and Speaking*. OUP, 2005.
- Singh, Vandana R. *The Written Word*. OUP, 2009.
- Adams, Valerie. *An Introduction to Modern English Word-Formation*. Longman, 1973.
- Leigh, Judith. *CVs and Job Applications*. OUP, 2004.



**Department- Journalism & Mass Communication**

**Programme- BAJMC**

**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME OUTCOMES**

<b>PO1</b>	Students will have an overview of mass media industry and its operations.
<b>PO2</b>	Students will understand theoretical and practical aspects of journalistic world.
<b>PO3</b>	Students will learn the basics of specialized print, electronic and cyber reporting, editing and designing the layouts for print.
<b>PO4</b>	Students will develop skill on all forms of journalist and non journalistic writings and communication in various print, electronic and digital media ventures.
<b>PO5</b>	Students will gain insight into broadcast media and how to engage the audience in world of mass media by composing programmes for different mediums.
<b>PO6</b>	Students will develop skills of audio -visual production through layout designing, pre, production and post production.
<b>PO7</b>	Students will be able to develop the scripts of radio programmes of different genres and also learn various aspects of recording and editing ends of radio programming.
<b>PO8</b>	Students will develop proficiency about nitty-gritty of photography, video editing, radio and TV production and digital techniques and also various audio-video editing softwares.
<b>PO9</b>	Students will learn about media theories, models, systems and discourses in Indian and global contexts and their application in present times.
<b>PO10</b>	Students will closely examine the relevant media laws, journalistic ethics and knowhow of communication research in current times and observe the applications of Information Communication Technology.
<b>PO11</b>	Students will inculcate practical skills of web designing, creating blogs and their application in public relations and advertising world.

## PROGRAMME SPECIFIC OUTCOMES

### Journalism and Mass Communication

<b>PSO 1</b>	Students will understand theoretical and practical aspects of journalistic world.
<b>PSO 2</b>	Students will learn the basics of specialized print, electronic and cyber reporting, editing and designing the layouts for print.
<b>PSO 3</b>	Students will gain insight into broadcast media and how to engage the audience in world of mass media by composing programmes for different mediums.
<b>PSO 4</b>	Students will develop proficiency about nitty-gritty of photography, video editing, radio and TV production and digital techniques and also various audio-video editing software .
<b>PSO5</b>	Students will closely examine the relevant media laws, journalistic ethics and knowhow of communication research in current times and observe the applications of Information Communication Technology.

### COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)

Course	COs							
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CJMC -101</b>	<b>CO1:</b>	x						
	<b>CO2</b>		x	x				
	<b>CO3</b>		x	x				
	<b>CO4</b>			x	x			
	<b>CO5</b>							x
<b>CJMC 102</b>	<b>CO6</b>	x	x	x				
	<b>CO7</b>	x	x	x				
	<b>CO8</b>						x	x
<b>CJMC 103</b>	<b>CO9</b>	x	x	x				x
	<b>CO10</b>	x	x	x				
	<b>CO 11</b>	x	x	x				x
	<b>CO 12</b>	x	x	x	x		x	x
	<b>CO 13</b>	x						x
<b>CJMC 104</b>	<b>CO14</b>	x	x	x	x		x	x
	<b>CO15</b>		x	x			x	
	<b>CO16</b>	x	x	x			x	
<b>GJMC 101 A</b>	<b>CO17</b>	x	x					
	<b>CO18</b>		x	x	x			
	<b>CO19</b>		x	x		x	x	x
	<b>CO 20</b>	x	x	x			x	x
	<b>CO 21</b>		x	x			x	x
<b>GJMC 101 B</b>	<b>CO22</b>	x	x					
	<b>CO23</b>		x	x	x			
	<b>CO24</b>		x	x		x	x	x
	<b>CO25</b>	x	x	x			x	x

	CO 26		x	x			x	x
CJMC 201	CO27	x	x				x	
	CO28	x	x	x			x	x
	CO29	x	x	x			x	
	CO30		x	x	x	x		
	CO 31	x	x	x			x	x
CJMC 202	CO32	x	x	x			x	
	CO33	x	x		x			
	CO34	x		x			x	x
	CO 35	x	x				x	
	CO 36		x				x	x
CJMC 203	CO 37	x	x	x			x	x
	CO 38	x	x	x			x	
	CO 39		x	x				x
GJMC 201 A	CO 40	x	x	x	x		x	x
	CO 41	x	x	x	x		x	x
	CO 42	x	x		x		x	x
	CO 43	x	x			x	x	x
	CO 44	x	x	x	x		x	x
GJMC 201 B	CO 45	x	x	x	x		x	x
	CO 46	x	x	x	x		x	x
	CO 47	x	x		x		x	x
	CO 48	x	x			x	x	x
CJMC 301	CO 49	x	x	x	x	x		x
	CO 50	x	x	x			x	x
	CO 51	x	x	x	x			
	CO 52	x	x	x	x			
	CO 53	x	x	x	x	x		
CJMC 302	CO 54	x	x	x	x	x		x
	CO 55	x	x	x			x	x
	CO 56	x	x	x	x			
	CO 57	x	x	x	x			
	CO 58	x	x	x	x	x		
CJMC 303	CO 59	x	x					x
	CO 60	x	x					x
	CO 61	x	x					x
	CO 62	x	x				x	x
	CO 63	x	x				x	x
CJMC 304	CO 64	x	x				x	x
	CO 65	x	x				x	x
	CO 66	x	x	x	x	x	x	x
	CO 67	x	x	x			x	x
	CO 68	x	x	x			x	
CJMC 305	CO 69	x	x				x	x
	CO 70	x	x				x	x
	CO 71	x	x	x	x	x	x	x
	CO 72	x	x	x			x	x
	CO 73	x	x	x			x	
GJMC 301	CO 74	x	x				x	x
	CO 75	x	x				x	x
	CO 76	x	x	x	x	x	x	x

	CO 77	x	x	x			x	x
SJMC 301	CO 78	x	x	x			x	
	CO 79	x	x	x	x	x		x
	CO 80	x	x			x	x	x
	CO 81		x	x	x	x		x
	CO 82	x	x	x	x		x	x
CJMC 401	CO 83	x	x	x	x			
	CO 84	x	x	x	x		x	x
	CO 85						x	
	CO 86				x			
	CO 87				x			
CJMC 402	CO 88	x	x	x	x			
	CO 89	x	x	x	x		x	x
	CO 90						x	
CJMC 403	CO 91	x	x	x	x			
	CO 92	x	x	x	x		x	x
	CO 93			x			x	
	CO 94	x		x				
	CO 95	x		x				
CJMC 404	CO 96	x	x	x	x			
	CO 97	x	x	x	x		x	x
	CO 98			x			x	
	CO 99	x		x				
	CO 100	x		x				x
GJMC 401	CO 101	x	x	x				
	CO 102				x	x		
	CO 103				x	x		
	CO 104	x	x				x	x
SJMC 401	CO 105				x	x		
	CO 106				x		x	x
	CO 107	x			x		x	x
	CO 108		x		x			x
	CO 109	x	x					x
CJMC 501	CO 110	x	x					x
	CO 111	x	x		x			x
	CO 112	x	x		x		x	x
	CO 113	x	x		x		x	x
	CO 114	x			x			
CJMC 502	CO 115	x	x			x		x
	CO 116	x	x			x		x
	CO 117	x	x			x		x
CJMC 503	CO 118	x	x	x				
	CO 119				x			
	CO 120	x			x			x
	CO 121	x		x				
CJMC 504	CO 122	x	x	x				
	CO 123				x			
	CO 124	x			x			x
	CO 125	x		x				
DJMC 501 A	CO 126	x	x					x
	CO 127				x			

	CO 128		x		x			x
	CO 129		x		x			x
DJMC 501 B	CO 130	x	x					x
	CO 131				x			
	CO 132		x		x			x
	CO 133		x		x			x
DJMC 502 A	CO 134	x	x					x
	CO 135	x			x			
	CO 136		x		x			x
	CO 137		x		x			x
DJMC 502 B	CO 138		x		x			x
	CO 139		x		x			x
	CO 140	x	x				x	x
	CO 141	x	x	x	x			x
	CO 142	x	x	x				x
CJMC 601	CO 143	x	x					x
	CO 144	x	x		x			x
	CO 145	x	x		x		x	x
	CO 146	x	x		x		x	x
	CO 147	x			x			
CJMC 602	CO 148	x	x		x		x	x
	CO 149				x			
	CO 150				x		x	
	CO 151	x	x				x	x
	CO 152				x		x	x
CJMC 603	CO 153			x		x		
	CO 154					x		
	CO 155					x		
	CO 156	x				x		x
DJMC 601 A	CO 157	x	x					x
	CO 158	x	x		x			x
	CO 159	x	x		x		x	x
	CO 160	x	x		x		x	x
	CO 161	x			x			
DJMC 601 B	CO 162	x	x		x		x	x
	CO 163	x	x					x
	CO 164					x		
	CO 165	x	x					x
	CO 166	x						x
DJMC 602	CO 167	x	x				x	x
	CO 168	x	x	x			x	
	CO 169	x	x				x	
	CO 170						x	x

**BA (Journalism and Mass Communication) (2020-2021)**

**COURSE OUTCOMES - Semester I**

**Paper Code -CJMC 101  
Introduction to Journalism  
(Theory)**

**Credits:4  
Maximum Marks:100  
Contact Hrs/Week:4  
Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Acquaint them with the historical evolution of journalism in India.
2. Understand the technical terms and jargons related to journalism.
3. Understand the social, political and cultural implication of journalism

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 101</b>	<b>Introduction to Journalism</b>	<b>CO1:</b> Students would be able to understand the basics of journalism. <b>CO2:</b> Students would be able to inculcate the knowledge about elements of journalism. <b>CO3:</b> Students would be able to acquaint them with important aspects of the process of journalism. <b>CO4:</b> Students would be able to develop the skills of journalist. <b>CO 5:</b> Students would be able to enhance understanding of the technical terms and jargons of journalism.	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

**CONTENTS**

- Unit I:** **15Hrs**
- Understanding News: Ingredients of news,
  - News: meaning, definition, nature.
  - Hard news vs. Soft news,
  - Basic components of a news story, Attribution, Embargo, Verification, Balance and Fairness, Brevity, Dateline, Credit line, Byline.

- Unit II** **10Hrs**
- Yellow Journalism, Penny Press, Tabloid Press
  - Rudolf Flesch formula of reading
  - Robert Gunning: principles of clear writing
  - Language of news-skills to write news

- Unit III** **15Hrs**
- Understanding the structure and construction of news
  - Organizing a news story- 5W's and 1H, Inverted pyramid, Criteria of news writing
  - Principles of news selection, Sources of news
  - Use of archives and internet.

- Unit IV** **10Hrs**
- Different mediums-a comparison.
  - Basic differences between the print, electronic and online journalism, citizen journalism
  - Language and principles of writing for media.

- Unit V** **10Hrs**
- Role of Media in a Democracy.
  - Media responsibility towards society.

### **BOOKS RECOMMENDED**

- The Newswriter's Handbook: An Introduction to Journalism (2003). M.L. Stein, Surjeet Publications, New Delhi.
- Handbook of Journalism and Mass Communication (2001). VirBala Agarwal, Concept Publishing Company, New Delhi.
- Journalism: News Coverage (2005). Shahzad Ahmad, Anmol Publications, New Delhi.
- Mass Media and Communication in Global Scenario (2013). Ratnesh Dwivedi, Kalpaz Publication, New Delhi.
- Basic News Writing Mencher (1990). Universal Book Stall, New Delhi.
- News Media Management (2010). P.K. Ravindranath, Authorspress, New Delhi.
- News Writing Hough (2006). A. George, Kanishka Publishers, New Delhi.
- Media and Society: Challenges and Opportunities (2002). VirBala Aggarwal, Concept Publishing Company, New Delhi.

**Paper Code -CJMC 102**  
**Practical-Introduction to Journalism**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the various models of communication in detail.
2. Create deep understanding of mass media and communication.
3. Understand the social, political and cultural implication of communication models and theories.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 102</b>	<b>Practical: Introduction to Journalism</b>	<p><b>CO6:</b> Students would be able to develop the skills of a journalist.</p> <p><b>CO7:</b> Students would be able to enhance understanding of the technical terms and jargons of journalism.</p> <p><b>CO8:</b> Students would be able to review and analyse news stories of print and electronic media.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, analysis of news stories, reviewing of news stories print, radio, tv, online newspapers, development stories.</p>

**CONTENTS**

**Unit I**

- Reading and reviewing Newspapers and Magazines
- Writing News for Print mediums

**15Hrs**

**Unit II**

- Radio News- Listening and reviewing news bulletins
- Interviews and Discussions

**10Hrs**

**Unit III**

- Television Journalism: Watching and reviewing news bulletins
- Interviews and Discussions

**10Hrs**

**Unit IV**

**10Hrs**



- Reading and reviewing news in Online Newspapers
- Blogs, SNS and Mobile

**Unit V**

**15Hrs**

- Analyzing Development stories in Print, Electronic and New media.

**BOOKS RECOMMENDED**

- How to Report and write (2010). Rajesh Kumar, DPS publishing House, New Delhi
- Reporting for the Media (2001). Fedler Fred, Oxford University Press, New Delhi
- Reporting Methods (2005).S.Kundra. Anmol Publication. New Delhi
- Art of Reporting (2010). Monita Singh. Centrum Press, New Delhi
- Media Writing (Hindi)/Media (2001). Lekhan, Tripathi; Ramesh Chandra, Bharat Prakashan, Lucknow.

**Paper Code -CJMC 103**  
**Introduction to Mass Media and Communication**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to –**

1. Understand the various models of communication in detail.
2. Create deep understanding of mass media and communication.
3. Understand the social, political and cultural implication of communication models and theories.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 103</b>	<b>Introduction to Mass Media and Communication</b>	<p><b>CO9:</b> Students would be introduced to the theories of Communication.</p> <p><b>CO10:</b> Students would be able to inculcate the knowledge of Communication models.</p> <p><b>CO11:</b> Students would be able to develop the knowledge of basic elements of Communication.</p> <p><b>CO12:</b> Students would be acquainted with the various types of Communication.</p> <p><b>CO13:</b> Students would be able to apply the 5Cs of Communication.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit I**

**10Hrs**

- Media and Everyday Life- Mobile phones, Television, Twitter
- The Internet- discussion around media and everyday life
- Discussions around mediated and non- mediated communication

**Unit II****10 Hrs**

- Communication and Mass Communication- Forms of Communication, Levels of Communication
- Mass Communication and its Process
- Normative Theories of the Press
- Media and the Public Sphere

**Unit III****15 Hrs**

- Mass Communication and Effects Paradigm
- Direct Effects- Mass Society Theory, Limited Effects, Individual Difference Theory, Personal Influence Theory.

**Unit IV****15 Hrs**

- Agenda Setting theory, Spiral of Silence, Cultivation Analysis
- Critique of the effects Paradigm and emergence of alternative paradigm

**Unit V****10 Hrs**

- Four Models of Communication- Transmission models, Ritual or Expressive models, Publicity Model, Reception Model.

**BOOKS RECOMMENDED**

- Mass Communication Theory (2000). Dennis, Mc.Quail, Sage, London.
- Inner and Outer Worlds of Emergent Television Cultures (2013). Shohini; GEd. Ravi Sundaram. Oxford, New Delhi.
- Communications (2002). C.S Rayudu, Himalaya Publishing House, New Delhi.
- Handbook of Journalism and Mass Communication (2001). VirBala Aggarwal, Concept Publishers. New Delhi.
- Handbook of Journalism and Mass Communication (2013). Sudhir Soni, Y Kings Books, New Delhi.
- Introduction to Mass Communication (2008). Stanley J. Baran, McGraw-Hill Publications, New Delhi.
- Issues in Mass Communication (1998). J.S. Yadav and PradeepMathur, Kanishka Publishers, New Delhi.
- Issues of Communication Development and Society (2012). Saxena, Kanishka Publishers & Distributors. New Delhi.

**Paper Code -CJMC 104**  
**Practical : Introduction to Mass Media and Communication**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Conduct interview and oral communication.
2. Conduct Panel Discussion, Debate and Group Discussion.
3. Understand the process of translation.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC104</b>	<b>Practical- Introduction to Mass Media and Communication</b>	<p><b>CO14:</b> Students would be able to prepare for interviews on professional fronts.</p> <p><b>CO15:</b> Students would be able to prepare for Public Speaking.</p> <p><b>CO16:</b> Students would be acquainted with the technicalities of translation for various media.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit I**

**10 hrs**

- Oral Communication – Preparing for oral presentation using power point presentation.

**Unit II**

**15 hrs**

- Interview- Definition; Characteristics
- Types Preparing for various types of Interviews: Face to face, Group and how to moderate interview.

**Unit III** **15 hrs**

- Preparing for Public Speaking, Preparing Skits.

**Unit IV** **10 hrs**

- Preparing for Panel Discussion, Debates and Group discussion.

**Unit V** **10 hrs**

- Translation: Concept and importance.
- Translation of news pieces from Hindi to English and English to Hindi

**BOOKS RECOMMENDED**

- Mass Communication Theory (2000). Dennis, Mc.Quail, Sage, London.
- Inner and Outer Worlds of Emergent Television Cultures (2013). Shohini; GEd. Ravi Sundaram. Oxford, New Delhi.
- Communications (2002). C.S Rayudu, Himalaya Publishing House, New Delhi.
- Handbook of Journalism and Mass Communication (2001). VirBala Aggarwal, Concept Publishers. New Delhi.
- Handbook of Journalism and Mass Communication (2013). Sudhir Soni, Y Kings Books, New Delhi.
- Introduction to Mass Communication (2008). Stanley J. Baran, McGraw-Hill Publications, New Delhi.
- Issues in Mass Communication (1998). J.S. Yadav and PradeepMathur, Kanishka Publishers, New Delhi.
- Issues of Communication Development and Society (2012). Saxena, Kanishka Publishers & Distributors. New Delhi.

**Paper Code - GJMC 101A**  
**Still Photography**  
**(Theory)**

**Credits:4**

**Maximum Marks:100**

**Contact Hrs/Week:4**

**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics and techniques of digital photography.
2. Capture various types of photographs by understanding lighting techniques and rules of composition.
3. Understand the basics of photo editing software; Adobe Photoshop.

## Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GJMC 101A</b>	<b>Photography</b>	<p><b>CO17:</b> Learner would gain knowledge about the concepts and importance of photography.</p> <p><b>CO18:</b> Learner would be able to understand photo coverage and photo Journalism.</p> <p><b>CO19:</b> Learner would be to ready to join any media organization as photo Journalist.</p> <p><b>CO20:</b> Learner would know the importance of photo features.</p> <p><b>CO21:</b> Learner would know different branches of photography and may be self-emPSOyed.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, working on SLRs, DSLRs professional camera, software learning</p>

## CONTENTS

### Unit I

**10 Hrs**

- Understanding the mechanisms of Photography
- Types of photographic cameras and their structure (Pin-hole, SLR, TLR, D-SLR); Lenses.

### Unit II

**10 Hrs**

- Aperture, Shutter Speed, light meters, focus and depth of field.

### Unit III

**15 Hrs**

- Understanding Light and Shadow
- Natural light and Artificial Light;
- The Nature of Light- Direct Light, Soft light, Hard light, Directional Light
- Highlights, Shadow and Silhouettes.

### Unit IV

**10 hrs**

- Lighting equipment (Soft boxes, umbrellas, Fresnel's, Skimmers, reflectors, etc)
- Three Point Lighting, Technique and Metering for Light, Filters and Use of a Flash Unit.

**Unit V****15 hrs**

- Basics of Photoshop
- Photo editing software: CorelDraw, Adobe Photoshop.

**BOOKS RECOMMENDED**

- Beginner's Photography Guide (2013).DK, New Delhi.
- Photojournalism (2011). Bhanu Pratap Singh. Anmol Publications Pvt. Ltd., New Delhi.
- Digital and Classic Photography (2009). Steve Luck & John Freeman. Lorenz Books, Leicestershire
- Digital Photography – An Introduction (2012). Tomany Dorling Kindersley Limited. London.
- Print Media and Photo Journalism (2010). Monika Singh. Centrum Press, New Delhi.

**Paper Code - GJMC 101B**  
**Still Photography**  
**(Practical)**

**Credits:2****Maximum Marks:100****Contact Hrs/Week:4****Total Hrs:60****Course Objectives:****This course will enable the students to -**

1. Understand the basics and techniques of digital photography.
2. Capture various types of photographs by understanding lighting techniques and rules of composition.
3. Understand the basics of photo editing software; Adobe Photoshop.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GJMC 101B</b>	<b>Practical: Photography</b>	<p><b>CO22:</b>Learner would gain knowledge about the concepts and importance of photography.</p> <p><b>CO23:</b> Learner would be able to understand photo coverage and photo Journalism.</p> <p><b>CO24:</b> Learner would be to ready to join any media organization as photo Journalist.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation,</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, working on SLRs, DSLRs professional camera, software learning</p>

		<p><b>CO25:</b>Learner would know the importance of photo features.</p> <p><b>CO26:</b> Learner would know different branches of photography and may be self-employed</p>	Seminar presentation, Giving tasks, Field practical	
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## CONTENTS

### Unit I

**12 Hrs**

- Understanding Camera, Focus, Shutter speed, Aperture, Lens – type of lenses and other accessories, Camera Mounts, Digital storage.

### Unit II

**12 Hrs**

- The different types of lighting-Natural lighting–and Artificial Lighting
- The reflection of light
- Recommended equipment for outdoor lighting
- Introduction to indoor lighting

### Unit III

**10 Hrs**

- Three Point Lighting, Technique and Metering for Light
- Filters and Use of a Flash Unit

### Unit IV

**11 Hrs**

- Types of Photography: Fashion photography, Product photography, Nature photography, Portrait photography

### Unit V

**15 hrs**

- Photo editing software: CorelDraw, Adobe Photoshop
- Correcting imperfect images: Picture orientation, Cropping, Levels, Altering brightness and contrast, Red eye.

## BOOKS RECOMMENDED

- Beginner’s Photography Guide (2013). K, New Delhi.
- Photojournalism (2011). Bhanu Pratap Singh, Anmol Publications Pvt. Ltd., New Delhi.
- Digital and Classic Photography (2009). Steve Luck & John Freeman, Lorenz Books, Leicestershire.
- Digital Photography – An Introduction (2012).Tomany, Dorling Kindersley Limited., London.
- Print Media andPhoto Journalism (2010). Monika Singh, Centrum Press, New Delhi.
- New Introductory Photography Course (2004). Beazley, Mitchell, Octopus Publishing Group Ltd., London.
- The Book of Colour Photography: The Complete Guide to taking Colour Picture. Bailey, Adrian, Ebury Press, London.



**Paper Code - CJMC 201**  
**Reporting and Editing for Print (Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the process of gathering information and writing news.
2. Understand the nitty-gritty of beat reporting.
3. Understand the process of feature writing and its types.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 201</b>	<b>Reporting and Editing for Print</b>	<p><b>CO27:</b> Students would be able to understand the basics of reporting.</p> <p><b>CO28:</b> Students would be able to familiarize themselves with different types of reporting.</p> <p><b>CO29:</b> Students would be able to create understanding of specialized reporting.</p> <p><b>CO30:</b> Students would be able to develop the general understanding of art culture and sports reporting</p> <p><b>CO31:</b> Students would be able to know about crime reporting and other beats.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

**CONTENTS**

**Unit I**

**12hrs**

- Reporters and Correspondents - role, functions and qualities
- Covering of Beats- city reporting, local reporting ,crime, courts, , hospitals, health, education, sports

- Covering speeches, meetings and press conferences
- News Agency Reporting

#### **Unit II**

**12 hrs**

- Interviewing: research and conduction.
- Importance and types of News Leads
- Structure of the News Story: Inverted Pyramid
- Features: types of features, human interest stories, leads for features, Difference between articles and features& editorials.

#### **Unit III**

**16 hrs**

- Editorial department. Functions and their role
- Introduction to editing: Principles of editing, Importance of Headlines, functions of headlines, types of headlines, importance of pictures, selection of news pictures
- Editorial page

#### **Unit IV**

**10hrs**

- Trends in sectional news
- Importance of pullouts
- Supplements, Backgrounders
- Importance of columns in newspapers
- Advertorials

#### **Unit V**

**10hrs**

- Understanding media and news
- Objectivity and fairness of news, factors affecting news treatment, paid news
- Pressures in the newsroom
- Trial by media
- Gatekeepers

#### **BOOKS RECOMMENDED**

- Fundamentals of reporting and Editing (2007). Ambrish Saxena, Kanishka Publishers and Distributors, New Delhi.
- Handbook of Reporting and Communication Skills (2003). V. S. Gupta, Concept Publishing Company, New Delhi.
- Here is the News! Reporting for Media. RangaswamiParthasarthy. Sterling Publishers Ltd.
- Journalism Reporting (2005). Seema Sharma, Anmol Publications, New Delhi
- News Coverage Reporting and Editing (2010). Shymali Bhattacharjee, Kanishka Publishers, New Delhi.
- News Editing: Principles and Practices (2013). G Anita, Kanishka Publishers, New Delhi.
- News Reporting Presentation and Style: Principles and Practices (2009). Chkravarthy, Suhas Pant. Kanishka Publishers, New Delhi.
- Newspaper Feature Writing (2006). Len Granato, Anmol Publications, New Delhi.
- Reporting and Editing in Journalism (2011). Sharma, Pathak, Deep and Deep Publications, New Delhi.
- Reporting for the Print media (2001). Fedler, Fred. Bender and others. Oxford University Press.

**Paper Code - CJMC 202**  
**Reporting and Editing for Print (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the process of gathering information and writing news.
2. Understand the nitty-gritty of beat reporting.
3. Understand the process of feature writing and it's types.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 202</b>	<b>Practical: Reporting and Editing for Print</b>	<p><b>CO32:</b>Students would be able to understand the basics of reporting.</p> <p><b>CO33:</b>Students would be able to familiarize themselves with different types of reporting.</p> <p><b>CO34:</b>Students would be able to create understanding of specialized reporting.</p> <p><b>CO35:</b>Students would be able to develop the general understanding of art culture and sports reporting and crime reporting.</p> <p><b>CO36:</b>Students would be able to edit the stories.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, report writing, coverage of news, translations, editing stories</p>

**CONTENTS**

**Unit I**

- Working on a beat

**10 Hrs**

- Covering of Beats- crime, courts, city reporting, local reporting, hospitals, health, education, sports
- Covering speeches, meetings and press conferences, Political

#### **Unit II**

**15 Hrs**

- Interviewing: research, setting up the interview, conducting the interview
- Writing News Leads, Writing News Story: Inverted Pyramid
- Body of the story
- Attribution, Verification

#### **Unit III**

**15 Hrs**

- Understanding Features: Writing types of features: human interest stories, leads for features
- Writing Articles on current issues
- Writing headlines for various pieces of stories
- Clicking pictures for news

#### **Unit IV**

**10 hrs**

- Writing editorials and other stories on edit page
- Editing News, features and Articles
- Comparison between supplements and pull outs
- Column writing

#### **Unit V**

**10 hrs**

- Understanding media and news
- Case studies on Trial by media.

### **BOOKS RECOMMENDED**

- Reporting for the Media (2001-2015). Fred Fedler; Bender. Oxford University Press, USA
- Reporting Methods (2005). S. Kundra, Anmol Publication, New Delhi.
- Techniques of Feature Writing and Mass Communication (2011). Neha Arora, Random Publication, New Delhi.
- Writing for the Media (2010). Usha Raman. Oxford University Press, New Delhi
- Writing For the Media (2015). Latha Nair. Ane Books, New Delhi
- Newspaper Vocabulary (2002). Umesh Arya,. Anmol Publication. New Delhi
- News Reporting and Writing (2010). Brooks, St. Martin's Press, New Delhi
- News Reporting Presentation and Style: Principles and Practices (2009). Suhas Chakravarty; Kanishka Pant. Publishers, New Delhi
- News Writing (2006). George A Hough. Kanishka Publishers. New Delhi
- Newspaper Feature Writing (2006). Len. Granato, Anmol Publication, New Delhi

**Paper Code - CJMC 203**

**Media and Cultural Studies (Theory)**

**Credits:6**

**Maximum Marks:100**

**Contact Hrs/Week:6**

**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept of Culture and its various aspects.
2. Develop understanding of various critical theories of mass communication.
3. Understand various social and cultural aspects related to mass communication.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 203</b>	<b>Media and Cultural Studies</b>	<p><b>CO37:</b> The students would be able to analyse theories of mass communication.</p> <p><b>CO38:</b> The students would be acquainted with the interrelationship between Culture and Media.</p> <p><b>CO39:</b> Students would have a clear understanding of Mc Luhan's concept.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

**CONTENTS**

**Unit I**

**20hrs**

- Understanding Culture- Mass Culture,
- Popular Culture,
- Folk Culture Media and Culture.

**Unit II**

**20 hrs**

- Critical Theories of Mass Communication:
- Frankfurt School,
- Media as Cultural Industries;
- Political Economy;
- Ideology and Hegemony.

**Unit III**

**15 hrs**

- Representation of Texts, Signs and Codes in Media;
- Representation of nation, class, caste and gender issues in Media.

**Unit IV**

**15 hrs**

- Audience Segmentation: Concept; Women as Audiences;
- Uses and Gratification Approach;
- Reception Studies; Sub Cultures;
- Music and the popular, Fandom.

**Unit V**

**20 hrs**

- Folk Media as a form of Mass Culture, live performance; Audience in live Performance;
- Media technologies and
- Marshal McLuhans's concept of Medium is the Message.

## BOOKS RECOMMENDED

- Multicultural Broadcasting: myths, reality and concepts (2004). Jagadish Chakravarthy, Authors Press, New Delhi.
- Critical Issues in Communication: Looking Inward for Answers (2001). Sandhya Rao, SAGE Publications, New Delhi.
- Cross Cultural Communication: Global Perspective. N. L. Gupta (1998). Concept Publishing Company, New Delhi.
- Cultural and Heritage Tourism: An Overview (2008). Prem Nath Dhar, Kanishka Publishers, New Delhi.
- A Cultural History of India (1975). A. L. Basham, Kanishka Publishers, New Delhi.
- Cultural History of Modern India (2011). Dilip M. Menon, Social Science Press, New Delhi.
- Principles of Cultural Innovation Journalism (2011). P.K Sinha, A. K. Publications, Delhi.
- Understanding India: Cultural Influences on India (2014). Rohitashya Chattopadhyay, SAGE, Delhi.

### **Paper Code - GJMC 201A Journalistic Writing (Theory)**

**Credits:4**

**Maximum Marks:100**

**Contact Hrs/Week:4**

**Total Hrs:60**

#### **Course Objectives:**

**This course will enable the students to -**

1. Understand the process of gathering information and writing news for different beats.
2. Understand the process of feature writing and its types.
3. Understand the process of writing news for TV and Radio.

#### **Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GJMC 201A</b>	<b>Journalistic Writing</b>	<b>CO40:</b> Students would be able to know about the basics of news writing. <b>CO41:</b> Students will gain the knowledge of the theory, methods and practice of	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

	gathering information and writing news.	<b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	
	<b>CO42:</b> Students would be able to understand different writing techniques.		
	<b>CO43:</b> Students will have the knowledge of web writing.		
	<b>CO44:</b> Students will have the knowledge of news and background.		

## CONTENTS

### Unit I

**15 hrs**

- Ingredients of news,
- News: meaning, definition, nature.
- Hard news vs. Soft news,
- 5 Ws and 1 H Formula.
- Basic components of a news story - Brevity, Dateline, Credit line, By-line.

### Unit II

**10 hrs**

- A historical Perspective of Print Media.
- Yellow Journalism,
- Tabloid Press.
- Rudolf Flesch formula of reading.
- Robert Gunning: principles of clear writing.
- Language of news-skills to write news.

### Unit III

**15 hrs**

- Sources of news.
- News vs Opinion Writing.
- Opinion Writing – Editorial, Article, Feature, Reviewing Newspapers and Magazines.

### Unit IV

**10 hrs**

- Different Media-a comparison.
- Basic differences between the print, electronic and online journalism.
- Language and principles of writing for media.

### Unit V

**10 hrs**

- Writing for Radio- News, Interview and Discussion
- Writing for Television – News Interview and Discussion.

## BOOKS RECOMMENDED

- How to Report and write(2010),Rajesh Kumar, DPS publishing House, New Delhi
- Reporting for the Media (2001). Fedler Fred, Oxford University Press, New Delhi
- Reporting Methods (2005). S. Kundra. Anmol Publication. New Delhi
- Art of Reporting (2010). Monita Singh. Centrum Press, New Delhi
- Media Writing (Hindi)/Media Lekhan, Tripathi, Ramesh Chandra; Bharat Prakashan Lucknow, 2001



- Journalists and Environment News (2010). Abraham. Kanishka Publishers and Distributers. New Delhi.
- The Journalist's Handbook (1995). M.V Kamath, Vikas Publishing House, New Delhi.
- Practical Newspaper Reporting (2011). David Spark; Geoffrey Harris. Sage Publicaion, New Delhi

**Paper Code - GJMC 201B**  
**Journalistic Writing (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the process of gathering information and writing news for different beats.
2. Understand the process of feature writing and it's types.
3. Understand the process of writing news for TV and Radio.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GJMC 201B</b>	<b>Practical: Journalistic Writing</b>	<p><b>CO45:</b> Students will know about the basics of news writing.</p> <p><b>CO46:</b> Students will be developing the knowledge of the theory, methods, and practice of gathering information and writing news.</p> <p><b>CO47:</b> Students would be able to understand different writing techniques.</p> <p><b>CO48:</b> Students will have the knowledge of web writing.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

**CONTENTS**

<b>Unit I</b>	<b>15hrs</b>
<ul style="list-style-type: none"> <li>• Writing News for Newspapers.</li> <li>• Hard news vs. Soft news,</li> <li>• 5 Ws and 1 H Formula .</li> <li>• Basic components of a news story - Brevity, Dateline, Credit line, Byline.</li> </ul>	
<b>Unit II</b>	<b>10hrs</b>
<ul style="list-style-type: none"> <li>• News Writing vs Opinion Writing,</li> <li>• Reading and Reviewing Newspapers and Magazines.</li> </ul>	
<b>Unit III</b>	<b>15hrs</b>
<ul style="list-style-type: none"> <li>• Sources of news.</li> <li>• News vs. Opinion Writing.</li> <li>• Opinion Writing – Editorial, Article, Feature,</li> <li>• Reviewing Newspapers and Magazines.</li> </ul>	
<b>Unit IV</b>	<b>10hrs</b>
<ul style="list-style-type: none"> <li>• Writing for Radio- News,</li> <li>• Interview and Discussion</li> </ul>	
<b>Unit V</b>	<b>10hrs</b>
<ul style="list-style-type: none"> <li>• Writing for Television – News, Interview and Discussion.</li> </ul>	

### **BOOKS RECOMMENDED**

- How to Write Report and Write the News(2010). Rajesh Kumar. DPS Publishing House, New Delhi.
- The Basics of Media Writing- A Strategic Approach (2013). Scott A.Kuehn&AndrewLingwall.SAGE, London.
- Changing the News- The Forces Shaping Journalism in Uncertain Times (2011). Edited by Wilson Lowrey and Peter J. Gade. Routledge, New York.
- Writing Reports (2002). John Seely.Oxford University Press, New York.
- News Coverage, Reporting and Editing (2013). Jamal Shekh. Anmol Publications Pvt Ltd. New Delhi
- Media and Society – Production Content and Participatiop (2015). Nicholas Carah& Eric Louw. SAGE, London.

**Paper Code - CJMC 301**  
**Introduction to Broadcast Media (Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

### **Course Objectives:**

**This course will enable the students to -**

1. Understand the features of TV and Radio as mass media.
2. Understand the structure and usage of video camera.
3. Understand the process and nitty-gritty of broadcast production.

## Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 301</b>	<b>Introduction to Broadcast Media</b>	<p><b>CO49:</b> Students will be able to cover events using mobile phones and write radio news stories.</p> <p><b>CO50:</b> Students will be able to produce radio news bulletin.</p> <p><b>CO51:</b> Students will be able to conduct interview, make radio promos and jingles.</p> <p><b>CO52:</b> Students will be able to apply radio production techniques.</p> <p><b>CO53:</b> Students will be able to produce radio programme production of different formats.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

## CONTENTS

### Unit I

**15 hrs**

- Characteristics of Radio as a medium.
- Basics of Sound; Concepts of sound-scape;
- Types of sound-Sync, Non-Sync, Natural sound, Ambience Sound;
- Sound Design-Its Meaning with examples from different forms;
- Sound recording techniques; Introduction and types of microphones.

### Unit II

**10 hrs**

- Characteristics of Television as a medium; still image,
- Moving Picture Concept; electronic image, television image, Digital image, Edited Image;
- visual-Visual culture; Changing ecology of images today.
- Visual Perspective.
- Visual Grammar – Camera Movement, Types of Shots Concept of continuity, Imaginary line.

### Unit III

**10 hrs**

- Structure of camera: Single and 3-CCD,
- Camera Basics: Viewfinder,
- Camera Lens systems and controls, White and Black balance;
- Handling the camera: contrast ratio, aspect ratio, -Exposure and Zebra, shutter speeds;
- Focusing methods: Selective focus, follow focus, rack focus, Depth-of-field.

### Unit IV

**15 hrs**

- Production Format: Single-camera shoot, Multi-camera shoot,

- Elements of a Television News Story: Gathering, Writing/Reporting.
- Elements of a Television News Bulletins.
- Basics of Editing for TV- Basic Soft-wares and Techniques (for editing a news capsule).
- Introduction to Recording and Editing sound. (Editing news capsule only).

#### **Unit V**

**10 hrs**

- Broadcast News: Critical Issues and Debates;
- Public Service Broadcasters - AIR and DD News - Changing Character of Television News ( 24 -hrs news format, News Production cycle, News 'Lingo', News 'Formulae' ? News as Event, Performance and Construction.

#### **BOOKS RECOMMENDED**

- Video Production (2008). Vasuki Belavadi, Oxford University Press, New York.
- Digital Broadcasting Journalism (2003). J.K. Sharma.Authors Press, Delhi.
- Digital Newsroom (2005).BalakrishnanAjyer.Authors Press, Delhi.
- Handbook of Television and Radio Broadcasting (2009). VedPrakeshGandhi.Kanishka Publishers, Distributers, New Delhi.
- Film Television and Radio Production: Elements Dimensions and Trends (2008). Angela Wadia, Kanishka Publishers, Distributers, New Delhi.
- Handbook of Television Production (2006).ZettIWadsWorth, New Delhi.
- Writing and Producing for Television and Film (2005).Esta de Fossard&JhnRiber. Sage, New Delhi.
- Television and Film Production: Recent Trends and Future Prospects (2012). Angela Wadia.Kanishka Publishers and Distributers, New Delhi.
- Visual Journalism: A Guide for News Media Professionals (2016). Sudhanshu Digar. Random Publications, New Delhi.
- Writing for Television (2004). Gerald KelseyUnistar Books Pvt. Ltd., Chandigarh.
- The Right Way to Use a Camera (1974). Laurence Mallory.Rupa Co., Calcutta.

#### **Suggested Resources & Documentaries-**

- News Bulletins in English and Hindi on National and Private channels (as teaching material)
- Documentary- 'The future of Television News.'

#### **Paper Code - CJMC 302 Introduction to Broadcast Media (Practical)**

**Credits:2**

**Maximum Marks:100**

**Contact Hrs/Week:4**

**Total Hrs:60**

#### **Course Objectives:**

#### **This course will enable the students to -**

1. Produce TV and Radio news and programmes.
2. Understand the structure and usage of video camera.
3. Understand the process and nitty-gritty of broadcast production.

### Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 302</b>	<b>Practical- Introduction to Broadcast Media</b>	<p><b>CO54:</b> Students will be able to cover events using mobile phones and write radio news stories.</p> <p><b>CO55:</b> Students will be able to produce radio news bulletin.</p> <p><b>CO56:</b> Students will be able to conduct interview, make radio promos and jingles.</p> <p><b>CO57:</b> Students will be able to apply radio production techniques.</p> <p><b>CO58:</b> Students will be able to produce radio programme production of different formats.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, working on professional cameras, still and video both.</p>

### CONTENTS

#### Unit I 10hrs

- Electronic News Gathering (ENG).
- Functioning of News Room- Assignment Desk, Output Desk, Anchors Desk, Editing Desk.

#### Unit I I 10hrs

- Visual Grammar – Types of Shots,
- Camera Angles and Camera Movement
- Visual Perspective. Teleprompter and its functioning,

#### Unit I II 15hrs

- Basic Principle of TV News Presentation,
- TV News Anchor-Qualities, roles, dress sense,
- Camera Facing Techniques, Holding props, script ,cue cards etc.

#### Unit IV 15hrs

- Writing and Reporting (PTC, Vox Pop, Live Reporting, Live Phone In) for TV News.

#### Unit V 10hrs

- Understanding Elements of a Radio News Story: Gathering, Writing/Reporting.
- Radio News Bulletins,
- Working in a Radio News Room

## BOOKS RECOMMENDED

- Video Production (2008). Vasuki Belavadi. Oxford University Press, New York.
- Digital Broadcasting Journalism (2003). J.K. Sharma. Authors Press, Delhi.
- Digital Newsroom (2005). Balakrishan Ayer, Authors Press, Delhi.
- Handbook of Television and Radio Broadcasting (2009). VedPrakesh Gandhi, Kanishka Publishers and Distributors, New Delhi.
- Film Television and Radio Production: Elements Dimensions and Trends(2008). Angela Wadia. Kanishka Publishers, Distributors, New Delhi.
- Handbook of Television Production (2006). Zettl. WadsWorth, New Delhi.

### **Paper Code - CJMC 303 History of the Media (Theory)**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:60**

#### Course Objectives:

**This course will enable the students to -**

1. Acquaint themselves with the historical evolution of mass media in India.
2. Understand the technical advancements in the field of mass media.
3. Understand the social, political and cultural implication of mass media.

#### Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 303</b>	<b>History of the Media</b>	<b>CO59:</b> Students would be analyzing the history of journalism. <b>CO60:</b> Students would be able to enhance understanding of the origin and development of the print, electronic and web media. <b>CO61:</b> Students would be able to gain the knowledge of growth of print, electronic and web media.	<b>Approach in teaching:</b>  Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration  <b>Learning activities for the students:</b>  Self learning assignments, Effective questions, Simulation, Seminar presentation,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p><b>CO62:</b> Students would be acquainted with technological advancements in print, electronic and web media.</p> <p><b>CO63:</b> Students would be able to throw light on the present status of various mass media.</p>	Giving tasks, Field practical	
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## CONTENTS

- Unit I** **20hrs**
- History of Print Media: Colonial Period, National Freedom Movement
- Unit II** **20hrs**
- Print Media in the Post Independence Era, Major News Agencies in India,
  - Present trends in Print Media.
- Unit III** **20hrs**
- History of Radio in India: Penetration of radio in rural India-Case studies  
Community Radio,
  - Formats in Radio Programming.
- Unit IV** **20hrs**
- History of Television in India: Commercialization of Programming (1980s)  
Satellite Television, Prasar Bharati
- Unit V** **10hrs**
- History of Cinema: From Silent Era to the twenty first century.

## BOOKS RECOMMENDED

- History of Indian Press Growth of Newspapers (2002). B.N Ahuja. Surjeet Publications. New Delhi.
- History of Radio and Programme Production (2016). Nagendra. Kanishka Publishers and Distributors. New Delhi.
- Modern History of Indian Press (1998). Sunit Ghosh. Cosmo Publications. New Delhi.
- The Press in India: A New History (1994). G.N.S Raghavan. Gyan Publishing House. New Delhi.
- Bollywood: A History (2006).Mihir Bose. Lotus Collections. New Delhi.
- Mass Communication in India (2005). Keval J. Kumar. Jaico Publishing House. Mumbai.
- Elements of Print Media and Journalism (2015). KrishnaveerChalla, Abhishek. Kanishka Publishers. New Delhi.
- The Cinemas of India 1896-2000 (2005). Yves Thoraval. Mcmillian India Ltd. UK.

**Paper Code - CJMC 304**  
**Advertising and Public Relations (Theory)**

**Credits:4**  
**Maximum Marks:100**

**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the strategies involved in the process of advertising.
2. Understand the structure and working of an advertising agency.
3. Understand the concept of branding, and advertising research.
4. Understand the concept of public relations and difference from other forms of marketing and publicity.
5. Understand the statutory bodies and ethics of advertising and PR.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 304</b>	<b>Advertising and Public Relations</b>	<p><b>CO64:</b> Students would learn development and basic concepts of advertising.</p> <p><b>CO65:</b> Students would learn about the role and importance of advertising in media.</p> <p><b>CO66:</b> Learner would know about the advertising industry and its functioning.</p> <p><b>CO67:</b> Students would gain knowledge about the tools of public relations.</p> <p><b>CO68:</b> Students would gain knowledge about the basic ethics and laws of public relations and advertising.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit I**

**15 hrs**

- Introduction to Advertising: Definition, Elements of Advertising,
- Importance and Functions of Advertising,
- Objectives of Advertising;
- Advertising Theories and Models-AIDA model, DAGMAR Model , Maslow's Hierarchy Model;
- Communication theories applied to advertising.



**Unit II****10 hrs**

- Types of Advertising-Basis of Advertising
- Segmentation; Positioning and Targeting;
- Media selection; Planning; Scheduling.

**Unit III****15hrs**

- Advertising agency –Structure; Department; types and their Functions;
- Advertising Budget;
- Campaign Planning; Creation and Production;
- Ethical & Regulatory Aspects of Advertising- Apex Bodies in Advertising-AAAI, ASCI and their codes.

**Unit IV****10 hrs**

- Introduction & Concept of Public Relations, Growth and development of Public Relations and practices;
- Role and Functions of PR;
- Tools of Public relations;
- PR in govt. and Private Sectors. Departments of I & B Ministry

**Unit V****10 hrs**

- PR-Publics.
- PR Campaign-planning, execution, evaluation;
- Role of PR in crisis management;
- Ethical issues in PR-Apex bodies in PR- IPRA code - PRSI,PRCI.

**BOOKS RECOMMENDED**

- Advertising, Ahuja( 2011) ; Chhabra, Surjeet Publications,New Delhi
- Advertising (1994), Frank Jefkins,Macmillian India Ltd.
- Advertising at a Glance (2012), Manukonda,Rabindranath,New Delhi : DPS Publishing House,
- Advertising Management (2012), Singh,New Delhi : Anmol Publications,
- Advertising Media and Sales Promotion (2017), T.K Jain. Madhvi Singh, Garima Publication,
- Advertising Media Planning: A Brand Management Approach (2004,2015), Larry D. Kelley, Donald W .Jugenheimer,; Delhi : Prentice Hall of India, New Delhi
- Advertising: Modern Methods (2010), R.K. Tailor; Aavishkar Publishers, Jaipur
- Advertising: Principles and Practice (2003), William Wells; John Burnett,Delhi : Pearson Education, India
- Advertising Promotion and Integrated Marketing Communications (2015), Sandra Moriarty, Terence A Shimp, , New Delhi : Cengage Publications
- Advertising Regulations (2003), S.S. Kaptan, Sarup& Sons Publication, New Delhi
- Advertising Research (2014), Dilip B. Joshi, Paradise Publishers, Jaipur
- Advertising & Sales Promotion (2001), S H H Kazmi, Satish K Batra,; Excel Books, New Delhi
- Public Opinion Making in India : An assessment of talk shows in Indian media (2016), Akanksha Shukla, ,Kanishka Publishers ,New Delhi
- Public Relations: An Emerging Specialised Profession:Text and Case Studies (2004) , Diwakar Sharma, Deep & Deep Publications, New Delhi
- Public Relation and Press (2015), Javed Shaikh, , Rajat Publications, New Delhi
- Public Relations in India (2011), J.V Vilanilam,,SAGE Publications, New Delhi
- Public Relations Management in Media and Journalism(2016), Jagdish Vachani, ,Kanishka Publishers, New Delhi
- Public Relations Principles,Cases and Problems (2004), Frazier H. Moore, Frank B. Kalupa, ,SurjeetPublication,New Delhi
- Public-interest Journalism : A Guide for Students (2014), Arvind Sivaramakrihnan, Orient BlackSwan,New Delhi

**Paper Code - CJMC 305**  
**Advertising and Public Relations (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the strategies involved in the process of advertising.
2. Understand the structure and working of an advertising agency.
3. Understand the concept of branding, and advertising research.
4. Understand the concept of public relations and difference from other forms of marketing and publicity.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 305</b>	<b>Practical- Advertising and Public Relations</b>	<p><b>CO69:</b>Students would learn development and basic concepts of advertising and.</p> <p><b>CO70:</b>Students would be able to know about role and importance of advertising in media.</p> <p><b>CO71:</b>Learner would know about the advertising industry and its functioning.</p> <p><b>CO72:</b> Students would gain knowledge about the tools of public relations and their usage .</p> <p><b>CO73:</b> Students would learn the basics of</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, producing ads for tv, radio, print and web, working on professional cameras still and video both</p>

		public relations writings.		
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## CONTENTS

### Unit I

**10 hrs**

- Designing and Developing Pamphlets, Brochures and Transit advertisement

### Unit II

**15 hrs**

- Designing and developing advertisement for Print Media: Newspaper, Magazine with Coral Draw and Photoshop.

### Unit III

**10 hrs**

- Writing Press Invite and News for workshops, conferences and other events. Assignment on crisis management (Power point and Oral Presentations)

### Unit IV

**10 hrs**

- Visiting & Observing the functioning of PR Agencies. Reviewing House Journals.

### Unit V

**15 hrs**

- Planning and designing PR campaign.

## BOOKS RECOMMENDED

- Advertising Media Planning: A Brand Management Approach (2004,2015), Larry D. Kelley, Donald W. Jugenheimer, Prentice Hall of India, New Delhi
- Advertising: Modern Methods (2010), R.K. Tailor; Aavishkar Publishers, Jaipur
- Advertising: Principles and Practice (2003), William Wells; John Burnett, Pearson Education, Delhi, India
- Advertising Promotion and Integrated Marketing Communications (2015), Sandra Moriarty, Terence A Shimp, Cengage Publications, New Delhi.
- Advertising & Public Relations (2013), Ahuja; Chhabra, Surjeet Publication, New Delhi,
- Public Relation and Press (2015), Javed Shaikh, Rajat Publications, New Delhi
- Public Relations in India (2011), J.V Vilanilam, SAGE Publications, New Delhi
- Public Relations Principles,Cases and Problems (2004), Frazier H. Moore, Frank B. Kalupa, Surjeet Publication, New Delhi

**Paper Code - GJMC 301  
Film Appreciation (Theory)**

**Credits:6**

**Maximum Marks:100**

**Contact Hrs/Week:6**

**Total Hrs:90**

## Course Objectives:

### This course will enable the students to -

1. Understand the art and language of Cinema.
2. Understand the basics of various types of cinema.
3. Understand the Auteur theory and critically analyze work of famous directors.

4. Understand the development of Hindi Cinema into Bollywood.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GJMC 301</b>	<b>Film Appreciation</b>	<p><b>CO74:</b> Students should learn about the technicalities of cinema.</p> <p><b>CO75:</b> Students would learn about the differences between story, PSOt, screenplay etc.</p> <p><b>CO76:</b> Students would gain knowledge about the Hollywood cinema including French, Italian.</p> <p><b>CO77:</b> Students would learn the theories behind the cinema and they will study about Satyajit Ray and his films.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, working on professional cameras still and video both, film reviewing</p>

**CONTENTS**

**Unit I**

**15 hrs**

- Language of Cinema I– Focus on visual Language: Shot, Scene, Mis-en-scene, Deep focus,
- Continuity Editing, Montage. Watching films and understanding the concepts practically.

**Unit II**

**15hrs**

- Language of Cinema II– Focus on Sound and Colour: Diegetic and Non Diegetic Sound; Off Screen Sound; Sync Sound;
- use of Colour as a stylistic Element; Difference between story, plot, screenplay.
- Watching relevant films.

**Unit III**

**20hrs**

- Film Form and Style; German Expressionism and Film Noir. Italian Neorealism; French New-Wave; Genre and the development of Classical Hollywood Cinema;
- Watching relevant films.

**Unit IV**

**20 hrs**

- Alternative Visions; Third Cinema and Non Fiction Cinema. Introduction to Feminist Film Theory
- Auteur- Film Authorship with a special focus on Satyajit Ray or Kurusawa; watching relevant films.

**Unit V**

**20 hrs**

- Hindi Cinema- Studio System, 1950s - Cinema and the Nation (Guru Dutt, Raj Kapoor, Mehboob); The Indian New-Wave;
- Globalisation and Indian Cinema, The multiplex Era, Film Culture; Watching relevant films

## BOOKS RECOMMENDED

- Beginning Film Studies (2010). Andrew Dix. Viva Books, New Delhi.
- How to Read a Film (2009). James Mopnaco. Oxford University Press. New York.
- Brave New Bollywood: In Conversation with Contemporary Hindi Filmmakers (2015). Nirmal Kumar. SAGE. New Delhi.
- Ideology of the Hindi Film: Historical Construction (1998). Madhava M Prasad. Oxford University Press. New York.
- A Fly In The Curry: Independent Documentary Film In India (2016). K.P. Jayasankar. SAGE, New Delhi.
- Cinema and Censorship-The Politics of Control in India (2009). Someshwar Bhowmik. Orient Black Swan Pvt. Ltd. Hyderabad.
- The Essential Mystery-Major Filmmakers of Indian Art Cinema (2009). John W. Hood. Orient Black Swan Pvt. Ltd.. Hyderabad.
- Bollywood Uncensored (2005). Derek Bose .Rupa Co. New Delhi.
- Our Film, Their Films (1976). Satyajit Ray. Orient Longman, Hyderabad.
- The Cinema of Bimal Roy- An Outsider Within (2017). Shoma A Chatterji. SAGE, New Delhi.
- The Open Frame Reader – Unreeling the Documentary (2006). Rupa Co. New Delhi in association with Public Service Broadcasting Trust (India).
- Behind the Scene – Contemporary Bollywood Directors and Their Cinema (2017). Edited by Aysha Iqbal Vishwa Mohan and Vimal Mohan John. SAGE, New Delhi.

### Screening:

- Rear Window by Alfred Hitchcock (Language of Cinema)
- Battleship Potempkin by Sergei Eisenstein (Language of Cinema)
- Man with a Movie Camera by Dziga Vertov
- Germany Year Zero directed by Roberto Rossellini (Italian Neo Realism)
- Metropolis by Fritz Lang/Double Indemnity by Billy Wilder (German Expressionism and Film Noir)
- Pather Panchaliby Satyajit Ray
- The hour of the Furnaces by Fernando Solanas
- Nishant by Shyam Benegal/Aakrosh by Govind Nihalani (Indian New wave)
- Pyaasaby Guru Dutt

**Paper Code - SJMC 301**  
**Practical: Photography**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:90**

### Course Objectives:

**This course will enable the students to -**

1. Understand the basics and techniques of digital photography.
2. Capture various types of photographs by understanding lighting techniques and rules of composition.
3. Understand the basics of photo editing software; Adobe Photoshop.

## Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>SJMC 301</b>	<b>Practical: Photography</b>	<p><b>CO78:</b> Students would be able to develop the knowledge of photography.</p> <p><b>CO79:</b> Learner would learn the concepts and importance of photography.</p> <p><b>CO80:</b> Students would be able to get in hands training on the SLR, DSLR cameras.</p> <p><b>CO81:</b> Students should learn about the basics of lighting.</p> <p><b>CO82:</b> Learners would equip with the editing softwares like photoshop and others.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, working on professional still cameras SLRS, DSLRS, outdoor photography, theme based photography</p>

## CONTENTS

### Unit I

**10 hrs**

- Introduction to Photography; Understanding the mechanisms of Photography;
- Types of photographic cameras and their structure (Pin-hole, SLR, TLR, D-SLR) Types of Lenses.

### Unit II

**10 hrs**

- Aperture (f-stop), Shutters; Light meters (Incident, reflected, Centre weighted, Spot & Metrics) and focus and depth of field.

### Unit III

**15 hrs**

- Understanding Light and Shadow; Natural light and Artificial Light; The Nature of Light- Direct Light, Soft light, Hard light, Directional Light;
- Shadow and Silhouettes;
- Lighting equipment (Soft boxes, umbrellas, fresnels, Skimmers, reflectors, etc);

### Unit IV

**10 hrs**

- Three Point Lighting,
- Technique and Metering for Light, Filters and Use of a Flash Unit.
- Digital Photography Sensor Sizes (CCD, CMOS),
- Formats and Storage;

### Unit V

**15 hrs**

- Basics of Photoshop; Adobe Photoshop Introduction to Editing and Digital Manipulation;
- Brightness, Contrast, Mid tones, Highlights, Colour tones.

**BOOKS RECOMMENDED**

- Beginner's Photography Guide (2013). DK, New Delhi.
- Photojournalism(2011). Bhanu Pratap Singh, Anmol Publications Pvt. Ltd., New Delhi.
- Digital and Classic Photography (2009). Steve Luck & John Freeman, Lorenz Books, Leicestershire.
- Digital Photography – An Introduction (2012). Tomany, Dorling Kindersley Limited., London.
- Print Media and Photo Journalism (2010). Monika Singh, Centrum Press. New Delhi.
- New Introductory Photography Course (2004). Beazley, Mitchell, Octopus Publishing Group Ltd., London.
- The Book of Colour Photography: The Complete Guide to taking Colour Picture. Bailey, Adrian, Ebury Press, London.

**Paper Code - CJMC 401**  
**Introduction to New Media(Theory)**

**Credits:4****Maximum Marks:100****Contact Hrs/Week:4****Total Hrs:60****Course Objectives:****This course will enable the students to –**

1. Understand the concept and tools of digital and social.
2. Understand cyber ethics and its implications.
3. Understand the risks and challenges of digital media.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 401</b>	<b>Introduction to New Media</b>	<p><b>CO83:</b>Students would gain understanding of the concepts of digital and social media.</p> <p><b>CO84:</b>Students would be able to utilize digital social media tools for different developmental activities.</p> <p><b>CO85:</b>Students would be able to gain understanding of cyber ethics.</p> <p><b>CO86:</b> Students will comprehend the</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

		functionalities of social media.  <b>CO87:</b> Students would be able to know about the risks and challenges of digital media world.		
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## CONTENTS

### Unit I

**10 hrs**

- New Media: Definition, Characteristics;
- Role of new media in Creating Information society,
- Computer mediated-Communication (CMC);
- Networked Society.

### Unit II

**15hrs**

- Internet and its Beginnings,
- Remediation and New Media technologies;
- Online Communities;
- User Generated Content and Web 2.0;
- Networked Journalism,
- Alternative Journalism;
- Social Media in Context, Activism and New Media.

### Unit III

**15hrs**

- Digital Divide,
- Digitization of Media and its effects on mediaAuthorship and what it means in a digital age,
- Piracy, Copyright, Copyleft and
- Open source;
- Digital archives;.

### Unit IV

**10hrs**

- Internet Journalism, Developing news stories for Internet, Structure and characteristics of Internet news stories,
- Overview of Web Writing: Linear and Non-linear writing ;
- Contextualized Journalism;
- Writing Techniques, Linking, Multimedia.

### Unit V

**10hrs**

- Blogging, types of blogs;
- Brief history of Websites: Definition, Characteristics and types of websites;
- Concept of Citizen Journalism;
- Online Journalism.

## BOOKS RECOMMENDED

- Communication Media and Information Technology (2005). Goel Commonwealth Publishers. New Delhi.
- Web Advertising and Online Marketing: Technology and Strategies of E- Marketing (2004). P.P Singh, Sandhir Sharma. Deep & Deep Publication. New Delhi.
- Cyber Media Journalism: Emerging technologies (2003). Jagdish Chakravarthy. Authorpress. Delhi.
- New Media: Theories and Practices of Digitextuality (2003). Anna Everett. Routledge. UK.
- Handbook of Online Journalism (2010). Swati Chauhan, Kanishka Publishers, Delhi.
- Information Technology in Journalism (2002).Om Gupta. Kanishka Publishers. Delhi.



- New Media Development and Globalization (2013). Don Malden Slater, Polity Press. UK
- New media development & globalization (2013). Don. Malden Slater, Polity Press, UK.
- Digital Broadcasting Journalism (2003). J.K. Sharma, Authorspress, Delhi.
- Elements of Internet and Online Journalism (2015). Naveen Chandra Pant Kanishka Publishers, NewDelhi
- Emerging Trends in Journalism (1999). Rahul Mudgal, Sarup& Sons, Delhi.
- Techniques of Feature Writing and Mass Communication (2014). Neha Arora Random Publications, New Delhi.
- Writing for the Internet (2002).Jane Dorner, Unistar Books Pvt. Ltd, Punjab.
- Writing for the Media (2010).Usha Raman, Oxford University Press,Jaipur.

**Paper Code - CJMC 402**  
**Introduction to New Media (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept and tools of digital and social media
2. Understand the concepts of developing websites, blogs using softwares like Dreamweaver, Wordpressetc
3. Understand the difference in writing skills for print, electronic and digital medium

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 402</b>	<b>Practical- Introduction to New Media</b>	<p><b>CO88:</b> Students would learn about the development of websites- preparing rough layout for website and blog.</p> <p><b>CO89:</b> Learners would be able to write and develop the blogs.</p> <p><b>CO90:</b> Students would be able to differentiate between print, web and electronic media.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, writing and developing blogs.

**CONTENTS**

- Unit I** **10hrs**
- Study the differences between print, web and electronic media in terms of writing, layout and presentation techniques.

- Unit II** **10hrs**
- Selecting the theme of the website; Web Space, Domain Name and Registration

- Unit III** **10hrs**
- Preparing Rough Layout for website and blog

- Unit IV** **15hrs**
- Developing a page on Dreamweaver (text formation, pictures, color combinations, style sheet, hyper linking, Interlinking, Navigation)

- Unit V** **15hrs**
- Designing a blog (writing articles, features, News, stories, poems, Photographs and videos for a blog)

**BOOKS RECOMMENDED**

- Writing for the Internet (2002). Jane Dorner, Unistar Books Pvt. Ltd, Punjab.
- Digital Broadcasting Journalism (2003). J.K. Sharma, Authorspress, Delhi.
- Information Technology in Journalism (2002). Om Gupta, Kanishka Publishers, Delhi.
- Writing for the Media (2010). Usha Raman, Oxford University Press, Jaipur.
- Cyber Media Journalism: Emerging technologies (2003). Jagdish Chajravarthy, Authorpress. Delhi.
- Online Journalism: A basic text (2006). Tapas Ray, Foundation Books Pvt. Ltd., New Delhi.
- Journalism Online (2007). Mike Ward, Focal Press, Woburn, M. A.

**Paper Code - CJMC 403**  
**Development Communication (Theory)**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:90**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept, types and models of development.
2. Understand the basics various programmes and policies of development run by government at state and center level.
3. Understand the role of media in development of a nation.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 403</b>	<b>Development Communication</b>	<b>CO91:</b> Students would learn the concepts meaning	<b>Approach teaching:</b> in	Class test, Semester end examinations, Quiz, Solving

	<p>and model shop the development.</p> <p><b>C092:</b> Students would be able to understand the problems and hurdles in development communication.</p> <p><b>C093:</b> Learner would understand the working of government and administration in development.</p> <p><b>C094:</b> Students would know different programmes and policies of the development.</p> <p><b>C095:</b> Learner would know the rural India and its problems he also will understands the communication gap.</p>	<p>Interactive Lectures, Discussion, Tutorials, Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	<p>problems in tutorials, Assignments, Presentation, Individual and group projects</p>
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## CONTENTS

### Unit I

10hrs

- Concept of Growth and Development,
- Measurement of development-PQLI and HDI,
- Nehruvian model,
- Gandhian models of development,
- UN millennium dev goals.

### Unit II

20hrs

- Development communication: Concept and approaches,
- Sustainable Development, Participatory Development and Inclusive Development,
- Development support comm. – definition, genesis, Wood's Triangle.

### Unit III

20 hrs

- Role of Print, farm radio, TV, and traditional media in development,
- Role of development agencies and NGOs in development communication,
- Cyber media and dev –e-governance, e-chaupal, national knowledge network.

### Unit IV

20 hrs

- Development Journalism and rural reporting:
- Information needs in rural areas;
- Use of traditional media for development in rural areas;
- Community newspapers

### Unit V

20hrs

- Critical appraisal of mainstream media's reportage on rural problems and issues;
- Panchayati Raj in India.

### BOOKS RECOMMENDED

- Communication and Development- Critical Perspective (2000), Rogers, Everett MSage, New Delhi.
- Communication and Development: The Challenge of the Twenty- first Century New Delhi (2000). Gupta, V.S., Concept Publishing Company, New Delhi.
- Communication Development in the New World Order: A critical Analysis (). Sinha, Dipankar, Kanishka Publishers, New Delhi.
- Communication and National Development (2002). Joshi P. C., Anamika Prakashan, New Delhi.
- Communication for Development: Theory and Practice for empowerment and Social Justice (2015). Melkote, Srinivas R; Steeves, H. Leslie, SAGE Publications, Delhi.
- Communication Media and Development (2012). Bala, Madhu, Nirmal Book Agency, Kurukshetra.
- Communication Research for Development: The ISRO Experience (1986). Agrawal, Binod C; Joshi, S.R.; Sinha, Arbind, Concept Publishing Company, New Delhi
- Development Communication and Information Economics in the New Millennium (2003). Sondhi, Krishan, B.R. Publishing Corporation, Delhi
- Development Journalism, What Next? (2007). D V R Murthy, Kanishka Publication, New Delhi.
- What Do We Mean By Development: An Article by Nora C Quebral in International Development Review, Feb, 1973, P-25

### Paper Code - CJMC 404 Media Ethics and the Law (Theory)

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

#### Course Objectives:

**This course will enable the students to -**

1. Understand the various laws related to media prevailing in India.
2. Understand the media ethics and pressure on media.
3. Understand the role of media in society and their accountability.

#### Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 404</b>	<b>Media Ethics and the Law</b>	<b>CO96:</b> Students should develop understanding of our Indian Constitution.	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments,

		<p><b>CO97:</b> Students get awareness to legal aspects of the media and its values.</p> <p><b>CO98:</b> Learners have an overview of recent changes and future challenges of media regulation.</p> <p><b>CO99:</b> Students have understanding of media ethics.</p> <p><b>CO100:</b> Learners know how media laws and ethics empower media practitioners to perform their duties with commitment.</p>	<p>Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	<p>Presentation, Individual and group projects</p>
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## CONTENTS

### Unit-I

20hrs

- Freedom of speech and expression and limitations,
- Press Council of India, First and Second Press Commissions .
- Defamation- Libel and slander, Right to Privacy.

### Unit II

20hrs

- Right to Information.
- Broadcast Bill,
- NBA guidelines.
- Parliamentary Privileges,
- Censorship,
- Cinematograph Act.
- Sting Operations,
- IT Act 2000,
- Contempt of Court.

### Unit III

20hrs

- Advertisement & Women,
- Indecent representation of Women (Prohibition) Act, 1986,
- The Protection of Women Against Sexual Harassment at Work Place Act 2010
- Sec 67 of IT Act 2000 and 292 IPC.
- AAAI,ASCI

### Unit IV

10hrs

- Copyright Act,
- Working Journalist Act,
- Parliamentary Privileges,
- Indian Penal Code. Sec 67 of IT Act 2000 and 292 IPC.

### Unit V

20hrs

- Prasar Bharti Act,
- Right to Education,

- Democracy and Media,
- Media & Economic Pressures.
- Hate Speech.
- Drugs and Magic Remedies Act 1954.

## BOOKS RECOMMENDED

- Handbook of Journalism and Mass Communication (2001). VirBalaAggarwal, Concept Publications, New Delhi.
- Media Law and Ethics (2010). Neelambar, PHI Learning Private Limited, New Delhi.
- Media Ethics(2009). ParanjyogGuhaThakurta, Oxford University Press, New Delhi.
- Media Law and Ethics (2015). Ruchika Gupta. Rajat Publications, New Delhi.
- Media Laws and Indian Constitution (2005). S Kundra, Anmol Publications, New Delhi.
- Media Law and Ethics (2009). M Neelamalar. PHI Learning Private Limited, New Delhi.
- Media Content Freedom and Democracy (2014). AmbrishSaxena,Kanishka Publishers, New Delhi

### **Paper Code - GJMC 401 Documentary Production (Practical)**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:90**

#### Course Objectives:

#### This course will enable the students to -

1. Understand the art of writing script and news bulletin.
2. Understand the production process of a TV news bulletin and documentary.
3. Understand the work and requirements of an efficient news presenter.
4. Learn the basics and techniques video editing using softwares.
5. Understand- planning, writing scripts, presenting, anchoring, shooting with professional camera, producing news bulletins, documentary, short films, editing using softwares.

#### Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>GJMC 401</b>	<b>Practical: Documenta ry Production</b>	<b>CO101:</b> Students will be able to write scripts of documentaries. <b>CO102:</b> Students will be able to shoot for documentary using mobile phones, video cameras. <b>CO103:</b> Students will acquire skills and techniques of	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, handling professional cameras still and video both.

		documentary production.  <b>CO104:</b> Students will be able to do the offline editing using the softwares.	Seminar presentation, Giving tasks, Field practical	
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## CONTENTS

### Unit I 10 hrs

- Understanding the Documentary, Study for selecting subject of the documentary.
- Research and writing script.

### Unit II 10hrs

- Recce, Planning and Managing crew,
- Sound Recording, Voice Over.

### Unit III 15hrs

- Shooting Schedule, Shot Breakdown, & Call list,
- Production Team, Meetings, Checklist and Crowd Management and Shooting.

### Unit IV 20hrs

- Recording Bytes, Taking interviews and shooting

### Unit V 35 hrs

- Post Production Phase- Grammar of editing. Rough Cut,
- Transitions: Scenic Realism & Sound Effects and Visual Effects.
- Finalising the film, graphics and title adding.

## BOOKS RECOMMENDED

- How to Write Film ScreenPlays: Illustrations for Aspiring Screenplay Writers and Readers. Nirmal Kumar Chawdhary (2009). Kanishka Publishers, Distributers, New Delhi.
- The Art of MovieMaking: A Complete Handbook of Film Technology and Terminology (2012). V.P Dhar, YKing Books. Jaipur
- Filming reality: The Independent Documentary Movement in India (2015). Shoma A. Chatterji, SAGE, New Delhi.
- A Fly In The Curry: Independent Documentary Film In India (2016). K.P. Jayasankar, SAGE, New Delhi.
- The Open Frame Reader – Unreeling the Documentary (2006). Rupa Co. New Delhi in association with Public Service Broadcasting Trust (India).

## Screenings:

- Michael Moore: Roger and Me
- Nanook of the North by Robert J Flaherty
- Nightmail by Basil Wright
- Bombay Our Cty by AnandPatwardhan
- Black Audio Collective
- City of Photos by Nishtha Jain
- Films by PSBT



**Paper Code - SJMC 401**  
**Radio Programme Production (Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the evolution of Radio in India.
2. Understand various formats of Radio.
3. Understand the types and studio setup of Radio broadcasting.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>SJMC 401</b>	<b>Practical- Radio Programme Production</b>	<p><b>CO105:</b> Students will be able to cover events using mobile phones and right radio news stories.</p> <p><b>CO106:</b> Students can produce radio news bulletin.</p> <p><b>CO107:</b> Students will be able to interview, make radio promos and jingles.</p> <p><b>CO108:</b> Students will be able to apply radio production techniques.</p> <p><b>CO109:</b> Students will be able to undertake radio programme production in different formats.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, software learning, producing radio ads, jingles, talk shows, news bulletins, documentary.</p>

**CONTENTS**

**Unit I**

- Writing, recording, editing and mixing of Announcement and Talk.

**10 hrs**

**Unit 2**

- Writing, recording, editing and mixing of Interview and Discussion
- Studio- Types and functions, acoustics, input and output chain.

**10 hrs**

**Unit 3****15 hrs**

- Writing, recording, editing and mixing of Feature/ Documentary.
- Creative use of Sound; Listening, Recording, using archived sounds, (execution, requisite, challenges)

**Unit 4****10 hrs**

- Writing, recording, editing and mixing of Music shows Editing, Creative use of Sound Editing.

**Unit 5****15 hrs**

- Writing, recording, editing and mixing of Drama/ Advertisement- Spot or Jingle

**BOOKS RECOMMENDED**

- Handbook of Television and Radio Broadcasting (2009). VedPrakesh Gandhi. Kanishka Publishers, Distributers, New Delhi.
- Radio Production (2005). McLeish. Focal Press, Burlington, USA.
- Radio Broadcasting: A Reader's Guide (2012). Parameswaran. Authers Press, New Delhi.
- Radio in New Avtar AM to FM (2011). AmbrishSaxena. Kanishka Publishers, Distributers, New Delhi
- Writing and Producing Radio Dramas (2015). Esta de Fossard&JhnRiber. Sage, New Delhi.
- Radio Advertising- A Guide to Creating, Voicing and Producing Great Radio Commercials (2004). Alan Barzman. Unistar Books Pvt. Ltd., Chandigarh.

**Paper Code - CJMC 501**  
**Communication Research and Methods (Theory)**

**Credits:4****Maximum Marks:100****Contact Hrs/Week:4****Total Hrs:60****Course Objectives:****This course will enable the students to -**

1. Understand the basics and types of research.
2. Understand the basics of media and social science research.
3. Understand the interrelations between elements and application of SPSS software

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 501</b>	<b>Communication Research and Methods</b>	<b>CO110:</b> Students would learn the definitions and basic concepts of research, communication	<b>Approach in teaching:</b>  Interactive Lectures, Discussion,	Class test, Semester end examinations, Quiz, Solving problems in

		<p>research, media research and social research.</p> <p><b>CO111:</b> Students would know the difference between communication research, media research and social research.</p> <p><b>CO112:</b> Students would gain knowledge about the need, role importance, functions and ethics of research.</p> <p><b>CO113:</b> Students would learn the concept of each element of research and the interrelations between elements.</p> <p><b>CO114:</b> Students would learn the various types of research.</p>	<p>Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>tutorials, Assignments, Presentation, Individual and group projects</p>
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## CONTENTS

### Unit I

**10hrs**

- Introduction to Research Definition, Role, Function,
- Types, Scientific Approach,
- Role of theory in research,
- Steps of Research

### Unit II

**10hrs**

- Methods of Media Research;
- Qualitative- Quantitative Technique,
- Content Analysis, Survey Method;
- Observation Methods, Experimental Studies, Case Studies.

### Unit III

**15hrs**

- Sampling, Sampling Methods, Representativeness of the Samples, Sampling Error;
- Tools of data collection: Primary and Secondary data-Questionnaire, Focus Groups, Surveys, Online Polls, Published work.

### Unit IV

**15hrs**

- Research design;
- Methods of analysis and report writing;
- Data Analysis Techniques; Coding and Tabulation; Non-Statistical Methods (Descriptive and Historical);
- Working with Internet as a source; Writing Citations,

- Writing the research report;
- Bibliography

**Unit V**

**10hrs**

- Readership and Audience Surveys;
- Ethnographies, textual analysis, discourse analysis;
- Ethical perspectives of mass media research

**BOOKS RECOMMENDED**

- Media Research Methods (2011). Anderson James. Sage Publications, USA
- Media Research Methodology (2013). Arun Sharma. Maxford Books, India
- Media and Communication Research Methods (2016). Arthur Berger. Sage Publication, New Delhi
- Introducing Communication Research (2017). Donald Treadwell. Sage Publication, New Delhi
- Research Methods in Social Work (2008). David Royse. Thompson Learning INC, UK
- Research Methods for the Social Sciences (2007). Wellington. Continuum International Publishing Group, Singapore
- Social Research Methods (2004) .William Reader. Routledge, USA
- A Social Research Method (2012). Alan Bryman. Oxford University Press, New York
- Basic Research Methods: An entry to social science (2010). Gerard Guthrie. Sage Publication, USA
- Research Methods (2001). Ram Ahuja. Rawat Publication, New Delhi
- Elementary Statistics in Social Research (2006). Levin. Pearson Publication, New Delhi
- Research Methodology: Methods & Techniques (2009). C. R. Kothari. New Age International Publication, New Delhi

**Paper Code - CJMC 502  
Synopsis**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics and types of research.
2. Understand the basics of media and social science research.
3. Understand the interrelations between elements and application of SPSS software.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 502</b>	<b>Synopsis</b>	<b>CO115:</b> To give an exposure of research to candidates, dissertation	<b>Approach in teaching:</b>	Presentation, Report writing, Conducting

		<p>has been introduced in semester V.</p> <p><b>CO116:</b> Candidate is required to carry out minor research project on any topic of choice (preferably review article) under the supervision of an allotted guide or faculty.</p> <p><b>CO117:</b>The students will also have an option to carry out project in Media House/Industry during semester break and submit the final project report along with the certificate from the authorized signatory of the Media House/Industry to the department for evaluation.</p>	<p>Interactive Lectures, Discussion, Tutorials, Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	<p>Research, Synopsis</p> <p>Writing</p>
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### BOOKS RECOMMENDED

- Media Research Methods (2011). Anderson James. Sage Publications, USA
- Media Research Methodology (2013). Arun Sharma. Maxford Books, India
- Media and Communication Research Methods (2016). Arthur Berger. Sage Publication, New Delhi
- Introducing Communication Research (2017). Donald Treadwell. Sage Publication, New Delhi
- Research Methods in Social Work (2008). David Royse. Thompson Learning INC, UK
- Research Methods for the Social Sciences (2007). Wellington. Continuum International Publishing Group, Singapore
- Social Research Methods (2004) .William Reader. Routledge, USA
- A Social Research Method (2012). Alan Bryman. Oxford University Press, New York
- Basic Research Methods: An entry to social science (2010). Gerard Guthrie. Sage Publication, USA
- Research Methods (2001). Ram Ahuja. Rawat Publication, New Delhi
- Elementary Statistics in Social Research (2006). Levin. Pearson Publication, New Delhi
- Research Methodology: Methods & Techniques (2009). C. R. Kothari. New Age International Publication, New Delhi

**Paper Code - CJMC 503**  
**Advanced Broadcast Media(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics of television programmes.
2. Understand various formats of TV and Radio transmission.
3. Understand the process of TV production and video editing techniques

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 503</b>	<b>Advanced Broadcast Media</b>	<p><b>CO118:</b> Students will be able to understand the working pattern of electronic media platform.</p> <p><b>CO119:</b> Students will be able to familiarize the students with the basic techniques of broadcasting.</p> <p><b>CO120:</b> Students will be able to have understanding of electronic media content creation.</p> <p><b>CO121:</b> Students will be having the knowledge of script writing.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**

**Unit I****10 hrs**

- Video and Broadcast Technology—Analogue and Digital technology, frame and field, scanning process, Interlaced and Progressive scanning,
- Composite video signal, Component video signal, Resolution, Aspect ratio. CCU, Colour bars, Vectorscope, Waveform monitor,
- Broadcast standards-- NTSC, PAL, SECAM and HDTV, Telecine.

**Unit II****10 hrs**

- Transmission technologies—Terrestrial transmission; Satellite and Cable broadcasting; Up linking and Down linking,
- Conditional Access System, DTH; IPTV.

**Unit III****15 hrs**

- Production Personnels and their Role and responsibilities in Radio and Television production
- Motion picture production- Three Phases, preparation of budget for various types of Radio and Television Programmes,
- Preparation of script break-down - artiste, location/setting-preparation of shooting schedule.

**Unit IV****15 hrs**

- Introduction to lighting: Why do we need to light, mandatory light, creative light, Characteristics of light: Quality, quantity, colour temperature, three point lighting, Natural Lighting: Sunlight and the realities, cyclorama, Soft and hard light sources.

**Unit V****10 hrs**

- Linear and Non-linear Editing, On-line and off-line editing, in cam edit. Principles of editing- Matching actions, Continuity, Matching Tone, Cut in , Cut away, Jump cut, compression and expansion of time, Cross cutting, Circular and Non-Linear cutting, Axial cut.

**BOOKS RECOMMENDED**

- Handbook of Television Production (2006). ZettlWadsWorth, New Delhi.
- Visual Journalism: A Guide for News Media Professionals (2016). Sudhanshu Digar. Random Publications, New Delhi.
- Writing for Television (2004). Gerald Kelsey. Unistar Books Pvt. Ltd., Chandigarh
- The Right Way to Use a Camera(1974). Laurence Mallory.Rupa Co., Calcutta
- How to Write Film Screenplays: Illustrations for AspiringScreenplay Writers and Readers (2009).Nirmal Kumar Chawdhary .Kanishka Publishers, Distributers, New Delhi.
- The Art of MovieMaking: A Complete Handbook of Film Technology and Terminology (2012). V.P Dhar.YKing Books, Jaipur
- Filming reality: The Independent Documentary Movement in India (2015).Shoma A. Chatterji, SAGE, New Delhi.
- Digital Broadcasting Journalism, (2003). J.K. Sharma.AuthorsPress, Delhi.
- Digital Newsroom (2005).BalakrishnanAjyer.Authors Press, Delhi.

**Paper Code - CJMC 504**  
**Advanced Broadcast Media(Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics of writing for various formats of television programmes.
2. Use both mobile and professional video camera for shooting visuals.
3. Understand the process of TV production and video editing techniques.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 504</b>	<b>Practical - Advanced Broadcast Media</b>	<p><b>CO122:</b> Students will be able to understand the working pattern of electronic media platform.</p> <p><b>CO123:</b> Students will be able to familiarize the students with the basic techniques of broadcasting.</p> <p><b>CO124:</b> Students will be able to have understanding of electronic media content creation.</p> <p><b>CO125:</b> Students will be having the knowledge of script writing.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, writing scripts, producing talk shows, news bulletin, tv discussion and learning editing softwares</p>

**CONTENTS**

**Unit I**

**10hrs**

- Preparing Talk Show, Content development for talk show, Camera, Setup, Lighting and Shooting.

**Unit II**

**10hrs**

- TV News Bulletin- Coverage of events .Recording PTC. Developing Run down Sheet. Script Writing for anchoring .

**Unit III**

**15 hrs**



- Chroma keying, Lighting, Setup and Shooting. Editing. Preparing a Package.

#### Unit IV

**10hrs**

- Preparing TV Discussion, Content development for discussion, Multi camera setup and shooting, online Editing

#### Unit V

**15 hrs**

- Editing and packaging of Talk and Discussions.

### BOOKS RECOMMENDED

- Handbook of Television and Radio Broadcasting (2009). VedPrakesh Gandhi. Kanishka Publishers, Distributors, New Delhi.
- Film Television and Radio Production: Elements Dimensions and Trends (2008). Angela Wadia, Kanishka Publishers, Distributors, New Delhi.
- Handbook of Television Production (2006). Zettl. WadsWorth, New Delhi.
- How to Write Film Screenplays: Illustrations for Aspiring Screenplay Writers and Readers (2009). Nirmal Kumar Chawdhary. Kanishka Publishers, Distributors, New Delhi.
- The Art of Movie Making: A Complete Handbook of Film Technology and Terminology (2012). V.P Dhar. Y King Books. Jaipur
- Filming reality: The Independent Documentary Movement in India (2015). Shoma A. Chatterji. SAGE, New Delhi.
- Digital Broadcasting Journalism (2003). J.K. Sharma, Authors Press, Delhi.
- Digital Newsroom (2005). Balakrishan Ayer. Authors Press, Delhi.

### Paper Code - DJMC 501(A) Media Management (Theory)

**Credits:6**

**Maximum Marks:100**

**Contact Hrs/Week:6**

**Total Hrs:60**

#### Course Objectives:

#### This course will enable the students to -

1. Understand the structure and management of media houses.
2. Understand the process and challenges of launching a new media venture.
3. Understand new trends of media industry.

#### Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
DJMC 501(A)	Media Management	<b>CO126:</b> Students would have an idea about the basic management strategies of print and	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments,

		<p>electronic media industries.</p> <p><b>CO127:</b> Students will have a knowhow of challenges of launching media ventures.</p> <p><b>CO128:</b> Students will be able to know about the problems of small and low budget newspapers.</p> <p><b>CO129:</b> Students would be able to know as how media is turning into an industry.</p>	<p>assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Presentation, Individual and group projects</p>
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## CONTENTS

### Unit I

**10 hrs**

- Media Management: Concept and Perspective: Concept, origin and growth of Media Management
- Fundamentals of management.
- Management School of Thought

### Unit II

**20 hrs**

- Media Industry: Issues & Challenges
- Market Forces: performance evaluation (BARC and HITS) and Market shifts.
- Monopoly & Cross Ownership patterns.

### Unit III

**20 hrs**

- Media Organizations in India.
- Role responsibilities & Hierarchy Workflow & Need of Management.
- Shift Patterns,
- Circulation & Readership.

### Unit IV

**20 hrs**

- Media Economics,
- Strategic Management and Marketing.
- Budgeting, Financial management, and personnel Management,
- Media & Market forces.

### Unit V

**20 hrs**

- Case Studies: Visionary Leadership- Media Entrepreneurs, Qualities and Functions of media managers.
- Indian and International Media Giants- Case Studies

## BOOKS RECOMMENDED

- A Textbook of Media Management (2011). MukulSahay. Wisdom Publications, Delhi

- Communication Journalism and Media Management (2010) Navin Chandra Kanishka Publishers and Distributors, Delhi.
- Emerging Trends in Journalism (1999). Rahul. Mudgal, Sarup& Sons, Delhi
- Media and Society: Challenges and Opportunities (2002). VirBala. Aggarwal. Concept Publishing Company. New Delhi.
- Media Economics: Understanding Markets, Industries and Concepts (2003). Alan B. Albarran. Surjeet Publications, New Delhi
- Modern Journalism: Issues and Challenges (2005). Swati Chauhan, Kanishka Publishers, New Delhi.
- News Media Management (2010). P. K. Ravindranath. Authorspress, Delhi
- Newspaper Management In India (1995). Gulab Kothari. Rajasthan Patrika Pvt. Limited. Jaipur

**Paper Code - DJMC 501(B)**  
**Multi Media Journalism (Theory)**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics and various types of multi-media.
2. Understand the process and challenges of news reporting for multimedia (print, electronic and digital).
3. Capture photographs for multimedia.
4. Understand the process and challenges of mobile journalism.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>DJMC 501B</b>	<b>Multi Media Journalism</b>	<p><b>CO130:</b>Students will be able to get knowledge about the basics of multimedia reporting and the importance of audio, video and photo while developing a portfolio.</p> <p><b>CO131:</b> Students will learn about news writing for web, developing content for web.</p> <p><b>CO132:</b> Students will be able to know about</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

		<p>the basic of photography, rule of thirds and the increasing importance of photo journalism.</p> <p><b>CO133:</b> Students will learn about the latest technology mobile journalism and the techniques of marketing websites.</p>	<p>presentation, Giving tasks, Field practical</p>	
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## CONTENTS

### Unit I

**20hrs**

- Multimedia and interactivity, Basics of multimedia reporting, importance of audio, photo and video production, developing a portfolio – print and online,
- Legal and ethical issues and diversity in the media

### Unit II

**20hrs**

- Multi-platform communications, Paraphrases, quotes and attribution in media writing,
- Leads and Nut Graphs,
- News Writing for Web, Content Development,
- Sources and Online Research, Story Organization,
- Interviewing Techniques.

### Unit III

**15hrs**

- Basics of Photography, Rule of thirds, focal point, Composition.
- Dynamic content and visual medium.
- Increasing importance of photojournalism.
- Visual Design

### Unit IV

**15 hrs**

- Storytelling with audio recording- natural sound, bytes, editing & use of sound,
- Storytelling with video, broadcasting/ webcasting: Collecting content, structuring story, video editing.

### Unit V

**20 hrs**

- Mobile journalism, Screen sizes & responsive web, Information multimedia and web architecture, Marketing websites, corporate websites, web feature stories, key points for web interactive narrative, interactive users vs linear narratives, elements of an interactive writer.

## BOOKS RECOMMENDED

- The Future of Multimedia and Mass Media (2013).MaltiSharma.SarupBookPublishers Pvt. Ltd.,New Delhi.
- Mass Communication Animation and Multimedia: Tools and Techniques (2015).Ved Prakash Gandhi, Kanishka Publishers,New Delhi.
- Multimedia and Political Power. (2013).MaltiSharma,Sarup Book Publishers Pvt. Ltd, New Delhi.
- Multimedia Communication and Journalism Research (2012).Guha. Kanishka Publishers and Distributors, New Delhi.
- The Future of Multimedia and Mass Media (2013).MaltiSharma.Sarup Books. Publishers Pvt. Ltd., New Delhi.
- Photography for Beginners: Essentials You must Know (2014). R Jairek, Maxico.

- Reporting and Editing in Journalism Sharma (2011).Pathak. Deep & Deep Publications, New Delhi.
- Communication Media and Information Technology (2002).Goel Common Publishers, New Delhi.

**Paper Code - DJMC 502(A)**  
**Print Journalism and Production (Practical)**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics of hard and soft news writing.
2. Understand the making of dummy, aesthetics of designing and printing.
3. Understand the usage and various features of print design and editing softwares.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>DJMC 502 A</b>	<b>Print Journalism and Production</b>	<p><b>CO134:</b> Students would be able to understand the working pattern of various print media platform.</p> <p><b>CO135:</b> Students would be able to familiarize themselves with the basics of writing of print media.</p> <p><b>CO136:</b> Students would be able to create understanding of various print media content.</p> <p><b>CO137:</b> Students would be able to develop the knowledge of news agency.</p> <p><b>CO138:</b> Students would be able to inculcate the knowledge of book editing.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, writing news, articles, features, producing newspaper and magazine, learning page designing softwares</p>

## CONTENTS

<b>Unit I</b>		<b>15hrs</b>
• Writing for Newspaper, News Writing and Opinion Writing.		
<b>Unit II</b>		<b>15hrs</b>
• Writing for Magazine-Articles, Features, and Reviews.		
<b>Unit III</b>		<b>20hrs</b>
• Production of Newspaper and Magazine		
• Understanding Principles of Layout and Design		
• Design process, Page make-up		
<b>Unit IV</b>		<b>20hrs</b>
• Designing newspaper using Quark Express and Adobe In Design		
<b>Unit V</b>		<b>20hrs</b>
• Designing magazine using Corel Draw and Adobe Photoshop		

## BOOKS RECOMMENDED

- Here is the News! Reporting for Media (2010). RangaswamiParthasarthy. Sterling Publishers Ltd.
- Journalism Reporting (2005). Seema Sharma. Anmol Publications. New Delhi.
- News Coverage Reporting and Editing (2010). Shymali Bhattacharjee. Kanishka Publishers. New Delhi.
- News Reporting Presentation and Style: Principles and Practices (2009). SuhasChkravorthy, Kanishka Publishers. New Delhi.
- Newspaper Feature Writing (2006). Len Granato. Anmol Publications. New Delhi.

**Paper Code - DJMC 502(B)**  
**Practical: Film Studies and Production**

**Credits:6**

**Maximum Marks:100**

**Contact Hrs/Week:6**

**Total Hrs:60**

## Course Objectives:

### This course will enable the students to -

1. Understand the art and language of Cinema.
2. Understand the basics of various types of cinema.
3. Develop skills to produce short film while writing script, shooting and editing the film.

## Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning teaching strategies	and Assessment Strategies
Paper Code	Paper Title			

<b>DJMC 502 B</b>	<b>Practical: Film Studies and Production</b>	CO139: Students will able to learn about cinema and its genres. <b>CO140:</b> Students will learn to write script and screenplay. <b>CO141:</b> Students will learn to organize set up for the production of films, lightning techniques, sound recording techniques and shooting. <b>CO142:</b> Students will work on the post production phase.	<b>Approach in teaching:</b>  Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration  <b>Learning activities for the students:</b>  Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, learning editing softwares, producing short films, documentaries
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## CONTENTS

### Unit I

**10 hrs**

- Understanding the Cinema and its genre,
- Study for selecting subject for the production of a short film.
- Research and writing script and screenplay.

### Unit II

**10 hrs**

- Recce, Planning and Managing crew,
- Sound Recording, Voice Over.

### Unit III

**15 hrs**

- Shooting Schedule, Shot Breakdown, & Call list, Production Team, Meetings, Checklist.

### Unit IV

**20 hrs**

- Setup, Lighting, Sound Recording and Shooting.

### Unit V

**35 hrs**

- Post Production Phase- Grammar of editing. Rough Cut, Transitions: Scenic Realism & Sound Effects and Visual Effects. Finalising the film, graphics and title adding.

## BOOKS RECOMMENDED

- How to Write Film ScreenPlays: Illustrations for AspiringScreenplay Writers and Readers (2009). Nirmal Kumar Chawdhary. Kanishka Publishers, Distributers, New Delhi.
- The Art of MovieMaking: A Complete Handbook of Film Technology and Terminology (2012). V.P Dhar.YKing Books, Jaipur
- Beginning Film Studies(2010). Andrew Dix. Viva Books, New Delhi.
- The Essential Mystery- Major Filmmakers of Indian Art Cinema (2009).John W. Hood. Orient Black Swan Pvt. Ltd, Hyderabad.
- Bollywood Uncensored (2005). Derek Bose. Rupa Co., New Delhi.
- The Open Frame Reader – Unreeling the Documentary (2006).Rupa Co. New Delhi in association with Public Service Broadcasting Trust (India).

- Behind the Scene – Contemporary Bollywood Directors and Their Cinema (2017). Edited by Aysha Iqbal VishwaMohan and Vimal Mohan John. SAGE, New Delhi.
- Filming Horror- Hindi Cinema, Ghost and Ideologies (2016). Meryl Ahmed Mubarki. SAGE, New Delhi.

**Paper Code - CJMC 601**  
**Advanced New Media(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept and tools of digital and social.
2. Understand cyber ethics and its implications.
3. Understand the risks and challenges of digital media

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 601</b>	<b>Advanced New Media</b>	<p><b>CO143:</b> Students will able to learn about the new media ecologies, elements of transmedia, gaming and story telling techniques.</p> <p><b>CO144:</b> Students will able to learn the new media practices, podcasting, social tv, video conferencing etc.</p> <p><b>CO145:</b> Students will learn about the internet governance and regulatory framework.</p> <p><b>CO146:</b> Students will learn about the cyber activism concept and scope of new media.</p> <p><b>CO147:</b> Students will equip themselves with the concept of digital democracy.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

**CONTENTS**



**Unit I****10 hrs**

- Understanding New Media Ecologies;
- Elements of Trans-media Narratives across multiple media platforms;
- Gaming and storytelling: Digital games, player cultures, online games and their impact;
- New media art.

**Unit II****15 hrs**

- The new media practitioners; New Media Practices: Satellite Radio, Online (Web), Podcasting, Mobile Content, Advertising,
- Integrating Social Media & UGC Content;
- Online broadcast technologies: webcasting, Social TV, Video conferencing, Skype.

**Unit III****15 hrs**

- Understanding Internet Governance & Regulatory Frameworks: Processes & Models;
- Issues & Stakeholders Institutions & Forums: -ICANN, ITU, ISOC, UN, WSIS, IGF, APRICOT 1L;
- Conflicts & discourses: Freedom of Speech & Expression & Cyber security; Online Databases, Surveillance & Cyber terror.

**Unit IV****10 hrs**

- Cyber activism – definition and concept;
- Scope of New Media in Socio-Economic Development;
- Barriers to New Media: Economy, Gender, Geography, Caste;
- Cyberspace and various applications (Education, Finance, Banking, Marketing, National Security);
- The Internet & the Public Sphere

**Unit V****10 hrs**

- Convergence Culture - social media and participatory media culture, digital fandom and online communities;
- Identity, Gender and new media- digital media and identities; new media campaigns. Digital Democracy.

**BOOKS RECOMMENDED**

- New Media Development and Globalization (2013). Slater Don. Malden: Polity Press, UK.
- Social Media(2015). Graham Meikle, Routledge and Kegan Ltd. UK.
- Social Media and Networking: Concepts, Trends and Dimensions (2012). Kanishka Publishers, Delhi.
- Communication Media and Information Technology (2005). Goel. Commonwealth Publishers, New Delhi.
- Web Advertising and Online Marketing: Technology and Strategies of E- Marketing (2004). P.P Singh; Sandhir Sharma. Deep & Deep Publication, New Delhi.
- Cyber Media Journalism: Emerging technologies (2003). Jagdish Chajravarthy. Authorpress, Delhi.
- New Media: Theories and Practices of Digitextuality(2003). Anna Everett. Routledge, UK.
- Encyclopaedia of Cyber laws (2011). Sujeet Kumar. ABD Publishers, Jaipur
- Handbook of Online Journalism (2010).Swati Chauhan, Kanishka Publishers, Delhi.
- Information Technology in Journalism (2002).Om Gupta, Kanishka Publishers, Delhi.

**Paper Code - CJMC 602**  
**Advanced New Media(Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Develop website using software like Dreamweaver, photoshop etc.
2. Understand the process of writing and developing blogs.
3. Understand the difference between writing for various media platforms.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 602</b>	<b>Practical Advanced New Media</b>	<p><b>CO148:</b> Students will be able to analyse news, features, articles and various media and a comparative study among them.</p> <p><b>CO149:</b> Students would gain understanding of the concepts of writing blogs</p> <p><b>CO150:</b> Students would be able to utilize digital social media tools for different purposes.</p> <p><b>CO151:</b> Students would be able to gain understanding of cyber ethics.</p> <p><b>CO152:</b>The students will be trained in developing professional website using softwares.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, research, developing websites using softwares, writing blogs</p>

**CONTENTS**

**Unit I**

**12 hrs**

- Analysis of News, features, articles in various media and make a comparative study

**Unit II**

**8 hrs**

- Making rough layout for blog, selecting the themes

**Unit III** **15 hrs**  
 • Designing and developing blog (Writing articles, features, poems, views)

**Unit IV** **10hrs**  
 • Making rough layout for website, selecting the themes, color combination

**Unit V** **15 hrs**  
 • Designing and Developing Website using Dream weaver (text formation, pictures, color combinations, style sheet, hyper linking, Interlinking, Navigation)

**BOOKS RECOMMENDED**

- Communication Media and Information Technology (2005). Goel. Commonwealth Publishers. New Delhi.
- Web Advertising and Online Marketing: Technology and Strategies of E- Marketing (2004). P.P Singh; Sandhir Sharma. Deep & Deep Publication. New Delhi.
- Cyber Media Journalism: Emerging technologies (2003). Jagdish Chakravarthy. Authorpress. Delhi.
- New Media: Theories and Practices of Digitextuality (2003). Anna Everett. Routledge, UK.
- Encyclopedia of Cyber laws (2011). Sujeet Kumar. ABD Publishers. Jaipur.

**Paper Code - CJMC 603**  
**Dissertation**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

This course will enable the students to -

1. Understand the process of a minor research.
2. Conduct and produce a minor research study.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>CJMC 603</b>	<b>Dissertation</b>	<p><b>CO153:</b> To give an exposure of research to candidates, dissertation has been introduced in semester VI.</p> <p><b>CO154:</b> Students will understand the knowhow of research process.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p>	<p>Presentation, Report writing, Conducting Research, Writing Research Report</p>

		<p><b>CO155:</b> Students will be acquainted with the research elements.</p> <p><b>CO156:</b> Students will understand the practical issues faced while conducting the research.</p>	<p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	
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**Paper Code - DJMC 601(A)**  
**Practical: Public Relation**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:90**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept of public relations and difference from other forms of marketing and publicity.
2. Understand the process and tools used for Public Relations.
3. Understand the ethics and laws related to Public Relations.
4. Develop the skills to produce house journal and organize press conference.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>DJMC 601(A)</b>	<b>Practical: Public Relation</b>	<p><b>CO157:</b> Students would know the difference between public relations and corporate communications, public relations and advertising, public relations and propaganda, public relations and publicity, propaganda and publicity.</p> <p><b>CO158:</b> Students would gain knowledge about the tools of public relations.</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Tutorials, Demonstration, Team teaching</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks.</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, Software learning, producing house journals, moot press conference</p>

		<p><b>CO159:</b> Students would learn the basics of public relations writings.</p> <p><b>CO160:</b> Students will prepare presentations on the role and functions of PR.</p> <p><b>CO161:</b> Students will produce a house journal and will organize a moot press conference.</p>		
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## CONTENTS

### Unit I 20 hrs

- Presenting slide shows on the Importance,
- Role and Functions of PR Assignments on the usage of tools of Public Relations.

### Unit II 20 hrs

- PR Campaign-planning, execution, evaluation.
- Presenting slide show on PR and Crisis Management.

### Unit III 20 hrs

- Publications –Developing Press Releases and detailed reports for variety of events.
- Preparing a House Journal.

### Unit IV 20 hrs

- Case studies (public and private ventures) Visiting PR Agencies.

### Unit V 10 hrs

- Organising a Moot Press Conference.

## BOOKS RECOMMENDED

- Public Relation and Press (2015). Javed Shaikh, Rajat Publications, New Delhi
- Public Relations in India (2011). J.V Vilanilam, SAGE Publications, New Delhi
- Public Relations Management in Media and Journalism(2016), Jagdish Vachani, Kanishka Publishers, New Delhi
- Public Relations Principles,Cases and Problems (2004). Frazier H. Moore, Frank B. Kalupa, Surjeet Publication,New Delhi
- Public-interest journalism: A guide for students (2014). Arvind Sivaramakrihnan, Orient BlackSwan,New Delhi

**Paper Code - DJMC 601(B)**  
**Practical: Advertising**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:90**

**Course Objectives:**

**This course will enable the students to –**

1. Understand the art of copy writing.
2. Develop the skill to produce advertisements for print, radio and TV.
3. Develop case study of one advertising campaign.

**Course Outcomes (COs):**

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>DJMC 601(B)</b>	<b>Practical: Advertising</b>	<p><b>CO162:</b> Students would learn development of advertising and basic concepts.</p> <p><b>CO163:</b> Students would be able to know about role and importance of advertising in media.</p> <p><b>CO164:</b> Learner will have the knowledge of self-employment.</p> <p><b>CO165:</b> Students would know about advertising agencies.</p> <p><b>CO166:</b> Learner would know about the advertising industry and its functioning.</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration, Action Research, Project, Field Trip</p> <p><b>Learning activities for the students:</b></p> <p>Field activities, Simulation, Presentation, Giving tasks</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects, Software learning, producing advertisements for different platforms</p>

**CONTENTS**

**Unit I**

**15 hrs**

- Developing a Brand: Meaning, Characteristics,
- Elements of Brands: Name, Logo, Tag Line;
- Branding Challenges and opportunities

- Unit II** **15hrs**
- Developing branding building strategies: Lining Strategy and Range strategy, Multi branding strategy, Mixed branding Strategy
- Unit III** **20 hrs**
- Developing Brand positioning and Values: Identifying and establishing Brand Positioning; Positioning Guidelines; Defining and Establishing Brand Values
- Unit IV** **25 hrs**
- Developing ad-campaign of the Brand in electronic medium- radio, television, online medium
- Unit V** **15hrs**
- Case study of Brands and power point presentation

### BOOKS RECOMMENDED

- Advertising Media Planning: A Brand Management Approach (2004, 2015). Larry D. Kelley, Donald W. Jugenheimer, Prentice Hall of India, New Delhi
- Advertising: Modern Methods (2010). R.K. Tailor; Aavishkar Publishers, Jaipur
- Advertising: Principles and Practice (2003), William Wells; John Burnett, Pearson Education, Delhi, India
- Advertising Promotion and Integrated Marketing Communications (2015). Sandra Moriarty, Terence A Shimp, Cengage Publications, New Delhi.
- Advertising & Public Relations (2013). Ahuja; Chhabra, Surjeet Publication, New Delhi,
- Advertising Regulations (2003). S.S. Kaptan, Sarup& Sons Publication, New Delhi
- Advertising Research (2014), Dilip B. Joshi, Paradise Publishers, Jaipur

**Paper Code - DJMC 602**  
**Global Media and Politics (Theory)**

**Credits:6**  
**Maximum Marks:100**  
**Contact Hrs/Week:6**  
**Total Hrs:90**

### Course Objectives:

### This course will enable the students to -

- Understand the development of various news agencies and international institutions related to communication.
- Develop understanding of various global conflicts.
- Understand the concept of popular media and embedded journalism.
- Understand various discourses of globalization.

### Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>DJMC 602</b>	<b>Global Media and Politics</b>	<b>CO167:</b> Students will learn about the media and international communication standards and the	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments,

		<p>different organizations associated with them.</p> <p><b>CO168:</b> Students will learn about the rise of the embedded journalism.</p> <p><b>CO169:</b> Learners will learn about the media hegemony and global cultures.</p> <p><b>CO170:</b> Students will get to know about the discourses of globalization and digital divide.</p>	<p>Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Presentation, Individual and group projects</p>
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## CONTENTS

### Unit 1

**20 hrs**

- Media and international communication: Communication Debates: NWICO, McBride Commission and UNESCO,
- The advent of popular media- a brief overview

### Unit II

**20 hrs**

- Media and super power rivalry;
- Unequal development and Third World concerns: North-South, Rich – Poor, CNN and Al Jazeera.

### Unit III

**20 hrs**

- Global Conflict and Global Media.
- Rise of embedded Journalism.

### Unit IV

**20 hrs**

- Media and Cultural Globalization; Cultural homogenization Cultural Imperialism, Media hegemony and Global cultures

### Unit V

**10 hrs**

- Discourses of Globalization: barrier-free economy, multinationals, Technological developments; digital divide;
- Media conglomerates and monopolies in India.

## BOOKS RECOMMENDED

- AL- Jazeera: The story of the network that is rattling governments and redefining Modern Journalism (2007). Adel Iskandar, Viva Books Private Limited, New Delhi.
- Global Journalism: Topical Issues and Media Systems (2011). Arnold S Beer, PHI Learning Private Ltd. New Delhi.
- Mass Media and Communication in Global Scenario (2013). Kalpaz Publications, Delhi.
- Mass Media and Political Perceptions (2004). Narendra Nigam, Managal Deep Publications. Jaipur.
- Media Communication Culture: A Global Approach (2013). James Lull, Rawat Publications, Delhi.
- Global Journalism: Topical Issues and Media Systems (2011). Edited by D. Beer; Arnold S. Mersill, PHI Learning, New Delhi.



**DEPARTMENT OF ENGLISH**

**Programme- MA**

**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME OUTCOMES**

<b>PO1</b>	Students will develop substantial knowledge in their respective areas of specialization.
<b>PO2</b>	Students will acquire analytical skills in understanding and explicating data and recognizing value conflicts in various issues.
<b>PO3</b>	Students will be able to engage in research projects and will attain proficiency in research report writing.
<b>PO4</b>	Students will acquire the skills necessary to apply the attained knowledge in appropriate work settings.
<b>PO5</b>	Students will be prepared for responsible informed citizenship through the development of ethical decision making skills.
<b>PO6</b>	Students will be able to to examine ideas and theories against existing conventions while dealing with questions of facts and values.
<b>PO7</b>	Students will be able to develop values and attitudes to be the agents of social change.
<b>PO8</b>	Students will be able to acquire decisive and influential skills and will also be able to use them strategically.
<b>PO9</b>	Students will acquire the cognitive and technical skills to critically assess and evaluate current issues with reference to international and domestic standards.

## PROGRAMME SPECIFIC OUTCOMES

Upon post graduation, the students will be able to:

<b>PSO1</b>	Be conversant with the modern grammatical structures and the technical aspects of language; the concepts of literary research; and, the application of research-based activity, viz. reading, evaluating sources, and developing an argument
<b>PSO2</b>	Gain an insight into literary forms and elements and identify the use of language-patterns to sensitize themselves to the requirements of cohesion and coherence
<b>PSO3</b>	Have a firm grip over the literary ages beginning from the fourteenth century to the twentieth, as also the contemporary times, the representative authors and their individual style, besides the evolution of literary forms and movements amidst the larger socio-political, historical, ethnic, class-based, sexual, gendered and religious contexts of the time
<b>PSO4</b>	DePOy a range of critical terms and theoretical concepts integral to literary studies; understand the history of literary criticism; critically engage with literary critics and theorists for enhancing the reading of literary works, as well as consider the relevance of textual application of critical theories in literature
<b>PSO5</b>	Respond to the various literary voices from the twentieth century as well as comprehend contemporary reactions to traditional literary and cultural structures and concepts in British Literature
<b>PO6</b>	Gain an understanding of the study of poetical and dramatic works as also fictional and prose-writings, in relation to the historical and cultural contexts of American Literature
<b>PSO7</b>	Reflect on how postcolonial literature reflects on the legacies of colonialism, by navigating the complex maze of the condition of postcoloniality and interrogating the presence of colonial histories and the structures of domination, in a postcolonial age
<b>PSO8</b>	Understand the relationship between aesthetic experimentation and social change so as to examine and appreciate Modern Drama, especially with regard to contemporary works
<b>PSO9</b>	Comprehend such issues concerning Indian Writing in English as the representation of history and polity; nationhood and the (post)national; society and culture; self and identity; as well as, gender and cross-cultural transformations in literature
<b>PSO10</b>	Understand the literary history of Women's Writing and feminist criticism, and gain an insight into such writing as critical discourse including works by women writers drawn from across continents
<b>PSO11</b>	Gain a theoretical understanding of the components of language; acquire knowledge of linguistic theory and the core areas of language-analysis; and, gain a deeper understanding of the nuances of linguistic and grammatical structures of the English language

<b>PSO12</b>	Acquire a fuller understanding of research design and methodology to produce coherent and logically-argued written reports by making critical appraisals that reflect the ability to assess ideas and themes in the original texts, using secondary sources
<b>PSO13</b>	Identify the theoretical frameworks, to be applied to a chosen area of study, for drafting a research problem and developing a research proposal; acquire critical thinking skills and work within the chosen theoretical framework - in literary research - to organize and deliver an engaging research-based work (viz. Dissertation)
<b>PSO14</b>	Apply knowledge to create awareness and sensitize themselves to issues related to the basic values of empathy vis-a vis the essential human condition
<b>PSO15</b>	Recognize employability options in the programme, as part of skill-development, for careers in academics, content-writing and editing, translation, literary journalism, publishing, etc.

**COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)**

Course	COs	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ENG 121	C01	X														X
	C02	X														X
ENG 122	C03		X												X	X
	C04		X												X	X
	C05					X									X	X
ENG 123	C06		X												X	X
	C07		X												X	X
ENG 124	C08		X												X	X
	C09		X												X	X
	C10		X												X	X
ENG 125	C011		X												X	X
	C012		X												X	X
ENG 126	C013													X		X
	C014													X		X
	C015													X		X
ENG 221	C016		X												X	X
	C017		X												X	X
	C018		X												X	X
ENG 222	C019			X											X	X
	C020			X											X	X
ENG 223	C021			X											X	X
	C022			X											X	X
	C023			X											X	X
ENG 224	C024			X											X	X
	C025			X											X	X
ENG 225	C026			X											X	X
	C027			X											X	X
	C028			X											X	X
ENG 226	C029													X		X
	C030											X				X
	C031											X				X
ENG 321	C032				X										X	X
	C033				X										X	X
	C034				X										X	X
ENG 322	C035					X									X	X
	C036					X									X	X
	C037					X									X	X
ENG 323 A	C038						X								X	X
	C039						X								X	X
	C040						X								X	X
ENG 323 B	C040							X							X	X
	C042							X							X	X
	C043							X							X	X
ENG 323 C	C044								X						X	X
	C045								X						X	X
	C046								X						X	X
ENG 324 A	C047								X						X	X

	<b>C048</b>									<b>X</b>					<b>X</b>	<b>X</b>
<b>ENG 324 B</b>	<b>C049</b>										<b>X</b>				<b>X</b>	<b>X</b>
	<b>C050</b>										<b>X</b>				<b>X</b>	<b>X</b>
	<b>C051</b>										<b>X</b>				<b>X</b>	<b>X</b>
<b>ENG 324 C</b>	<b>C052</b>											<b>X</b>			<b>X</b>	<b>X</b>
	<b>C053</b>											<b>X</b>			<b>X</b>	<b>X</b>
<b>ENG 325</b>	<b>C054</b>					<b>X</b>									<b>X</b>	<b>X</b>
	<b>C055</b>					<b>X</b>									<b>X</b>	<b>X</b>
	<b>C056</b>					<b>X</b>									<b>X</b>	<b>X</b>
<b>ENG 326</b>	<b>C057</b>												<b>X</b>			<b>X</b>
	<b>C058</b>												<b>X</b>			<b>X</b>
	<b>C059</b>												<b>X</b>			<b>X</b>
<b>ENG 421</b>	<b>C060</b>										<b>X</b>					<b>X</b>
	<b>C061</b>										<b>X</b>					<b>X</b>
<b>ENG 422</b>	<b>C062</b>					<b>X</b>										<b>X</b>
	<b>C063</b>					<b>X</b>										<b>X</b>
<b>ENG 423 A</b>	<b>C064</b>						<b>X</b>								<b>X</b>	<b>X</b>
	<b>C065</b>						<b>X</b>								<b>X</b>	<b>X</b>
<b>ENG 423 B</b>	<b>C066</b>							<b>X</b>							<b>X</b>	<b>X</b>
	<b>C067</b>							<b>X</b>							<b>X</b>	<b>X</b>
	<b>C068</b>							<b>X</b>							<b>X</b>	<b>X</b>
<b>ENG 423 C</b>	<b>C069</b>								<b>X</b>						<b>X</b>	<b>X</b>
	<b>C070</b>								<b>X</b>						<b>X</b>	<b>X</b>
<b>ENG 424 A</b>	<b>C071</b>									<b>X</b>					<b>X</b>	<b>X</b>
	<b>C072</b>									<b>X</b>					<b>X</b>	<b>X</b>
<b>ENG 424 B</b>	<b>C073</b>										<b>X</b>				<b>X</b>	<b>X</b>
	<b>C074</b>										<b>X</b>				<b>X</b>	<b>X</b>
<b>ENG 424 C</b>	<b>C075</b>											<b>X</b>			<b>X</b>	<b>X</b>
	<b>C076</b>											<b>X</b>			<b>X</b>	<b>X</b>
<b>ENG 425</b>	<b>C077</b>													<b>X</b>		<b>X</b>
	<b>C078</b>													<b>X</b>		<b>X</b>
	<b>C079</b>													<b>X</b>		<b>X</b>

## M.A. ENGLISH (2020-2021)

### COURSE OUTCOMES - Semester I

PAPER CODE: ENG 121

### Modern English Language and Phonetics (Theory)

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Familiarize themselves with modern English grammatical structures and their application
2. Get introduced to the basic concepts of phonetics, word-stress and formations
3. Have their compositional skills strengthened.

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 121	Modern English Language and Phonetics	The students will be able to: <b>CO1.</b> Gain a practical understanding of the various technical aspects of the English language <b>CO2.</b> Acquire knowledge of phonetics and phonology for a better understanding of the organs of speech, phonemic symbols, classification of vowels and consonants, and syllable-stress	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

#### CONTENTS

<b>Unit 1</b>	<b>Clauses</b> (from <i>A University Grammar of English</i> , pp.166-75)	<b>13Hrs</b>
<b>Unit 2</b>	<b>Co-ordination and Subordination - Only Finite Clauses</b> (from <i>A University Grammar of English</i> , pp. 309-12 & 322-29)	<b>13Hrs</b>

<b>Unit 3</b>	<b>Concepts &amp; Notions</b> (viz. request, order, question, condition, purpose, suggestion, wish, hope, intention, obligation, contrast, concession, permission) (from <i>Guide to Patterns &amp; Usage</i> )	<b>13Hrs</b>
<b>Unit 4</b>	<b>Advanced Comprehension</b>	<b>9Hrs</b>
<b>Unit 5</b>	<b>Aspects of Pronunciation:</b> Phonemic Symbols and Transcription of Words: Word Stress & Intonation and Word Formation	<b>12 Hrs</b>

### BOOKS RECOMMENDED

- Adams, Valerie. *An Introduction to Modern English Word Formation*. U of Michigan. 2008.
- Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Pearson, 1973.
- Bansal, R.K. *An Outline of General Phonetics*. OUP, 1971.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers India Ltd., 1981.
- Hornby, A.S. *A Guide to Patterns and Usage*. OUP, 1954.
- O'Connor, Joseph Desmond. *Phonetics*. United Kingdom: Penguin Books, 1991.
- Syal, Pushpinder and D.V. Jindal. *An Introduction to Linguistic, Language, Grammar and Semantics*. Prentice Hall of India. 1999.

### PAPER CODE: ENG 122

#### Chaucer to the Elizabethans (Theory)

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Get acquainted with the literary age, the representative authors and their individual style
2. Get introduced to the poetic forms, prose writings and the dramatic conventions of the time

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 122</b>	<b>Chaucer to the Elizabethans</b>	The students will be able to: <b>CO3.</b> Acquire knowledge of the tradition of English literature from the 14th to the 16th century	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration	Class test, Semester end examinations, Quiz, Assignments, Presentation

		<p><b>C04.</b> Gain a better understanding of Renaissance Humanism that provides the basis for the texts suggested</p> <p><b>C05.</b> Appreciate the poems and plays in the larger socio-political and religious contexts of the time</p>	<p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	
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## CONTENTS

<b>Unit 1</b>	<b>Geoffrey Chaucer</b>	<b>13 Hrs</b>
	<ul style="list-style-type: none"> <li>• The General Prologue to the <i>Canterbury Tales</i></li> </ul>	
<b>Unit 2</b>	<b>Edmund Spenser</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Epithalamion</i></li> </ul>	
<b>Unit 3</b>	<b>Philip Sidney</b>	<b>9 Hrs</b>
	<ul style="list-style-type: none"> <li>• He seeks Inspiration...</li> <li>• The Sleepless Lover</li> <li>• With how sad...</li> <li>• My True Love</li> <li>• Sonnet Nos. LIV - Because I... and LXXIV -I Never...</li> </ul>	
<b>Unit 4</b>	<b>Christopher Marlowe</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>• <i>Dr. Faustus</i></li> </ul>	
<b>Unit 5</b>	<b>Francis Bacon</b>	<b>14 Hrs</b>
	<ul style="list-style-type: none"> <li>• Of Truth</li> <li>• Of Death</li> <li>• Of Revenge</li> <li>• Of Adversity</li> <li>• Of Parents</li> <li>• Of Marriage and Single Life</li> <li>• Of Envy</li> <li>• Of Love</li> </ul>	



## BOOKS RECOMMENDED

- Chopra, D.K. *Essays by Francis Bacon*. Ratan Prakash Mandir, 1984.
- Ford, Boris. *The Age of Chaucer*. Atlantic, 1994.
- Hamilton, A.C. *Philip Sidney : A Study of His Life and Works*. CUP, 2012.
- Jump, O John., et.al. *Marlowe's Doctor Faustus: A Selection of Critical Essays*. Palgrave, 2007.
- Patrick, Riley. *The Cambridge to Christopher Marlowe*. CUP, 2004.
- Piero, Biotani. *The Cambridge Companion to Chaucer*. CUP, 2003.

### PAPER CODE: ENG 123

### The Metaphysicals to Milton

(Theory)

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Get introduced to the characteristic features of Metaphysical poetry
2. Familiarize themselves with the spirit of the age of Renaissance in selected works
3. Acquire a fuller understanding of the evolution of literary forms and movements

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 123</b>	<b>The Metaphysicals to Milton</b>	The students will be able to: <b>CO6.</b> Acquire the knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries <b>CO7.</b> Get an insight into the critically key themes in representative texts of the period, including sin, transgressions, love, pride, revenge, sexuality, and human follies, among others	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

## CONTENTS

**Unit 1 John Donne**

**13 Hrs**

- The Sunne Rising
- The Canonization
- The Extasie
- A Valediction - Of Weeping
- A Valediction - Forbidding Mourning
- The Relic

**Unit 2      George Herbert      11 Hrs**

- Prayer
- The Collar
- The Pulley
- Life
- The Flower

**Henry Vaughan**

- The Retreat
- They are all gone into the World of Light

**Unit 3      Andrew Marvell      10 Hrs**

- The Garden
- The Definition of Love
- The Mower's Song

**Robert Herrick**

- The Night Piece, To Julia
- Delight in Disorder
- Corinna's Going a Maying

**Unit 4      John Milton      16 Hrs**

- *Paradise Lost* (Book 1)

**Unit 5      Ben Jonson      10 Hrs**

- *The Alchemist*

**BOOKS RECOMMENDED**

- Ford, Boris. *From Donne to Marvell*. Penguin Books Ltd, 1990.
- Gardner, Helen, ed. *The Metaphysical Poets*. Penguin Classics, 1960.
- Harp, Richard L. Ed. *Ben Jonson's Plays and Masques*. Norton, 2001.

- Shawcross, John Ted. *John Milton: The Critical Heritage*. Routledge.2010.
- Willmott, Richard. *Metaphysical Poetry*. CUP, 2002.

**PAPER CODE: ENG 124**

**Pre-Romantic Poetry and Romantic Prose and Fiction  
(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Familiarize themselves with Pre-Romantic and Romantic writers and the salient features of their writings
2. Get oriented to the various forms of literature in the respective ages
3. Develop skills of critical analysis and interpretation of selected works in order to understand the theme, language, style, and the like

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 124</b>	<b>Pre-Romantic Poetry and Romantic Prose and Fiction</b>	<p>The students will be able to:</p> <p><b>CO8.</b> Gain an understanding of Romanticism as a concept, in relation to ancillary concepts like Classicism</p> <p><b>CO9.</b> Get an insight into the main characteristics of the pre-Romantic and the Romantic period</p> <p><b>CO10.</b> Acquire knowledge of the social, philosophical, intellectual and literary backgrounds, including the German and the French influence</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

**Unit 1 Thomas Gray**

**11 Hrs**

- Elegy Written in a Country Churchyard
- The Progress of Poesy

**William Collins**

- Ode to Simplicity
- Ode to Evening

**Unit 2 Charles Lamb 13 Hrs**

- Oxford in the Vacation
- Imperfect Sympathies
- Dream Children
- Mackery End, in Hertfordshire

**Unit 3 William Hazlitt 12 Hrs**

- On Familiar Style
- On Going a Journey
- Common Sense
- Why Distant Objects Please

**Unit 4 Mary Shelley 12Hrs**

- *Frankenstein or The Modern Prometheus*

**Unit 5 Jane Austen 12 Hrs**

- *Emma*

**BOOKS RECOMMENDED**

- Bowra, C.M. *The Romantic Imagination*. Oxford Paperbacks, 1961.
- Ford, Boris, ed. *The New Pelican Guide to English Literature: From Blake to Byron*. Vols. 1-3. Penguin Books, 1999.
- Hough, Graham. *The Romantic Poets*. Hutchinson, 1967.
- Morton, Timothy, ed. *Mary Shelley's Frankenstein*. Routledge, 2002.
- Pinion, F.B. *Jane Austen Companion: A Critical Survey and Reference Book*. Macmillan. 1973.

**PAPER CODE: ENG 125**  
**Victorian Literature - I (Poetry and Drama)**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Get acquainted with Victorian literature by introducing them to the representative poets of the time and their style
2. Familiarize themselves with the nuances of Victorian poetry and drama
3. Appreciate and analyse the selected poems and plays against the larger socio-political and religious contexts of the time

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 125</b>	<b>Victorian Literature - I (Poetry and Drama)</b>	<p>The students will be able to:</p> <p><b>CO11.</b> Gain a better understanding of the transition between the writers of the Romantic period and the Modern</p> <p><b>CO12.</b> Engage with the major genres and forms of English literature and develop fundamental skills required for COse reading of the texts and critical thinking with regard to the contexts</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

**CONTENTS**

<b>Unit 1</b>	<b>Matthew Arnold</b>	<b>14 Hrs</b>
	<ul style="list-style-type: none"> <li>• The Buried Life</li> <li>• Philomela</li> <li>• The Scholar Gypsy</li> </ul>	
<b>Unit 2</b>	<b>Robert Browning</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>• A Grammarian's Funeral</li> </ul>	

- Porphyria's Lover
- Andrea Del Sarto
- Meeting at Night
- Soliloquy of the Spanish COister

**Unit 3      Alfred Tennyson      12 Hrs**

- The Lotos Eaters
- Ulysses
- The Lady of Shalott
- All Things Will Die

**Unit 4      G.M. Hopkins      12 Hrs**

- Spring and Fall
- Pied Beauty
- Carrion Comfort
- The Windhover
- Felix Randall
- God's Grandeur

**Unit 5      Oscar Wilde      10 Hrs**

- *A Woman of No Importance*

**BOOKS RECOMMENDED**

- Baker, J.E. *Re-Interpretation of Victorian Literature*. Russell and Russell Publications, 1962.
- Chesterton, G.K..*The Victorian Age in Literature*. Charleston.Bibliolife, 2006.
- Dobree, B., and E.C. Batho. *The Victorians and After*. Cresset Press, 1950.
- Ellman,Richard.*The Artist as Critic: The Critical Writings of Oscar Wilde*.Random House.2013.
- Regan, Stephen, ed. *The Nineteenth Century Novel: A Critical Reader*. Routledge, 2001.
- Swarnkar, S.K. *Gerald Manley Hopkins: A Critical Study*. Atlantic.2005.

**PAPER CODE: ENG 126**

**Seminar**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Get oriented to academic writing and documentation
2. Produce coherent and logically-argued writing, demonstrating the ability to operate independently
3. Familiarize themselves with research design and methodology

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 126</b>	<b>Seminar</b>	The students will be able to: <b>CO13.</b> Design and manage research-based work <b>CO14.</b> Synthesize the knowledge thus gained by applying it to making an in-depth study <b>CO15.</b> Present the findings in a written report and as a <b>seminar</b> -presentation	<b>Approach in teaching:</b> Discussion, Demonstration via Presentation  <b>Learning activities for the students:</b> Report-writing, Seminar-Presentation	Report-writing, Presentation, Viva-Voce

**PAPER CODE: ENG 221**

**Modern English Usage and Research Methodology**

**(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Familiarize themselves with the nuances of language-use and the mechanics of research methodology
2. Attempt literary appreciation of poetry and prose

3. Get introduced to the concept of literary research and with the terminology, tools and techniques associated with research activity
4. Get sensitized to the significance of systematic planning and execution of research activity and sensitize them to the requirements of cohesion and coherence

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 221	<b>Modern English Usage and Research Methodology</b>	<p>The students will be able to:</p> <p><b>CO16.</b> Get an insight into literary elements and identify the use of figures of speech</p> <p><b>CO17.</b> Appreciate the role of literary forms and structures in shaping a text's meaning</p> <p><b>CO18.</b> Gain an understanding of the key elements of research-based writing, viz. reading, evaluating sources, and developing an argument</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

<b>Unit 1</b>	<b>Précis Writing</b> <b>Report Writing</b> (Academic & Journalistic)	<b>10Hrs</b>
<b>Unit 2</b>	<b>Literary Appreciation (Poetry)</b>	<b>13Hrs</b>
<b>Unit 3</b>	<b>Literary Appreciation (Prose)</b>	<b>13Hrs</b>
<b>Unit 4</b>	<b>Research Methodology: Introduction to Literary Research</b> <ul style="list-style-type: none"> <li>• What is Research?</li> <li>• Why Write It Up?</li> <li>• Why a Formal Paper?</li> <li>• From Questions to a Problem (from <i>The Craft of Research</i> pp. 10-14, 49-63)</li> </ul>	<b>11Hrs</b>
<b>Unit 5</b>	<ul style="list-style-type: none"> <li>• <b>Documentation and Academic Writing</b></li> <li>• Why document Sources?</li> </ul>	<b>13Hrs</b>



- Plagiarism and Academic Dishonesty
- Organize: Creating your Documentation:
- The List of Works Cited
- In-Text Citations  
(from **MLA Handbook** 8th Edition pp. 3-10, 19, 20- 58)
- **Drafting a Research Proposal**  
(<https://pg.ust.hk/forms/HUMAguideline>)

## BOOKS RECOMMENDED

- Booth, Wayne C. et.al. *The Craft of Research*(Fourth Edition).The Univ. of Chicago Press, 2016
- *MLA Handbook for Writers of Research Papers*.8<sup>th</sup> Edition.2016.
- Alexander, L.G. *Poetry and Prose Appreciation for Overseas Students*. Orient Longman, 1975.
- Boulton, Marjorie. *The Anatomy of Poetry*. Routledge and Kegan Paul, 1982.
- Chakravarty, Suhas. *News Reporting and Editing*. Kanishka Publishers, 2006.
- Thakkar, Praveen K. *Appreciating English Poetry*. Orient Longman Limited, 1999.

## PAPER CODE: ENG 222

### Shakespeare

### (Theory)

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

### Course Objectives:

The course will enable the students to:

1. Understand and interpret Shakespearean plays by introducing the students to the dramatic conventions of the Elizabethan Age
2. Comprehend the key terms, concepts and dramatic genres in Shakespeare's plays
3. Undertake a COse textual analysis of Shakespeare's sonnets
4. Interpret and critique the sonnets within an academic argument

### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 222	Shakespeare	The students will be able to: <b>CO19.</b> Gain an understanding of Shakespeare's use of literary and linguistic conventions in his plays and sonnets	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration	Class test, Semester end examinations, Quiz, Assignments, Presentation

		<b>CO20.</b> Make critical appraisals that reflect the ability to assess ideas and themes in the original texts, using secondary sources	<b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	
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## CONTENTS

<b>Unit 1</b>	Sonnets (To a Friend)	<b>11Hrs</b>
	<ul style="list-style-type: none"> <li>• 29 – When in disgrace...</li> <li>• 30 – When to the sessions...</li> <li>• 73 – That time of year...</li> <li>• 94 – They that have power...</li> <li>• 106 – When in the chronicle of...</li> <li>• 123 – No, Time, thou shalt not...</li> </ul>	
<b>Unit 2</b>	Sonnets (To the Dark Lady)	<b>11Hrs</b>
	<ul style="list-style-type: none"> <li>• 127 – In the old age black...</li> <li>• 129 – Th’ expanse of spirit...</li> <li>• 130 – My mistress’ eyes are...</li> <li>• 132 – Thine eyes I love...</li> <li>• 137 – Thou blind fool, Love...</li> <li>• 141 – In faith, I do not love...</li> </ul>	
<b>Unit 3</b>	• <i>Hamlet</i>	<b>13 Hrs</b>
<b>Unit 4</b>	• <i>As You Like it</i>	<b>12Hrs</b>
<b>Unit 5</b>	• <i>The Tempest</i>	<b>13Hrs</b>

## BOOKS RECOMMENDED

- Bate, Jonathan. *The Genius of Shakespeare*. OUP, 2008
- Bradley, A.C. *The Shakespearean Tragedy*. Macmillan, 1904.
- Grazia, Margreta De and Stanley Wells, Eds. *The New Cambridge Companion to Shakespeare*. CUP, 2010.
- Hudson, Henry. *Introduction to Shakespearean Tragedy*. Atlantic Publishers & Distributors Pvt Ltd, 1987.
- Maguire, Laurie, ed. *Studying Shakespeare: A Guide to the Plays*. Blackwell Publications, 2003.
- Peterson, Don. *Reading Shakespeare’s Sonnets: A New Commentary*. Faber & Faber, 2012.
- Schiffer, James, ed. *Shakespeare’s Sonnets: Critical Essays*. Routledge, 2000.

**PAPER CODE: ENG 223**  
**Dryden to Samuel Johnson**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Familiarize themselves with the respective literary age and their salient features
2. Understand the representative writers and their individual style
3. Acquire knowledge of the political, economic, social and intellectual background so as to enable them to study the literary works as representative of the period

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 223	Dryden to Samuel Johnson	The students will be able to: <b>CO21.</b> Acquire knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries <b>CO22.</b> Get an insight into the critically keys themes in the representative texts of the period <b>CO23.</b> Appreciate the genres of poetry and drama in terms of the socio-cultural contexts, use of literary devices, forms and techniques	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

<b>Unit 1</b>	<b>John Dryden</b>	<b>14 Hrs</b>
	<ul style="list-style-type: none"> <li>• Absalom and Achitophel (Part I)</li> </ul>	
<b>Unit 2</b>	<b>Jonathan Swift</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>• <i>The Battle of the Books</i></li> </ul>	

<b>Unit 3</b>	<b>Alexander Pope</b>	<b>12 Hrs</b>
	• <i>The Rape of the Lock</i>	
<b>Unit 4</b>	<b>Samuel Johnson</b>	<b>12 Hrs</b>
	• Preface to Shakespeare	
<b>Unit 5</b>	<b>J.M. Synge</b>	<b>10 Hrs</b>
	• <i>The Playboy of the Western World</i>	

### BOOKS RECOMMENDED

- Clay, N.L. *The English Critic: From Chaucer to Auden*. Atlantic Publisher, 2001.
- Ford, Boris, ed. *The Pelican Guide to English Literature*. 2005.
- MacMillin, Scott, ed. *Restoration and Eighteenth Century Comedy*. W.W. Norton and Company, 1997.
- Owen, Susan J, ed. *A Companion to Restoration Drama*. Blackwell Publications, 2001.
- Palmer, John. *The Comedy of Manners*. Forgotten Books. 2018.
- Stephen, Leslie. *Alexander Pope*. Macmillan, 1888.
- T., Joseph, and Francis S. *John Dryden: A Critical Study*. Anmol Publications, 2006.

### PAPER CODE: ENG 22

#### Romantic Poetry (Theory)

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Understand and analyze the main characteristics of Romanticism, including the origin
2. Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, style, and elements of prosody

#### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 224	Romantic Poetry	The students will be able to: <b>CO24.</b> Trace the impact of the social, philosophical and intellectual	<b>Approach in teaching:</b>	Class test, Semester end examinations, Quiz,

		background on the selected texts <b>CO25.</b> Critically analyse the selected poems for appreciating the canonical and representative poets of the Romantic period	Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b>  Effective questions, Seminar presentation, Quizzes	Assignments, Presentation
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## CONTENTS

<b>Unit 1 William Wordsworth</b>	<b>13 Hrs</b>
<ul style="list-style-type: none"> <li>• <i>The Prelude (Book 1)</i></li> </ul>	
<b>Unit 2 S.T. Coleridge</b>	<b>13 Hrs</b>
<ul style="list-style-type: none"> <li>• The Rime of the Ancient Mariner</li> <li>• Kubla Khan</li> </ul>	
<b>Unit 3 Lord Byron</b>	<b>10 Hrs</b>
<ul style="list-style-type: none"> <li>• Darkness</li> <li>• Written after Swimming...</li> <li>• So, Well Go No More a Roving</li> </ul>	
<b>Unit 4 John Keats</b>	<b>12 Hrs</b>
<ul style="list-style-type: none"> <li>• Ode to a Nightingale</li> <li>• Ode to Autumn</li> <li>• Ode on a Grecian Urn</li> <li>• Ode on Melancholy</li> <li>• Ode on Indolence</li> </ul>	
<b>Unit 5 P.B. Shelley</b>	<b>12 Hrs</b>
<ul style="list-style-type: none"> <li>• Ozymandias</li> <li>• Ode to the West Wind</li> <li>• The Cloud</li> <li>• Mutability</li> <li>• To a Skylark</li> </ul>	

## BOOKS RECOMMENDED

- Cambell, Thomas. *An Essay on English Poetry*.Forgotton Books. 2018.
- Halmi, Nicholas, Ed. *Wordsworth's Poetry and Prose: A Norton Critical Edition*.W. W. Norton, 2014.
- Hough, Graham. *The Romantic Poets*.Hutchinson, 1967.
- Kumar, Shiv K. *British Romantic Poets*. Atlantic.2005.
- Mahoney, John L. *The English Romantics: Major Poetry and Critical Theory* Waveland Press, 1997.

**PAPER CODE: ENG 225**  
**Victorian Literature - II (Prose and Fiction)**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Get introduced to the literature of the Victorian period and help them draw connections between Victorian prose and fiction and the culture and history of the period
2. Understand Victorian literature in relation to a range of contexts, including Victorian anxieties about modernity, madness, sexual transgression and disease
3. Successfully dePOy a range of terms and concepts integral to literary studies

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 225	Victorian Literature - II (Prose and Fiction)	The students will be able to: <b>CO26.</b> Gain an understanding of various aspects of Victorian literature and culture <b>CO27.</b> Get an insight into relevant historical and cultural contexts to know how those inform the reading of literary texts <b>CO28.</b> Critically engage with other literary critics and theorists	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

## CONTENTS

<b>Unit 1</b>	<b>Thomas Carlyle</b> <ul style="list-style-type: none"><li>• The Hero as Poet</li></ul>	<b>11 Hrs</b>
<b>Unit 2</b>	<b>Walter Pater</b> <ul style="list-style-type: none"><li>• From "Appreciations": Essays on <i>Style</i> and <i>Postscript</i></li></ul> <b>Matthew Arnold</b> <ul style="list-style-type: none"><li>• From <i>Culture and Anarchy</i> (Chap. 1 : "Sweetness and Light" and Chap. 2 : "Doing as One Likes")</li></ul>	<b>13 Hrs</b>
<b>Unit 3</b>	<b>Emily Bronte</b> <ul style="list-style-type: none"><li>• <i>Wuthering Heights</i></li></ul>	<b>12 Hrs</b>
<b>Unit 4</b>	<b>Thomas Hardy</b> <ul style="list-style-type: none"><li>• <i>The Return of the Native</i></li></ul>	<b>12 Hrs</b>
<b>Unit 5</b>	<b>Charles Dickens</b> <ul style="list-style-type: none"><li>• <i>David Copperfield</i></li></ul>	<b>12 Hrs</b>

## BOOKS RECOMMENDED

- Batho, Edith, and Bonamy Dobree. *The Victorians and After*. The Cresset Press, 1950.
- Chesterton, Gilbert. *The Victorian Age in Literature*. London: Williams and Norgate, 1913.
- Dunn, J. :Richard. *Wuthering Heights: Norton Critical Edition*. ed. W. W. Norton, 2002.
- Ford, Boris. Ed. *From Dickens to Hardy :The Pelican Guide to English Literature*. Vol. 6. Penguin, 1957.
- Meyer, Susan and Barbara Leah Harman, ed. *The New Nineteenth Century*. Routledge. 2000.
- Regan, Stephen. *The Nineteenth Century Novel: A Critical Reader*. Routledge, 2004.

**PAPER CODE: ENG 226**  
**Seminar**

**Credits: 2**  
**Maximum marks: 100**  
**Contact Hrs/Week: 2**  
**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Better understand the techniques of documentation and research methodology
2. Produce coherent and logically-argued writing, demonstrating the ability to operate independently
3. Address the issues of research ethics and theoretical arguments, and enable them to apply those to their own research

**Course Outcomes (COs):**

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 226	Seminar	The students will be able to: <b>CO29.</b> Design and display competence in handling research-based work <b>CO30.</b> Synthesize the knowledge thus gained by applying it to making an in-depth study <b>CO31.</b> Present the findings in a written report and as a seminar-presentation	<b>Approach in teaching:</b> Discussion, Demonstration via Presentation  <b>Learning activities for the students:</b> Report-writing, Seminar-presentation	Report-writing, Presentation, Viva-Voce

**PAPER CODE: ENG 321**  
**Literary Criticism and Critical (Theory)**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Understand the principles of critical **(Theory)** in the shaping of literature
2. Trace the historical development of literary **(Theory)** and its role in English studies
3. Develop an enhanced ability to read, contextualize, and compare primary material by different literary theorists



### Course Outcomes (COs):

Course		Course Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 321	Literary Criticism and Critical (Theory)	<p>The students will be able to:</p> <p><b>CO32.</b> Gain a foundational understanding of the history of criticism and literary theories</p> <p><b>CO33.</b> Get an insight into the textual application of critical theories</p> <p><b>CO34.</b> Acquire knowledge of how the key ideas and debates in modern literary (Theory) enhance the reading of literary works and help in considering the relevance of theoretical approaches</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

### CONTENTS

<b>Unit 1</b>	<b>Aristotle</b>	<b>10 Hrs.</b>
	<ul style="list-style-type: none"> <li><i>Poetics</i></li> </ul>	
<b>Unit 2</b>	<b>T. S. Eliot</b>	<b>8Hrs</b>
	<ul style="list-style-type: none"> <li>Tradition and the Individual Talent</li> </ul>	
<b>Unit 3</b>	<b>Poststructuralism:</b>	<b>14Hrs</b>
	<ul style="list-style-type: none"> <li>Roland Barthes</li> </ul> (pp. 72-76 from M.A.R. Habib)	
	<b>Deconstruction:</b>	
	<ul style="list-style-type: none"> <li>Jacques Derrida: Extract from "Derrida, Deconstruction and Literary Interpretation" (from lib.kshs.kh.edu.tw/lib/journals/journals-94/P145.pdf)</li> </ul>	
<b>Unit 4</b>	<b>Western Feminism:</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>Feminisms (pp.82-90, 94-108 from Pramod K. Nayar)</li> </ul>	
	<b>Indian Feminism:</b>	
	<ul style="list-style-type: none"> <li>A People Without a History? (pp. 1-10 &amp; 23 from Jasbir Jain)</li> </ul>	
<b>Unit 5</b>	<b>Psychoanalytic Criticism</b> (pp. 63-73 from Pramod K. Nayar)	<b>16Hrs</b>

- **Postcolonial (Theory)** (pp.153-72 & 175-78 from Pramod K. Nayar)

### BOOKS RECOMMENDED

- Enright and Chickera eds. *English Critical Texts*. OUP, 1997.
- Nayar, Pramod K. *Contemporary Literary and Cultural (Theory): From Structuralism to Ecocriticism*. Pearson, 2010.
- Das, Bijoy and J.M. Mohanty. *Literary Criticism: A Reading*. OUP, 1989.
- Olsen, Flemming. *Eliot's Objective Correlative: Tradition or Individual Talent: Contributions to the History of a Topos*. Susan Academic Press, 2014.
- Wilfred L. Guerin, etal: *A Handbook of Critical Approaches to Literature*. OUP, 1999.

**PAPER CODE: ENG 322**  
**Twentieth Century Literature - I (Poetry & Drama)**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

### Objectives:

The course will enable the students to:

1. Get introduced to the variety of new poetic voices from the 20<sup>th</sup> century
2. Understand the historical background including the socio-cultural changes in the aftermath of World War I
3. Familiarize themselves with the literary trends, techniques and issues in British literature in the early 20<sup>th</sup> century
4. Develop skills to interpret and critique the modernist canon

### Course Outcomes (COs):

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 322	Twentieth Century Literature - I (Poetry & Drama)	The students will be able to: <b>CO35.</b> Gain an understanding of the various literary and social provocations at work in the texts prescribed, with an enhanced understanding of literary texts and social structures <b>CO36.</b> Acquire knowledge of the cultural, political and stylistic protocols of	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

		<p>modernism and its various literary movements</p> <p><b>CO37.</b> Make a COse and critical reading to see how issues such as politics, history, ethnicity, class, sexuality and gender, have been exPOred in 20<sup>th</sup> century poetry and drama</p>		
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## CONTENTS

<b>Unit 1</b>	<b>W. B. Yeats</b> <ul style="list-style-type: none"> <li>• Easter 1916</li> <li>• A Bronze Head</li> <li>• Sailing to Byzantium</li> <li>• The Second Coming</li> <li>• Lapis Lazuli</li> </ul>	<b>13 Hrs</b>
<b>Unit 2</b>	<b>W.H. Auden</b> <ul style="list-style-type: none"> <li>• Sir, No Man's Enemy</li> <li>• In Memory of W. B. Yeats</li> <li>• September 1, 1939</li> <li>• for doors to be open</li> </ul>	<b>11 Hrs</b>
<b>Unit 3</b>	<b>T. S. Eliot</b> <ul style="list-style-type: none"> <li>• <i>The Waste Land</i></li> </ul>	<b>15 Hrs</b>
<b>Unit 4</b>	<b>G. B. Shaw</b> <ul style="list-style-type: none"> <li>• <i>Pygmalion</i></li> </ul>	<b>10 Hrs</b>
<b>Unit 5</b>	<b>John Osborne</b> <ul style="list-style-type: none"> <li>• <i>Look Back in Anger</i></li> </ul>	<b>11 Hrs</b>

## BOOKS RECOMMENDED

- Greenblatt, Stephen, ed. *The Norton Anthology of English Literature*. 3<sup>rd</sup> ed. Norton Anthology, 1983.
- Woodhead, Chris. Ed. *Nineteenth and Twentieth Century Verse*. New York : OUP, 1984.
- Fraser, G.S. *The Modern Writer and His World*. Praeger Publishers, 1964. Print.
- Gish, Nancy K. *The Wasteland: A Poem of Memory and Desire*. Twayne Publishers, 1988.
- Routh, H.V. *Towards the 20<sup>th</sup> Century: Essays in the Spiritual History*. Macmillan, 1983. Print.
- Tomar, Vipin. *The 20<sup>th</sup> Century English Literature: A Survey of Poetry, Drama, Fiction and Criticism*. Swastik Publications. 2012.
- Unwin, Stephen, and Carole Woddis. *A Pocket Guide to 20<sup>th</sup> Century Drama*. Faber, 2001.

**PAPER CODE: ENG 323 A**  
**American Literature – I (Prose and Poetry)**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Familiarize themselves with some significant and culturally diverse examples, both canonical and non-canonical, of American literature between the 17<sup>th</sup> and mid-19<sup>th</sup> centuries
2. Get introduced to different concepts like Transcendentalism, Puritanism and American Romanticism, along with glimpses of American culture, **(Theory)** and Renaissance
3. Appreciate some of the major genres and modes employed by the writers of the period

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 323 A</b>	<b>American Literature – I (Prose and Poetry)</b>	<p>The students will be able to:</p> <p><b>CO38.</b> Gain an understanding of the study of poetical works and prose-writings in relation to the historical and cultural contexts of American literature</p> <p><b>CO39.</b> Get an insight into the issues, conflicts, themes and preoccupations of American writers in their works</p> <p><b>CO40.</b> Acquire knowledge of how gender, race, class, ethnicity and geography, have shaped the formation of such literature</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

<b>Unit 1</b>	<b>Ralph Waldo Emerson</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>• Self-Reliance</li> <li>• Each and All</li> </ul>	
<b>Unit 2</b>	<b>Walt Whitman</b>	<b>12 Hrs</b>
	<ul style="list-style-type: none"> <li>• Preface to the First Edition of <i>Leaves of Grass</i></li> <li>• Crossing Brooklyn Ferry</li> </ul>	

**Unit 3      Emily Dickinson      12 Hrs**

- I Felt a Funeral
- A Bird Came Down the Walk
- I Heard a Fly Buzz

**Langston Hughes**

- Mother to Son
- I, Too
- Democracy

**Unit 4      Robert Frost      12 Hrs**

- Mending Wall
- Birches
- The Road Not Taken

**Wallace Stevens**

- Of Modern Poetry
- Sunday Morning
- Anecdote of the Jar

**Unit 5      Amy Lowell      12 Hrs**

- The Capture Goddess
- September, 1918
- Madonna of the Evening Flowers

**Sylvia Plath**

- Ariel
- Lady Lazarus
- The Colossus

**BOOKS RECOMMENDED**

- Egbert, Oliver. ed. *Anthology of American Literature 1890-1965*. S. Chand, 2012.
- Dauben, Miriam. *Emily Dickinson: The Death Motif in the Poetry of Emily Dickinson*. GRIN Verlag, 2013.
- Ford, Boris. Ed. *The New Pelican Guide to English Literature: American Literature (Vol.9)* Penguin Books, 1991.
- John Jacob : *History of America Literature* . Sublime Publication, 2005.
- Martin, Linda Wagner. *Critical Essays on Sylvia Plath*. G.K. Hall, 1984.
- Matthiessen, Francis Otto. *American Renaissance: Art and Expression in the Age of Emerson and Whitman* . OUP, 1943.

**PAPER CODE: ENG 323 B**  
**Post-Colonial Literature – I**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Identify key questions and literary forms in postcolonial literature and situate the selected texts in the larger cultural context
2. Understand the discourse of race and ethnicity as discursive constructions that intersect with class and gender as paradigms of identity
3. Develop coherent knowledge of the key historical, cultural and theoretical developments in postcolonial literature
4. Understand the politics of imperialism and trace those writings as a trajectory for reading the subaltern's subordination to the assertion of agency

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 323 B</b>	<b>Post-Colonial Literature – I</b>	<p>The students will be able to:</p> <p><b>CO41.</b> Become familiar with the historical discourses of race and ethnicity in a variety of colonial and postcolonial contexts</p> <p><b>CO42.</b> Reflect on how postcolonial literature reflects on the legacies of colonialism, by interrogating the presence of colonial history and structures of domination in a postcolonial age</p> <p><b>CO43.</b> Gain an understanding of how to draw on diverse and relevant sources of study, beyond the prescribed texts, for the purpose of understanding the politics of race and nationalism and the questions of history, modernity, identity and language in postcolonial literature</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

## CONTENTS

<b>Unit 1</b>	<b>Mulk Raj Anand</b> <ul style="list-style-type: none"><li>• <i>Untouchable</i></li></ul>	<b>12 Hrs</b>
<b>Unit 2</b>	<b>Salman Rushdie</b> <ul style="list-style-type: none"><li>• <i>Shalimar the COwn</i></li></ul>	<b>12 Hrs</b>
<b>Unit 3</b>	<b>Chinua Achebe</b> <ul style="list-style-type: none"><li>• <i>Things Fall Apart</i></li></ul>	<b>12 Hrs</b>
<b>Unit 4</b>	<b>Amitav Ghosh</b> <ul style="list-style-type: none"><li>• <i>The Hungry Tide</i></li></ul>	<b>12 Hrs</b>
<b>Unit 5</b>	<b>Wole Soyinka</b> <ul style="list-style-type: none"><li>• <i>Death and the King's Horseman</i></li></ul>	<b>12 Hrs</b>

## BOOKS RECOMMENDED

- Fanon, Frantz. *The Wretched of the Earth*. Penguin Books, 2001.
- Hutchings, Francis. *The Illusion of Permanence: British Imperialism in India*. Princeton University, 1967.
- Innes, C.L., and L.B. eds. Reinmann. *Critical Perspectives on Chinua Achebe*. Three Continents Press, 1979.
- Said, Edward W. *Orientalism: Western Conceptions of the Orient*. Penguin Books, 2001.

**PAPER CODE: ENG 323 C**

**Modern Drama – I**

**(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

### Course Objectives:

The course will enable the students to:

1. Get introduced to the period of theatrical experimentation in drama under the broad perspective of Modernism
2. Examine the historical condition of cultural dislocation, rising global consciousness and emerging conflicts as depicted by the playwrights

### Course Outcomes (COs):

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 323 C</b>	<b>Modern Drama - I</b>	<p>The students will be able to:</p> <p><b>CO44.</b> Gain an understanding of Drama through the lens of avant-garde writing and modernism</p> <p><b>CO45.</b> Get an insight into the historical developments in dramatic literature with reference to social contexts and theoretical frameworks</p> <p><b>CO46.</b> Make a critical analysis of the plays as texts of performance</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

### CONTENTS

<b>Unit 1</b>	<b>G. B. Shaw</b> • <i>Major Barbara</i>	<b>10 Hrs</b>
<b>Unit 2</b>	<b>T. S. Eliot</b> • <i>Family Reunion</i>	<b>13 Hrs</b>
<b>Unit 3</b>	<b>Arnold Wesker</b> • <i>I'm Talking About Jerusalem</i>	<b>13 Hrs</b>
<b>Unit 4</b>	<b>Samuel Beckett</b> • <i>Waiting for Godot</i>	<b>12 Hrs</b>
<b>Unit 5</b>	<b>Terence Rattigan</b> • <i>The Deep Blue Sea</i>	<b>12 Hrs</b>

### BOOKS RECOMMENDED

- Esslin, Martin. *Theatre of the Absurd*. Random House, 1961.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*. CUP, 2002.
- Kitchin, Lawrence. *Mid-Century Drama*. Faber, 1962.
- Meisel, Martin. *Shaw and 19<sup>th</sup> Century Theatre*. Princeton University Press, 1963.
- Rampal, Dushyant Kumar. *Poetic (Theory) and Practice of T.S. Eliot*. Atlantic Publishers, 1996.



**PAPER CODE: ENG 324 A**  
**Indian Writing in English – I**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Get introduced to the polyphony of Indian writing in English
2. Familiarize themselves with the diverse and rich social, cultural and literary heritage of India
3. Equip themselves with the required critical understanding to examine the socially-constructed nature of literary texts, with a comparative approach

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 324 A	Indian Writing in English – I	The students will be able to: <b>CO47.</b> Gain a foundational understanding of the several aspects of Indian writing <b>CO48.</b> Read Indian literature in English, beyond the prescribed and suggested texts, in order to gain a broad understanding of diverse Indian spaces through literary eras	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

<b>Unit 1</b>	<b>Rabindranath Tagore</b> <ul style="list-style-type: none"> <li>• <i>Gitanjali</i> (Songs 1-3, 8-10, 27-30, 43, 46, 62, 75-77, 83-85, 90-93, 100 &amp; 103)</li> </ul>	<b>15 Hrs</b>
<b>Unit 2</b>	<b>M.K. Gandhi</b> <ul style="list-style-type: none"> <li>• <i>Hind Swaraj</i></li> </ul>	<b>11 Hrs</b>
<b>Unit 3</b>	<b>Raja Rao</b> <ul style="list-style-type: none"> <li>• Kanthapura</li> </ul>	<b>10 Hrs</b>
<b>Unit 4</b>	<b>Mahasweta Devi</b> <ul style="list-style-type: none"> <li>• <i>Dopdi</i> (tr. Gayatri Chakravorty Spivak)</li> </ul>	<b>11 Hrs</b>

**U.R. Ananthamurthy**

- *Samskara: A Rite for a Dead Man*

**Unit 5**

**Vijay Tendulkar**

**13 Hrs**

- *Silence !The Court is in Session*

**BOOKS RECOMMENDED**

- Gokak, Vinayak Krishna, ed. *The Golden Treasury of Indo-Anglian Poetry.1828- 1965*. New Delhi: Sahitya Akademi, 2014. Print.
- Baral, K.C, D. Venkat Rao, and Sura Prasad Rath. *U.R. Anantha Murthy's Samskara: A Critical Reader*. Pencraft International, 2005.
- De Souza, Eunice. *Talking Poems: Conversation with Poets*. OUP, 2001.
- Iyengar, K.R.S. *Indian Writing in English*. Sterling Publishers, 2012.
- Mehrorta, Arvind Krishna, ed. *A Concise History of Indian Literature in English Literature*. Permanent Black, 2010.
- Naik, M.K. *Dimensions of Indian English Literature*. Sterling Publishers, 1965.
- Tharu ,Susie, and K. Lalitha. *Women Writing in India: 600 BC to the Present*. Orient Longman, 1991.

**PAPER CODE: ENG 324 B**

**Women's Writing – I**

**(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Acquaint themselves with the multifaceted and complex literature by women from across the world
2. Be exposed to the diversity of women's social and cultural experiences

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 324 B</b>	<b>Women's Writing - I</b>	The students will be able to: <b>CO49.</b> Gain an understanding of the critical and theoretical debates surrounding women's writing <b>CO50.</b> Make a COse examination of a selection of women's writing chosen to emphasize on an organized theoretical,	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b>	Class test, Semester end examinations, Quiz, Assignments, Presentation

		historical, national or thematic focus <b>CO51.</b> Get an insight into women's writing as discourse to often appropriate and subvert the representation of stereotypical feminine traits	Effective questions, Seminar presentation, Quizzes	
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## CONTENTS

<b>Unit 1</b>	<b>George Eliot</b> • <i>The Mill on the Floss</i>	<b>12 Hrs</b>
<b>Unit 2</b>	<b>Simone de Beauvoir</b> • "Introduction" and "Section I" from <i>The Second Sex</i>	<b>12 Hrs</b>
<b>Unit 3</b>	<b>Jean Rhys</b> • <i>Wide Sargasso Sea</i>	<b>13 Hrs</b>
<b>Unit 4</b>	<b>Maya Angelou</b> • <i>I Know Why The Caged Bird Sings</i>	<b>11 Hrs</b>
<b>Unit 5</b>	<b>Margaret Atwood</b> • <i>Surfacing</i>	<b>12 Hrs</b>

## BOOKS RECOMMENDED

- Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Mc Cleland & Stewart, 2004.
- Mill, John Stuart. *The Subjugation of Women*. Longman Publishers, 1869.
- Mitchell, Juliet. *Psychoanalysis and Feminism: A Radical Assessment of Freudian Psychoanalysis*. Penguin Books, 2000.
- Showalter, Elaine. *A Literature of Their Own*. Princeton University Press, 1999.
- ---. ed. *The New Feminist Criticism: Essays on Women, Literature and (Theory)*. Virago, 1986.

### PAPER CODE: ENG 324 C

### Applied Linguistics and Grammar – I (Theory)

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

### Course Objectives:

The course will enable the students to:

1. Familiarize themselves with the nuances of applied linguistics , advanced grammatical structures and their application

2. Develop linguistic competence in them
3. Polish their writing skills through the correct use of grammatical structures

### Course Outcomes (COs):

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 324 C	Applied Linguistics and Grammar - I	<p>The students will be able to:</p> <p><b>CO52.</b> Gain a theoretical understanding of the components of language</p> <p><b>CO53.</b> Acquire knowledge of linguistic <b>(Theory)</b> and the core areas of language-analysis</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	<p>Class test, Semester end examinations, Quiz, Assignments, Presentation</p>

### CONTENTS

<b>Unit 1</b>	Language and Communication : Human and Non-human communication; Verbal and Non-verbal communication	<b>12 Hrs</b>
<b>Unit 2</b>	Language Change and Variation : Language families; language change; language, mind and society	<b>12 Hrs</b>
<b>Unit 3</b>	Word Classes, Clause Elements and Types	<b>12 Hrs</b>
<b>Unit 4</b>	Noun Phrase, Verb Phrase, Adjectival Phrases, Prepositional Phrases and Adverbial Phrases	<b>12 Hrs</b>
<b>Unit 5</b>	The Complex and Compound Sentence, The Verb and its Complementation	<b>12 Hrs</b>

### BOOKS RECOMMENDED

- Aichison, Jean. *Linguistics*. Hodder and Stoughton, 1995.
- Akmajian, Adrai, R.A. Demers, and R.M. Harnish. *Linguistics : An Introduction to Language and Communication*. 2<sup>nd</sup> ed. Prentice Hall, 1991.
- Coulthard, Malcolm. *An Introduction to Discourse Analysis*. 2<sup>nd</sup> ed. Routledge, 1996.
- Harold, Parmer, F.G. Blandford, and Roger Kingdon. *Grammar for English Words*. 6<sup>th</sup> ed. W. Heffer & Sons, 1970.
- Leech, Geoffery. *English Grammar for Today: A New Introduction*. Macmillan, 1990.
- Littlewood, William. *Communicative Language Teaching*. Cambridge University Press, 1981.
- Pinker, Steven. *The Language Instinct*. Penguin, 1994.

- Randolph, Quirk, and Sydney Greenbaum. *A University Grammar of English*. Orient Longman, 1973.
- Richards, Jack C. and Theodore Rodgers. *Approaches and Methods in Language Teaching*. 2<sup>nd</sup>ed. Cambridge University Press, 2001.

**PAPER CODE: ENG 325**  
**Contemporary British Literature**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Get introduced to the cultural and literary characteristics of the period and trace the emergence of post (-War, -Empire,- Modern) sensibility in contemporary British literature
2. Analyse the influence of issues such as politics, history, ethnicity, geography, class and gender, in shaping the literature of the 20<sup>th</sup> century
3. Respond to the various poetic voices from the post-World War II era and discuss the contemporary reaction to traditional literary and cultural structures and concepts

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 325	Contemporary British Literature	The students will be able to: <b>CO54.</b> Acquire knowledge of the experimentation in narrative, poetic and dramatic forms through a COse textual reading of representative contemporary British literary texts <b>CO55.</b> Gain an understanding of the intensive survey of representative British writers from the 1950s to the present <b>CO56.</b> Get an insight into the influence of historical, political and socio-cultural movements during the post-War period on the writings of the period	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

**Unit 1      Seamus Heaney**

**14 Hrs**

- Whatever you say, say nothing
- Punishment
- Casualty

**Philip Larkin**

- The Whitsun Weddings
- Maiden Name
- I Remember, I Remember

**Thom Gunn**

- On The Move
- Autumn Chapter

<b>Unit 2</b>	<b>John Fowles</b> • <i>The French Lieutenant's Woman</i>	<b>12 Hrs</b>
<b>Unit 3</b>	<b>Harold Pinter</b> • <i>The Homecoming</i>	<b>10 Hrs</b>
<b>Unit 4</b>	<b>Muriel Spark</b> • <i>The Prime of Miss Jean Brodie</i>	<b>12 Hrs.</b>
<b>Unit 5</b>	<b>Ian McEwan</b> • <i>Atonement</i>	<b>12 Hrs.</b>

**BOOKS RECOMMENDED**

- Chatterjee, Sisir. *Philip Larkin: Poetry that Builds Bridges*. Atlantic Publishers, 1999.
- Draper, Ronald P, ed. *The Literature of Region and Nation*. St. Martin's Press, 1989.
- Esslin, Martin. *Theatre of the Absurd*. Bloomsbury Academic, 2014.
- Marwick, Arthur. *British Society since 1945*. Penguin Books, 1982.
- Motion, Andrew. *Philip Larkin: A Writer's Life*. Faber & Faber, 1994.
- Quigley, Austin. *The Modern Stage and Other Words*. Routledge, 2014.
- Scigaj, Leonard M. *Critical Essays on Ted Hughes*. G.K. Hall, 2000.

**PAPER CODE: ENG 326**

**Synopsis**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week:2**

**Total Hrs:30**

**Course Objectives:**

The course will enable the students to:

1. Be exposed to the mechanics of writing a synopsis/ research proposal

2. Understand the technical aspects of research methodology and documentation
3. Identify topics and formulate research questions for critical inquiry

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 326	Synopsis	The students will be able to: <b>CO57.</b> Demonstrate the skills required in academic writing for critically evaluating the chosen texts for research <b>CO58.</b> Identify the theoretical frameworks, to be applied to the chosen area of study, for drafting a research problem and developing a research proposal and protocol <b>CO59.</b> Develop a research aptitude and learn ways of extended critical thinking	<b>Approach in teaching:</b> Discussion, Demonstration via Presentation  <b>Learning activities for the students:</b> Drafting a Research Proposal, Seminar-Presentation	Academic-writing Presentation, Viva-Voce

**PAPER CODE: ENG 421**

**Women Writers Across Continents**

**(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Get introduced to literary texts that prioritize women's issues, across continents
2. Get oriented to the selected writers' individual cultural bearings and literary sensibilities

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			

<b>ENG 421</b>	<b>Women Writers Across Continents</b>	The students will be able to: <b>CO60.</b> Gain an understanding of diverse literary texts through the perspective of gender and to use it as a context for reading literary texts by women <b>CO61.</b> Get an insight into theorizing women's writings drawn from across continents	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation
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<b>Unit 1</b>	<b>Mary Wollstonecraft</b> • <i>A Vindication of the Rights of Woman</i> (Ch.1, pp. 11–19; ch.2, pp.19–38)	<b>12 Hrs</b>
<b>Unit 2</b>	<b>Alice Munro</b> • The Office • Boys and Girls  <b>Margaret Atwood</b> • Happy Endings • Unearthing Suite	<b>10 Hrs</b>
<b>Unit 3</b>	<b>Charlotte Perkins Gilman</b> • The Yellow Wallpaper  <b>Joyce Carol Oates</b> • <i>Them</i>	<b>13 Hrs</b>
<b>Unit 4</b>	<b>Alexis Wright</b> • <i>Carpentaria</i>  <b>Judith Wright</b> • Woman to Man • Bullocky	<b>13 Hrs</b>
<b>Unit 5</b>	<b>Zora Neale Hurston</b> • <i>Their Eyes Were Watching God</i>	<b>12 Hrs</b>

## BOOKS RECOMMENDED

- Arkin, Marian. ed. and Barbara Shollar. *Longman Anthology of World Literature by Women(1875-1975)*. Longman, 1989.
- Davidson, Cathy N.and Linda Wagner- Martin. *The Oxford Companion to Women's Writing in the United States*. OUP, 1995.
- Weigel, Deborah. *Women and Contemporary World Literature*.Peter Lang Inc., 2009.



**PAPER CODE: ENG 422**  
**Twentieth Century Literature – II (Prose and Fiction)**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Familiarize themselves with 20<sup>th</sup> century literature and its salient features
2. Understand the socio-cultural milieu of the time as well as the trends and individual style of the representative writers

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 422	Twentieth Century Literature – II (Prose and Fiction)	<p>The students will be able to:</p> <p><b>CO62.</b> Gain a better understanding of literary works using the appropriate theoretical, historical, and cultural apparatus</p> <p><b>CO63.</b> Acquire knowledge of a wide range of narrative techniques, style and treatment, as seen to be used in the selected prose and fictional works</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

<b>Unit 1</b>	<p><b>Aldous Huxley</b></p> <ul style="list-style-type: none"> <li>• Selected Snobberies</li> <li>• Non Violence</li> </ul> <p><b>J.B. Priestley</b></p> <ul style="list-style-type: none"> <li>• Student Mobs</li> <li>• On Doing Nothing</li> </ul> <p><b>E.V. Lucas</b></p> <ul style="list-style-type: none"> <li>• A Funeral</li> <li>• Bores</li> </ul>	<b>10 Hrs</b>
<b>Unit 2</b>	<p><b>Virginia Woolf</b></p> <ul style="list-style-type: none"> <li>• <i>Mrs. Dalloway</i></li> </ul>	<b>13 Hrs</b>
<b>Unit 3</b>	<b>James Joyce</b>	<b>12 Hrs</b>

- *A Portrait of the Artist as a Young Man*

**Unit 4 D.H. Lawrence 13 Hrs**

- *The Rainbow*

**Unit 5 Joseph Conrad 12 Hrs**

- *Heart of Darkness*

### BOOKS RECOMMENDED

- Bhatnagar, Manmohan K., ed. *Twentieth Century Literature in English*. Atlantic Publishers, 2000.
- Bradbury, Malcolm. *The Modern British Novel*. Penguin, 2001.
- Ellman, Richard. *James Joyce*. Viking, 1982.
- Ferrer, Daniel. *Virginia Woolf and the Madness of Language*. Routledge, 2018.
- Pearsons, Deborah. Ed. *Theorists of the Modernist Novel : James Joyce, Dorothy Richardson and Virginia Woolf*. Routledge, 2006.
- Stringer, Jenny. Ed. *The Oxford Companion to Twentieth Century Literature in English*. OUP, 1996.

### PAPER CODE: ENG 423 A

### American Literature – II (Fiction and Drama) (Theory)

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

### Course Objectives:

The course will enable the students to:

1. Develop their understanding towards reading literature written by a diverse group of authors whose fictional and dramatic works reveal the evolving American experience and character
2. Use selected literary texts to examine the historical, social and cultural contexts in which they were written

### Course Outcomes (COs):

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 423 A	American Literature – II (Fiction and Drama)	The students will be able to: <b>CO64.</b> Gain an understanding of the social, historical, literary and cultural developments in American literature	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading	Class test, Semester end examinations, Quiz, Assignments, Presentation

		<b>C065.</b> Identify the distinct literary characteristics and sensibility of American literature	assignments, Demonstration <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	
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## CONTENTS

<b>Unit 1</b>	<b>Arthur Miller</b> • <i>Death of a Salesman</i>	<b>12 Hrs</b>
<b>Unit 2</b>	<b>Tennessee Williams</b> • <i>A Streetcar Named Desire</i>	<b>14 Hrs</b>
<b>Unit 3</b>	<b>Nathaniel Hawthorne</b> • Rappaccini's Daughter • Young Goodman Brown	<b>11 Hrs</b>
<b>Unit 4</b>	<b>Ernest Hemingway</b> • <i>A Farewell to Arms</i>	<b>12 Hrs</b>
<b>Unit 5</b>	<b>Toni Morrison</b> • <i>The Bluest Eye</i>	<b>11 Hrs</b>

## BOOKS RECOMMENDED

- Bentley, Eric. *In Search of Theatre*. Knopf Doubleday Publishing Group, 1953.
- Bigsby, C.W.E. *Modern American Drama*. 2<sup>nd</sup> ed. Cambridge University Press, 2001.
- Bloom, Harold. *Death of a Salesman*. Viva Books, 2012.
- Ernory, Elliott, Scott Donaldson, and Elliott Donaldson. *New Essays on Farewell to Arms*. Cambridge University Press, 1990.
- Grewal, Gurleen. *Circles of Sorrow, Lines of Struggle: The Novels of Toni Morrison*. Louisiana State University Press, 1998.
- Janusz, Semrau. *New Essays on the Short Stories of Nathaniel Hawthorne*. Peter Lang Publishers, 2012.

**PAPER CODE: ENG 423 B**  
**Post-Colonial Literature – II**  
**(Theory)**

**Credits: 4**  
**Maximum marks: 100**  
**Contact Hrs/Week: 4**  
**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Be exposed to a critical introduction to the highly contested field of postcolonial literature
2. Navigate the complex maze of theoretical terms and concepts that characterize postcolonial studies and the condition of postcoloniality
3. Have a literary engagement with a nation's consciousness through the themes of colonialism, liberation, independence, tradition, modernity, individualism, community, socialism, etc.

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 423 B</b>	Post-Colonial Literature – II	The students will be able to: <b>CO66.</b> Gain an understanding of the diverse forms of colonial and postcolonial nationalism, as seen in literature <b>CO67.</b> Acquire knowledge of the historical context of literary production and reception <b>CO68.</b> Get an insight into the application of literary <b>(Theory)</b> to postcolonial literature	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

**CONTENTS**

<b>Unit 1</b>	<b>Frantz Fanon</b> <ul style="list-style-type: none"> <li>• “On National Culture” (from <i>The Wretched of the Earth</i>)</li> </ul> <b>Gayatri Chakravorty Spivak</b> <ul style="list-style-type: none"> <li>• Can the Subaltern Speak?</li> </ul>	<b>14Hrs</b>
<b>Unit 2</b>	<b>HomiK. Bhabha</b> <ul style="list-style-type: none"> <li>• “Locations of Culture: The Commitment to (Theory)” (from <i>The Location of Culture</i>)</li> </ul> <b>Salman Rushdie</b>	<b>14 Hrs</b>

- "Imaginary Homelands"(from *Imaginary Homelands: Essays in Criticism*)

**Unit 3 Meena Alexander 11 Hrs**

- Blood Line
- Everything Strikes Loose
- South of the Nilgiris

**R. Parthasarathy**

- From Exile
- From Homecoming

**Unit 4 Arun Kolatkar 10 Hrs**

- the Boatride
- The Turnaround

**Nissim Ezekiel**

- from Ruminations
- Goodbye Party ...
- Poem of the Separation

**Unit 5 Michael Ondaatje 11Hrs**

- *The English Patient*

**BOOKS RECOMMENDED**

- Deftereos, Christine. *AshisNandy and the Cultural Politics of Selfhood*. Sage Publications, 1999.
- Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. CUP, 2007.
- Patke, Rajeev. *Postcolonial Poetry in English*. OUP, 2008.
- Roberts, Neil, ed. *A Companion to Twentieth Century Poetry*. Blackwell, 2001.

**PAPER CODE: ENG 423 C**

**Modern Drama – II**

**(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

**Course Objectives:**

The course will enable the students to:

1. Get acquainted with the genre of Modern drama through a selection of representative dramatists and their individual style
2. Understand the relationship between aesthetic experimentation and social change in order to examine and appreciate Modern Drama with regard to contemporary theatre

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			

<b>ENG 423 C</b>	<b>Modern Drama - II</b>	The students will be able to: <b>CO69.</b> Get an insight into the genres, conventions and experimentation associated with English drama, and a knowledge of the historical, socio-political, and religious trends in the selected plays <b>CO70.</b> Gain an understanding of the writers' use of language as a creative resource to explore the entire range of human experience through the literary form of drama	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation
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## CONTENTS

<b>Unit 1</b>	<b>Harold Pinter</b> • <i>The Birthday Party</i>	<b>12 Hrs</b>
<b>Unit 2</b>	<b>Edward Bond</b> • <i>Lear</i>	<b>12 Hrs</b>
<b>Unit 3</b>	<b>Tom Stoppard</b> • <i>Rosencrantz and Guildenstern Are Dead</i>	<b>12 Hrs</b>
<b>Unit 4</b>	<b>Caryl Churchill</b> • <i>Top Girls</i>	<b>12 Hrs</b>
<b>Unit 5</b>	<b>Girish Karnad</b> • <i>Nagamandala</i>	<b>12 Hrs</b>

## BOOKS RECOMMENDED

- Esslin, Martin. *Theatre of the Absurd*. Random House, 2004.
- Innes, Christopher. *Modern British Drama : The Twentieth Century*. CUP, 2002.
- Iyengar, K.R.S. *Indian Writing in English*. Sterling, 1984.
- Kitchin, Lawrence. *Mid-Century Drama*. Faber & Faber, 1962.

**PAPER CODE: ENG 424 A**

**Indian Writing in English – II**

**(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

## Course Objectives:

The course will enable the students to:

1. Understand the diverse social, cultural and aesthetic values in Indian literature

2. Develop an understanding of the forms and contexts of Indian writing in English
3. Discuss such issues concerning Indian Writing in English as the representation of culture, identity, history, constructions of nation, the (post)national , gender politics and cross-cultural transformations in literature

### Course Outcomes (COs):

Course		Course Learning Outcome	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 424 A</b>	<b>Indian Writing in English – II</b>	The students will be able to: <b>CO71.</b> Gain an understanding of the social, political, and cultural issues reflected in Indian writing in English, with reference to Indian social reformation, the freedom struggle, women’s education and empowerment <b>CO72.</b> Get an insight into Partition literature; narratives of nation and nationalism; counter-discourse; subalternity; and, identity-movements, among others	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading assignments, Demonstration  <b>Learning activities for the students:</b> Effective questions, Seminar presentation, Quizzes	Class test, Semester end examinations, Quiz, Assignments, Presentation

### CONTENTS

<b>Unit 1</b>	<p><b>Arun Kolatkar</b></p> <ul style="list-style-type: none"> <li>• Makarand</li> <li>• The Blue Hence</li> </ul> <p><b>Keki N. Daruwalla</b></p> <ul style="list-style-type: none"> <li>• Before the Word</li> <li>• Migrations</li> </ul> <p><b>Meena Alexander</b></p> <ul style="list-style-type: none"> <li>• Blood Line</li> <li>• South of the Nilgiris</li> </ul>	<b>12 Hrs</b>
<b>Unit 2</b>	<p><b>C.S. Lakshmi</b></p> <ul style="list-style-type: none"> <li>• A Deer in the Forest</li> <li>• Clear Sky</li> </ul> <p><b>Githa Hariharan</b></p> <ul style="list-style-type: none"> <li>• The Remains of the Feast</li> <li>• The Art of Dying</li> </ul>	<b>10 Hrs</b>

<b>Unit 3</b>	<b>Lakshmi Kannan</b> • <i>The Glass Bead Curtain</i>	<b>13 Hrs</b>
<b>Unit 4</b>	<b>Bama</b> • <i>Sangati :Events</i>	<b>11 Hrs</b>
<b>Unit 5</b>	<b>Mahesh Dattani</b> • <i>Final Solutions</i>	<b>11 Hrs</b>

### BOOKS RECOMMENDED

- Barbuddha, Satish. *Indian Literature in English: Critical Views*. Sarup& Sons, 2007.
- Bruce, King. *Modern Indian Poetry in English*. OUP, 2005.
- De' Souza, Eunice. *Talking Poems: Conversation with Poets*. OUP, 2001.
- Iyengar, K.R.S. *Indian Writing in English*. Sterling, 1984.
- Mukherjee, Meenakshi. *The Twice Born Fiction: Indian Novels in English*. Heinemann Educational Publishers, 1972.

### PAPER CODE: ENG 424 B

#### Women's Writing – II

(Theory)

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

#### Course Objectives:

The course will enable the students to:

1. Understand the literary history of women's studies and feminist criticism
2. Assess the contribution of various social and historical movements so as to comprehend the contribution of women's literature in society

#### Course Outcomes (COs):

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 424 B</b>	<b>Women's Writing – II</b>	The students will be able to: <b>CO73.</b> Acquire analytical and critical skills so as to read for interdisciplinary feminist scholarship	<b>Approach in teaching:</b> Interactive Lectures, Discussion, Reading	Class test, Semester end examinations, Quiz, Assignments, Presentation



		<b>CO74.</b> Appreciate the stylistic representation of the diversity of women's experiences, over time and across cultures	assignments, Demonstration  <b>Learning activities for the students:</b>  Effective questions, Seminar presentation, Quizzes	
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## CONTENTS

<b>Unit 1</b>	<b>Nadine Gordimer</b> • <i>July's People</i>	<b>12 Hrs</b>
<b>Unit 2</b>	<b>Marianne Moore</b> • What are Years? • Nevertheless	<b>12 Hrs</b>
<b>Unit 3</b>	<b>Charlotte Keatley</b> • <i>My Mother Said I Never Should</i>	<b>12 Hrs</b>
<b>Unit 4</b>	<b>Sally Morgan</b> • <i>My Place</i>	<b>12 Hrs</b>
<b>Unit 5</b>	<b>Arundhati Roy</b> • <i>The Ministry of Utmost Happiness</i>	<b>12 Hrs</b>

## BOOKS RECOMMENDED

- Frickey, Pierrette. *Critical Perspectives on Jean Rhys*. Lynne Rienne Publisher, 1990.
- Mill, John Stuart. *Subjection of Women*. Cosimo, 2000.
- Mitchell, Juliet. *Psychoanalysis and Feminism*.: Basic Books, 2000.
- Munro, Alice. *Dance of the Happy Shades and Other Stories*.: Penguin, 1998.
- Showalter, Elaine. *A Literature of Their Own: British Novelists from Bronte to Lessing*. Princeton University Press, 1977.

**PAPER CODE: ENG 424 C**

**Applied Linguistics and Grammar – II  
(Theory)**

**Credits: 4**

**Maximum marks: 100**

**Contact Hrs/Week: 4**

**Total Hrs: 60**

### Course Objectives:

The course will enable the students to:

1. Have a thorough understanding of linguistic concerns that govern the use of language
2. Understand the core components of linguistics and grammar, in them
3. Recognize and analyse the grammatical systems of English and other languages

### Course Outcomes (COs):

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
<b>ENG 424 C</b>	<b>Applied Linguistics and Grammar - II</b>	<p>The students will be able to:</p> <p><b>CO75.</b> Gain a deeper understanding of the nuances of linguistic and grammatical structures of the English language</p> <p><b>CO76.</b> Make analytical and interpretive arguments with regard to language</p>	<p><b>Approach in teaching:</b></p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b></p> <p>Effective questions, Seminar presentation, Quizzes</p>	Class test, Semester end examinations, Quiz, Assignments, Presentation

### CONTENTS

<b>Unit 1</b>	Discourse Analysis and Pragmatics	<b>12 Hrs</b>
<b>Unit 2</b>	Co-ordination of Clauses and Phrases	<b>12 Hrs</b>
<b>Unit 3</b>	Focus, Theme and Emphasis	<b>12 Hrs</b>
<b>Unit 4</b>	Teaching Methods : Grammar and Translation Method, Situational and Bilingual Methods	<b>12 Hrs</b>
<b>Unit 5</b>	Communicative Language Teaching	<b>12 Hrs</b>

### BOOKS RECOMMENDED

- Akmajian, A. R.A. Demers, and R.M. Harnish. *An Introduction to Language and Communication*. 2<sup>nd</sup> ed. Prentice Hall, 1991.
- Coulthard, Malcolm. *An Introduction to Discourse Analysis*. 2<sup>nd</sup> ed. Routledge, 1996.
- Harold, Parmer, F.G. Blandford, and Roger Kingdon. *Grammar for English Words*. 6<sup>th</sup> ed. W. Heffer & Sons, 1970.
- Leech, Geoffrey. *English Grammar for Today: A New Introduction*. Willy Blackwell Publisher, 1990.
- Littlewood, William. *Communicative Language Teaching*. Cambridge University Press, 1981.

- Randolph, Quirk, and Sydney Greenbaum. *A University Grammar of English*. Orient Longman, 1973.

**PAPER CODE: ENG 425**

**Dissertation**

**Credits: 2**

**Maximum marks: 100**

**Contact Hrs/Week: 2**

**Total Hrs: 30**

**Course Objectives:**

The course will enable the students to:

1. Prepare themselves for writing a full-fledged Dissertation by following the proposed chapter-plan, as outlined in the Synopsis
2. Adopt an interdisciplinary and comparative approach to literary research
3. Develop a research aptitude for applying theoretical frameworks to their analysis and discussion

**Course Outcomes (COs):**

Course		Course Learning Outcomes	Teaching and Learning Strategies	Assessment Strategies
Paper Code	Paper Title			
ENG 425	Dissertation	<p>The students will be able to:</p> <p><b>CO77.</b> Gain a complete understanding of the technical aspects of academic writing and documentation</p> <p><b>CO78.</b> Develop critical thinking skills and work within a theoretical framework in literary research</p> <p><b>CO79.</b> Organize and deliver an engaging research-based work carried out over a year</p>	<p><b>Approach in teaching:</b></p> <p>Discussion, Demonstration via Presentation</p> <p><b>Learning activities for the students:</b></p> <p>Writing a Dissertation, Seminar-Presentation</p>	<p>Academic-writing, Presentation, Viva-Voce</p>

**Programme- MAJMC**  
**OUTCOMES - Academic Year- 2020-21**

**PROGRAMME OUTCOMES**

<b>PO1</b>	Students will have an overview of mass media industry and its operations.
<b>PO2</b>	Students will understand theoretical and practical aspects of journalistic world.
<b>PO3</b>	Students will learn the basics of specialized print, electronic and cyber reporting, editing and designing the layouts for print.
<b>PO4</b>	Students will develop skill on all forms of journalist and non journalistic writings and communication in various print, electronic and digital media ventures.
<b>PO5</b>	Students will gain insight into broadcast media and how to engage the audience in world of mass media by composing programmes for different mediums.
<b>PO6</b>	Students will develop skills of audio -visual production through layout designing, pre, production and post production.
<b>PO7</b>	Students will be able to develop the scripts of radio programmes of different genres and also learn various aspects of recording and editing ends of radio programming.
<b>PO8</b>	Students will develop proficiency about nitty-gritty of photography, video editing, radio and TV production and digital techniques and also various audio-video editing softwares.
<b>PO9</b>	Students will learn about media theories, models, systems and discourses in Indian and global contexts and their application in present times.
<b>PO10</b>	Students will closely examine the relevant media laws, journalistic ethics and knowhow of communication research in current times and observe the applications of Information Communication Technology.
<b>PO11</b>	Students will inculcate practical skills of web designing, creating blogs and their application in public relations and advertising world.

**MA (Journalism and Mass Communication) (2020-2021)**  
**COURSE OUTCOMES - Semester I**  
**Paper Code -JMC 121**  
**Models and Theories of Mass Communication**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the various models of communication in detail.
2. Create deep understanding of the range of communication theories.
3. Understand the social, political and cultural implication of communication theories.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC I21	Models and Theories of Mass Communication	<p><b>CO01:</b>Students would be able to acquaint themselves with the various models of Communication and their correlation with practical world and current context.</p> <p><b>CO02:</b>Students would get acquainted with the basics of Communication process and their application in Mass Media practices.</p> <p><b>CO03:</b>Students would be able to understand interplay of Communication with Social, Political and Cultural milieu.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool(Power Point Presentation) Case study methodology can be applied</p> <p><b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test Continuous Assessment Test Semester end examination Assignments Presentation.

**Contents:**

**Unit I**

**10hrs**

- Communication: Meaning and Scope, Element and Process.
- Types of Communication: Verbal and Non-Verbal, Intrapersonal, Interpersonal, Group and Mass Communication.

## PROGRAMME SPECIFIC OUTCOMES

<b>PSO 1</b>	Students will learn about media theories, models, systems and discourses in Indian and global contexts and their application in present times.
<b>PSO 2</b>	Students will develop skill on all forms of journalist and non journalistic writings and communication in various print, electronic and digital media ventures.
<b>PSO 3</b>	Students will develop proficiency about nitty-gritty of photography, video editing, radio and TV production and digital techniques and also various audio-video editing softwares .
<b>PSO 4</b>	Students will closely examine the relevant media laws, journalistic ethics and knowhow of communication research in current times and observe the applications of Information Communication Technology.
<b>PSO5</b>	Students will inculcate practical skillsof web designing, creating blogs and their application in public relations and advertising world

**COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH POS)**

Course	Cos	PS01	PS02	PS03	PS04	PS05
JMC 121	C01:	x	x			
	C02	x	x	x		
	C03	x				
JMC 122	C04	x	x	x	x	
	C05	x	x	x	x	
	C06	x				
	C07	x	x	x	x	
JMC 123	C08	x	x		x	x
	C009				x	x
	C010	x		x	x	x
	C011	x	x	x	x	x
	C012				x	x
	C013	x	x	x	x	x
	C014	x		x	x	x
JMC 124	C016	x		x	x	
	C017	x	x			x
	C018	x		x	x	
JMC 125	C019	x	x	x		
	C020	x			x	
	C021			x		x
	C022	x				
JMC 126	C023		x	x	x	x
	C024	x		x		x
	C025	x	x		x	x
	C026	x	x	x		x
LAD 120	C027	x		x	x	
	C028		x			x
	C029		x	x	x	

Course	COs	PS01	PS02	PS03	PS04	PS05
JMC221				x		x
	C031	x		x		
	C032			x		
	C033	x		x		
	C034	x				x
JMC 222	C035					x
	C036			x		x
	C037			x		
	C038			x		
	C039			x		
JMC 223	C040	x			x	
	C041	x				
	C042	x				
	C043	x			x	
JMC 224	C044	x			x	
	C045	x			x	
	C046	x				
	C047	x				
JMC 225	C048			x		
	C049			x		

	<b>C050</b>			x		
	<b>C051</b>			x		
<b>JMC 226</b>	<b>C052</b>		x			
	<b>C053</b>		x			
	<b>C054</b>		x			
	<b>C055</b>		x			
	<b>C056</b>		x			



Course	COs	PS01	PS02	PS03	PS04	PS05
JMC 321				x		
	C058			x		
	C059			x		
	C060			x		
	C061			x	x	
JMC 322	C062				x	
	C063				x	
	CO 64				x	
	CO 65				x	
	CO 66				x	
JMC 323	CO 67				x	
	CO 68			x		
	CO 69			x		
	CO 70			x		
JMC 324				x		
	CO 71			x		
	CO 72			x		
	CO 73			x		
	CO 74			x		
JMC 325a/325b	CO 75		x			
	CO 76		x			
	CO 77		x			
	CO 78		x			
	CO 79		x			
	CO 80		x			
JMC 326	CO 81			x		
	CO 82			x		
	CO 83					
	CO 84			x		
	CO 85			x		
JMC 327	CO 86	x				
	CO 87	x				

Course	COs	PS01	PS02	PS03	PS04	PS05
JMC421		x	x		x	x
	CO 89			x		x
	CO90	x	x			x
	CO91					x
	CO 92					x
JMC 422	CO 93					x
	CO 94					x
	CO 95					x
	CO 96					x
	CO 97					x
JMC 423	CO 98	x				x
	CO 99	x				x
	CO100	x				x
	CO101	x				x
	CO 102	x				x
	CO 103	x				x
	CO 104	x				x
	CO 105	x				x
	CO 106	x				x
	CO 107	x				x
	CO 108	x				x
	CO 109	x		x		x
	CO 110	x		x		x
	CO 111	x				x
CO 112	x				x	
CO 113	x				x	
JMC 424	CO 114	x		x		
	CO 115	x		x		
	CO 116	x		x		
	CO 117	x		x		
JMC 425	CO 118					x
	CO 119			x		x
	CO 120			x		x
	CO 121			x		x
	CO 122					x
JMC 426	CO 123	x		x		x
	CO 124	x		x		x
	CO 125			x		x
	CO 126			x		x
	CO 127			x		x
	CO 128			x		x

**MA (Journalism and Mass Communication) (2020-2021)**  
**COURSE OUTCOMES - Semester I**  
**Paper Code -JMC 121**  
**Models and Theories of Mass Communication**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the various models of communication in detail.
2. Create deep understanding of the range of communication theories.
3. Understand the social, political and cultural implication of communication theories.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC I21	Models and Theories of Mass Communication	<p><b>CO01:</b>Students would be able to acquaint themselves with the various models of Communication and their correlation with practical world and current context.</p> <p><b>CO02:</b>Students would get acquainted with the basics of Communication process and their application in Mass Media practices.</p> <p><b>CO03:</b>Students would be able to understand interplay of Communication with Social, Political and Cultural milieu.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool(Power Point Presentation) Case study methodology can be applied</p> <p><b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test Continuous Assessment Semester end examination Assignments Presentation.

**Contents:**

**Unit I**

**10hrs**

- Communication: Meaning and Scope, Element and Process.
- Types of Communication: Verbal and Non-Verbal, Intrapersonal, Interpersonal, Group and Mass Communication.

- Characteristics and Strengths of Mass Media (Print, Radio, TV, Digital Web),
- Characteristics of Audiences, Audience Segmentation,
- Barriers of Communication.

#### **Unit II**

**12hrs**

- Models: Aristotle's Definition of Rhetoric, Barlow's SMCR, Shannon and Weaver's Mathematical Model,
- Lasswell, Osgood, Westley McLean's Conceptual Model, Davis Helical Spiral Model,
- Newcomb's Model of Communication, George Gerbner's Model, Schramm's Interactive Model, Convergent and Gate-Keeping,
- Communication and Socialization.

#### **Unit III**

**10 hrs**

- Media Systems and Theories: Hypodermic Needle Theory, Two Step and Multi Step Flow Theory.
- Authoritarian, Libertarian, Socialistic, Social-Responsibility,
- Development, Participatory Theories

#### **Unit IV**

**10 hrs**

- Psychological and Sociological Theories: Cultivation, Agenda Setting, (McComb and Shaw) and Manufacturing Consent (Noam Chomsky),
- Uses and Gratification, Spiral of Silence. Dominant,
- Dependency and Participatory Models of Communication and
- Marshal McLuhan's Approaches (Medium is Message, Hot and Cold Medium).

#### **Unit V**

**15 hrs**

- Mass Media: Public Opinion and Democracy (James Bryce and Walter Lippman), Cultural Communication, and Cross Cultural Communication,
- Critical Theories of Communication: Cognitive Dissonance, Selective Perception, Cultivation Theory, and Hegemony.
- Multiculturalism, Functionalism and Structuralism. Frankfurt School (Adorno, Horkheimer and Habermas)
- New Media Theories: Networked Societies and Digital Convergence: Manuel Castells, Christian Fuchs, Evgeny Morozov

#### **Essential Readings:**

- Aggarwal, VirBala and Gupta, V. S. (2012). Handbook of Journalism and Mass Communication. New Delhi. Neha Publishers and Distributors.
- Baran, Stanley J. (2008). Introduction to Mass Communication New Delhi. McGraw-Hill Publications.
- Dennis, McQuail (2010). Mass Communication Theory. London. Sage Publications.
- Littlejohn, S.W. and Foss K. A. (2008) Theories of Human Communication. Illinois. Waveland Press, Inc.
- Sharma, Diwakar. (2004). Mass Communication: Theory and Practice in the 21<sup>st</sup> Century. New Delhi. Deep & Deep Publications.
- Soni, S. (2013). Handbook of Journalism and Mass Communication. New Delhi. Y Kings Books.
- Upadyaya, G. K. (2018). Communication and Mass Communication: Concept and Process. Delhi. Rajat Publications.
- Williams, K. (2017). Understanding Media Theory. London. Bloomsbury.

#### **Recommended Readings:**

- Baren, Stanley J. (2015). Mass Communication Theory: Foundations, Ferment and Future. India. Cengage Publications.
- Sharma, Ashish. (2018). Introduction to Mass Communication: Model and Theories. Chhattisgarh. Evincepub Publishing.

- Sudaram, Ravi (2013). No Limits: Media Studies from India. New Delhi. Oxford University Press.

**Paper Code -JMC 122**  
**Development of Mass Media in India**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Acquaint themselves with the historical evolution of mass media in India.
2. Understand the technical advancements in the field of mass media.
3. Understand the social, political and cultural implication of communication theories.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 122	Development of Mass Media in India	<p><b>CO04:</b>Students would be able to acquaint themselves with the historical evolution of journalism in India.</p> <p><b>CO05:</b>Students would be able to enhance understanding of the origin of the print, electronic and web media and its influence in society.</p> <p><b>CO06:</b>Students would be able to acquaint themselves with technological advancements in print, electronic and web media.</p> <p><b>CO07:</b>Students would be able to learn new formats of communication and methods of engagements.</p>	<p><b>Approach in teaching:</b> Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration</p> <p><b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test Continuous Assessment Test Semester end examination Assignments Presentation.</p>

**Contents:**

**Unit I****15 hrs**

- Indian Press: Origin, Growth and Development,
- Bhartendu-Tilak-Gandhian Era;
- Press and Freedom Movement, Press in India after Independence,
- Indian Press: Problems and Prospects.
- Introduction to Traditional Media: Folk Dance, Theatre and Puppetry

**Unit II****15 hrs**

- Development of Radio as a medium of Mass Communication – Growth of Radio in India, FM Radio, Community Radio, Internet Radio
- Key recommendations of Chanda Committee – 1964, Verghese Committee – 1977, Press Commissions

**Unit III****10 hrs**

- Development of Television as a medium of Mass Communication. Growth of Television in India.
- Satellite and Cable Television in India. SITE – 1975,
- Joshi Committee – 1983, Sengupta Committee – 1996, G.Parthasarathy Committee -1980

**Unit IV****10 hrs**

- Films and Documentaries as a Mass Medium; Growth and Development of Indian Cinema;
- Changing face of Hindi Cinema after Independence, Portrayal of critical Social, Political and Cultural realities in Indian Cinema (addressing taboos),
- New Wave Cinema.

**Unit V****10 hrs**

- Development of Digital News Media, Convergence,
- Scope of Web Journalism, Popular formats of mass communication of engaging audience and overlapping media (Web, live streaming, podcasts, print)

**Essential Readings:**

- Natarajan, J. (2016). History of Indian Journalism. Delhi. Publication Division-Ministry of I&B.
- Bhowmik, S. (2009). Cinema and Censorship- The Politics of Control in India. Hyderabad. Orient Black Swan Pvt. Ltd.
- Pahad, A. (2012). Development in Indian News Papers. Jaipur. Shrut Publication.
- Cherian, V.K. (2017). India's Film Society Movement: The Journey and its Impact. New Delhi. SAGE Publications.
- Gupta, Ruchika. (2015). Development of Mass Communication. New Delhi. Rajat Publications.
- Hakemulder, Jan R. (2010). Radio and TV Journalism. New Delhi. Anmol Publications.
- Madhusudan, K.P. (2002). Development of Mass Communication: Futuristic Approach. New Delhi. Sarup & Sons.
- Mehta, N. (2009). Television in India. New York. Routledge.
- Shrivastava, K.M. (1989). Radio and T.V. Journalism. New Delhi. Sterling Publishers.

**Recommended Readings:**

- Butcher, Melissa. (2003). Transnational Television, Cultural Identity and Change. London. Sage Publications.
- Jeffrey, Robin. (2009). India's Newspaper Revolution. New Delhi. Oxford University Press.
- Johnson, Kirk. (2001). Media and social change: the modernizing influences of television in rural India. New Delhi. Sage Publications.
- Pavarala, V. and Malik, Kanchan K. (2007). Other Voices: The Struggles for Community Radio in India. New Delhi. Sage Publications.

**Paper Code -JMC 123**

**Editing, Layout and Graphic Designing  
(Theory)**

**Credits:4**

**Maximum Marks:100**

**Contact Hrs/Week:4**

**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the process of editing for various media.
2. Understand the newsroom culture, structure and operations.
3. Understand the usage and various features of print design and editing softwares.

**Course Outcomes(COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 123</b>	<b>Editing Layout &amp; Graphic Designing</b>	<p><b>CO08:</b>Students would be able to understand the process of editing for various platforms including Print, TV and Web and engaging audience.</p> <p><b>CO09:</b>Students would be able to create understanding of specialized reporting.</p> <p><b>CO10:</b>Students would be able to understand newsroom culture, structure and operations.</p> <p><b>CO11:</b>Students would be able write and apply design tools.</p> <p><b>CO12:</b>Students would be able to develop the knowledge of reporting.</p> <p><b>CO13:</b>Students will learn to use different design softwares.</p> <p><b>CO14:</b>Students will understand</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool(Power Point Presentation) Analyzing different newspaper reports Case study methodology can be applied.</p> <p><b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

		importance of infographics, caricatures, cartooning in news space.		
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**Contents:**

**Unit I**

**15 hrs**

- Editorial Functioning and Structure of Newsroom;
- Functioning in Magazine and News Agencies;
- Convergence in Newsroom, Desk Management and Team Co-ordination;
- Different Editorial Roles, Positions and Responsibilities

**Unit II**

**10 hrs**

- Copy Editing;
- News Value, Facts, Language, Style;
- Headline Writing, Subheads,
- Writing Leads, Intro, Captions;
- Editing for Print and Web copy,
- Newsroom Parlance and Jargons

**Unit III**

**15 hrs**

- Editing for Online Newspaper, Magazine, News Portals and Videos;
- Editing Tools;
- Post Engagement and Reach

**Unit IV**

**10 hrs**

- Introduction to Graphics and Designing,
- Info Graphics: Importance and SpaceforCartoons, Caricatures, Photosetc.;
- Dummy - Importance and Utility

**Unit V**

**10 hrs**

- Digital Publishing,
- Basics of AdobeInDesign, Photoshop, Corel Draw and Quark Express

**Essential Readings:**

- Anita, G. (2013). News Editing: Principles and Practices. New Delhi.Kanishka Publishers.
- Bender, John R. and et al. (2011). Reporting for the Media. United Kingdom. Oxford University Press.
- Bhattacharjee,Shymali. (2010). News Coverage Reporting and Editing. New Delhi.Kanishka Publishers.
- Bowles, A. D.and Borden, Diane L. (2010).Creative Editing. New Delhi. Cengage Learning.
- Hicks, Wynford and Holmes, Tim. (2002). Sub-editing for Journalists.UK. Psychology Press- Routledge.
- Saxena,Ambrish(2007) (Ed.). Fundamentals of Reporting and Editing. New Delhi. Kanishka Publishers and Distributors.

**Recommended Readings:**

- DeJarld, T. and Anton, Kelly K. (2019). Adobe InDesign Classroom in a Book. CA. Adobe Press
- Farrel, M. and Cupito, Mary C. (2010). Newspapers: A Complete Guide to the Industry. New York. Peter Lang Inc.
- Nelson, Jay J. (2016). Quark Xpress for Dummies. USA. Dummies.
- Sharma, Pathak. (2011). Reporting and Editing in Journalism. New Delhi. Deep and Deep Publications.



- Verma, M. K. (2009). News Reporting and Editing. New Delhi. APH Publishing Corporation.

**Paper Code -JMC 124**  
**Newspaper Journalism and Feature Writing**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the process of gathering information and writing news.
2. Understand the nitty-gritty of beat reporting.
3. Understand the process of feature writing and it's types.

**Course Outcome(COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 124	Newspaper Journalism & Feature Writing	<p><b>CO15:</b> Students will learn the basics of news writing.</p> <p><b>CO16:</b> Students will get the knowledge of the theory, methods, and practice of gathering information and writing news.</p> <p><b>CO17:</b>Students would be able to have an understanding of beat reporting and Development issues.</p> <p><b>CO18:</b>Students will have the knowledge of soft and hard stories.</p> <p><b>CO19:</b>Students will develop an understanding of News and views in News World.</p>	<p><b>Approach in teaching:</b>  Lecture cum Discussion  Tool(Power Point Presentation)  Analyzing different newspaper reports  Case study methodology can be applied.</p> <p><b>Learning activities for the students:</b>  Self learning assignments,  Effective questions,  Simulation,  Seminar presentation,  Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

**Unit I**

- News- Definition, Concept, Elements, Values, Sources,

**12hrs**

- Beats,
- News Structure,
- Reporting –Confidentiality of Sources and Validation of News,
- Human Interest, Crime, Politics, Weather, Speech,, Disaster, Court, Election, Riots, War, Conflict.
- Report Writing for Conferences, Deliberations and Conventions

#### **Unit II**

**15hrs**

- Interpretative Reporting,
- Investigative Reporting,
- Specialized Reporting –Environment, Human Rights, Political, Legislative (Parliament, Assemblies, Local Bodies), Science, Sports, Crime, Development, Gender and Research based in-depth reporting on Social Issues

#### **Unit III**

**12hrs**

- Opinion Writing, Editorial, Articles and Column Writing.
- Letters to Editors,
- Reviews-Books, Films, Theatre, Music. News Analysis

#### **Unit IV**

**8hrs**

- Features Meaning, Types,
- Writing Style of News and Human Interest, Special Theme

#### **Unit V**

**8hrs**

- Freelance Writing,
- Writing for web, social media platforms, portals;
- Data Journalism;
- Citizen Journalism

#### **Essential Readings:**

- Abraham, Raimole. (2010). Journalists and Environment News. New Delhi. Kanishka Publishers and Distributors.
- Ahmad, Shahzad. (2005). Journalism: News Coverage. New Delhi. Anmol Publications.
- Kamath, M.V. (1995). The Journalist's Handbook. New Delhi. Vikas Publishing House.
- Kundra, S. (2005). Reporting Methods. New Delhi. Anmol Publications.
- Parthasarathy, R. (2014). Here is the News! Reporting for the Media. New Delhi. Sterling Publishers.
- Sharma, Seema. (2005). Journalism Reporting. New Delhi. Anmol Publications.
- Spark, David and Harris, Geoffrey. (2011). Practical Newspaper Reporting. New Delhi. Sage Publication.

#### **Recommended Readings:**

- Aamidor, A. (2006). Real Feature Writing. London. Routledge.
- Frost, C. (2001). Reporting for Journalists. London. Routledge.
- Jan, H. and Singh, J. R. (1998). News Agency Journalism. New Delhi. Anmol Publications.
- Joseph, Ammu and Sharma, Kalpana. (2006). The Media and Women's Issues. New Delhi. SAGE Publication Pvt. Ltd.
- Randall, D. (2006). The Universal Journalist. London. Pluto Press.
- Stovall, J.G. (2011). Journalism: Who, What, When, Where, Why and How. New Jersey. Prentice Hall.
- Wheeler, Sharon. (2009). Feature Writing for Journalists. New York. Routledge.

**Paper Code -JMC 125  
Writing and Designing  
(Practical)**

**Credits:4  
Maximum Marks:100  
Contact Hrs/Week:4  
Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics of hard and soft news writing.
2. Understand the making of dummy, aesthetics of designing and printing.
3. Understand the usage and various features of print design and editing softwares.

**Course Outcome(COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 125</b>	<b>Practical: Writing &amp; Designing</b>	<p><b>CO20:</b>Students will have knowledge about the basics of hard and soft news writing.</p> <p><b>CO21:</b>Students will be able to understand different writing techniques.</p> <p><b>CO21:</b>Students will have the knowledge of non-news stories.</p> <p><b>CO22:</b>Students will be able to understand about the dummy, printing and layout.</p> <p><b>CO23:</b>Students will be able to develop the knowledge of aesthetics of designing.</p> <p><b>CO24:</b>Students will learn the usage of various softwares used for designing of newspaper.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool(Power Point Presentation) Analyzing different newspaper reports Case study methodology can be applied.</p> <p><b>Learning activities for the students:</b> Analyzing different newspaper reports Engage students in writing in news format Analyzing different non-news stories in different mediums Analyzing the aesthetics of different newspapers' design and layout. Analyzing the aesthetics of different newspapers, web-portals Hands-on training of softwares like</p>	Class test, Continuous Assessment Test Semester end examination Assignments

			coral draw, quarkxpress	
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**Contents:**

- Unit I - 10 hrs**
- Writing Hard News Stories, writing reports for Conferences, Deliberations, Concerts
- Unit II- 10 hrs**
- Writing Soft/ Human angle News Stories
- Unit III- 12 hrs**
- Writing Reviews-Book, Film, Theatre, Arts, Music, Literature
- Unit IV- 13 hrs**
- Writing Editorials and Articles and Features for Newspapers and Magazines
- Unit V- 15 hrs**
- Designing a Broadsheet Newspaper using Quark Express and Adobe InDesign

**Recommended Readings:**

- Abraham, Raimole. (2010). Journalists and Environment News. New Delhi. Kanishka Publishers and Distributors.
- Ahmad, Shahzad. (2005). Journalism: News Coverage. New Delhi. Anmol Publications.
- DeJarld, T. and Anton, Kelly K. (2019). Adobe InDesign Classroom in a Book. CA. Adobe Press.
- Kundra, S. (2005). Reporting Methods. New Delhi. Anmol Publications.
- Nelson, Jay J. (2016). Quark Xpress for Dummies. USA. Dummies.
- Parthasarathy, Rangaswami. (2014). Here is the News! Reporting for the Media. New Delhi. Sterling Publishers.



**Paper Code -JMC 126**  
**Writing for Print Media (Practical)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Write reviews of books, movies, theatre play, etc.
2. Translate the stories from Hindi to English and vice –versa.
3. Write opinion, feature, article, editorial and conduct interview.

**Course Outcomes (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 126	Practical: Writing for Print Media	<p><b>CO25:</b>Students would have knowledge about the basics of hard and soft news writing</p> <p><b>CO26:</b>Students would be able to understand different writing techniques.</p> <p><b>CO27:</b>Students will have the knowledge of writing non newsy stories.</p> <p><b>CO28:</b>Students will be able to translate the stories from Hindi to English and vice –versa.</p> <p><b>CO29:</b>Students would be trained in conducting interviews indoor and outdoor.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool(Power Point Presentation) Analyzing different newspaper reports Case study methodology can be applied.</p> <p><b>Learning activities for the students:</b> Engage students in writing in news format Analyzing different non-newsy stories in different mediums Translate stories from Hindi and English newspapers. Students to conduct interview of in-house and outdoor individuals</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

**Unit I-**

- Translation: News, Articles, Features.

**15hrs**

- Unit II-** **10 hrs**
- Reviewing News and Analyzing Newspapers. Writing Reviews: News, Book, Theatre, Film and Art, Music and Literature
- Unit III-** **15hrs**
- Opinion Writing: Editorial, Article, Feature, Column Writing
- Unit IV-** **10 hrs**
- Conducting Interviews
- Unit V-** **10 hrs**
- Writing Letter to the Editor. Writing News for Different Beats

### **BOOKS**

- Aamidor, A. (2006). Real Feature Writing. London. Routledge.
- Abraham, Raimole. (2010). Journalists and Environment News. New Delhi. Kanishka Publishers and Distributors.
- Ahmad, Shahzad. (2005). Journalism: News Coverage. New Delhi. Anmol Publications.
- Frost, C. (2001). Reporting for Journalists. London. Routledge.
- Kundra, S. (2005). Reporting Methods. New Delhi. Anmol Publications.
- Parthasarathy, Rangaswami. (2014). Here is the News: Reporting for the Media. New Delhi. Sterling Publishers.
- Randall, D. (2006). The Universal Journalist. London. Pluto Press.
- Spark, David and Harris, Geoffrey. (2011). Practical Newspaper Reporting. New Delhi. Sage Publication.
- Stovall, J.G. (2011). Journalism: Who, What, When, Where, Why and How. New Jersey. Prentice Hall.
- Wheeler, Sharon. (2009). Feature Writing for Journalists. New York. Routledge.

**Paper Code –LAD 120**  
**Communication Skills and Time Management**

**Credits:2**

**Maximum Marks:100**

**Contact Hrs/Week:2**

**Total Hrs:30**

**Course Objectives:**

The objective of this course is to acquaint the students with the communication skills, building reading, writing habits, and public speaking, working on business etiquette, and enable them to manage time productively.

**Contents:**

**Unit I**

**6 hrs.**

- **Knowing Self and Developing a Positive Attitude:** Using Positive words, forming values, developing EQ, Perceptual analysis, Using will power and mental models in problem solving.

**Unit II**

**6 hrs.**

- **Listening, Verbal and Non-verbal Communication Skills:** Overcoming low self-esteem, asking the right questions, Voice modulations, listening habits, The SQ3R Technique of reading, causes and solution to reading deviation.

**Unit III**

**6 hrs.**

- **Written Communication, Assertiveness and Public Speaking:** Art of reading, letters, memos, blog writing, thought provoking idea sharing, writing an e-mail, Netiquette, using e-mail elements, How and when to say No, tips for effective communication.

**Unit IV**

**6 hrs.**

- **Is time out of control; A war on stress:** Being busy Vs. Being productive, managing time effectively, using 60-30-10 rule, Pareto principle, working on daily mini vacations, time management tips for managers, importance of stress.

**Unit V**

**6 hrs.**

- **Procrastination; turning downtime into productive time:** The To-Do and Not To do list, Smart goals and career planning, getting organized, important vs. urgent, ways to avoid traps and time sinkers, creating a time management plan.

**Reference Books:**

1. David Riklan (2003), Self-Improvement the Top 101 Experts Who Help Us Improve Our Lives.
2. Kelly McGonigal (2011), The Willpower Instinct: How Self-Control Works, Why It Matters, and What You Can Do to Get More of It.
3. Mahadevan Ramesh and Gopalaswamy Ramesh (2010), The ACE of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson publishers.
4. Richard Walsh (2008), Time Management: Proven Techniques for Making Every Minute Count.
5. Simon Sinek (2009), Start with why.
6. Dale Carnegie, the 5 essential people skill: How to assert Yourself, listen to others, and Resolve Conflicts.



**Paper Code -JMC 221**  
**Electronic Media**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the evolution of AIR and Doordarshan.
2. Understand the broadcasting guidelines.
3. Understand the development and usage of new media and online broadcasting.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 221</b>	<b>Electronic Media</b>	<p><b>CO30:</b>Students will be able to understand the functioning of electronic media as well as new media platforms</p> <p><b>CO31:</b>Students will be able to familiarize themselves with the basic techniques of broadcasting.</p> <p><b>CO32:</b>Students will be able to have understanding of electronic media content creation.</p> <p><b>CO33:</b>Students will be having the knowledge of script writing for Radio, TV and Cinema.</p> <p><b>CO34:</b>Students will be having the knowledge of online journalism.</p>	<p><b>Approach in teaching:</b>            Lecture cum Discussion            Tool(Power Point Presentation)            Analyzing different electronic media reports            Case study methodology can be applied.</p> <p><b>Learning activities for the students:</b>            Self learning assignments,            Effective questions,            Simulation,            Seminar presentation,            Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

**Unit I**

**12hrs**

- Radio and Television as Mass Media: Strengths and Formats;
- Radio and Television as a tool of Development. Analysis and Appreciation of Radio and TV Programmes and
- Formats (News Bulletin, News Reel, Phone-in, Phono, Announcements, Talk, Drama, Documentary, Interview, Discussion, Radio Feature)

**Unit II****15 hrs**

- All India Radio and its Services; AM, FM, Medium and Short Wave.
- Privatization-leasing out time slots (1993), Privatization Policy (2000);Expansion of FM Radio, Educational Broadcasts (Gyanvani, Shikshavani),
- Community Radio.
- Internet Radio: Webcast and Podcast.

**Unit III****13hrs**

- Guidelines for Doordarshan;Code of Ethics and Broadcasting Standards, Growth of Private,International, National and Regional TV Networks and fierce competition for ratings.
- TRP,TAM, BARC

**Unit IV****10hrs**

- Online Television: Formats, Content and Presentation, Youtube Channels, OTT Streaming Platforms

**Unit V****10 hrs**

- New Media: Social Networking sites, blogs,vlogs, Content Formats,
- Visualization of Data Collection and analysis of Open source Data,
- Effect of Social Media on Masses and Challenges

**Essential Readings:**

- Aggarwal, VirBala and Gupta, V. S. (2012). Handbook of Journalism and Mass Communication. New Delhi. Neha Publishers and Distributors.
- Mihir, B. (2006). Bollywood: A History. New Delhi. Lotus Collections.
- Kumar, Keval J.(2005). Mass Communication in India. Mumbai. Jaico Publishing House.
- Upadyaya, Gaurav K. (2018). Communication and Mass Communication: Concept and Process. Delhi.Rajat Publications.
- Vill'aniam, J.V. (2004). Communication and Mass Communication in India New Delhi. B.R. Publishing Corporation.

**Recommended Readings:**

- Boyd, A. (2000). Broadcasting Journalism: Techniques of Radio & Television News. New Delhi. Focal Press.
- Chatterjee, P. C.(1991). Broadcasting In India. New Delhi. Sage Publications.
- Fleming, C.(2002). The Radio Handbook. London.Routledge.
- Narayan, S.(2014). Globalisation and Television: A Study of the Indian Experience 1990-2010. New Delhi. Oxford University Press.
- Srivastava, K. M.(2005). Broadcast Journalism in the 21st Century. New Delhi.Sterling Publications.

**Paper Code -JMC 222**  
**Radio Programme Production**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to –**

1. Understand the evolution of Radio in India.
2. Understand various formats of Radio.
3. Understand the types and studio setup of Radio broadcasting.

**Course Outcome (COs)**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 222</b>	<b>Radio Programme Production</b>	<p><b>CO35:</b>Students will be able to work in broadcast world by learning audio skills, formats and techniques</p> <p><b>CO36:</b>Students will be acquainted with the production of radio news bulletins and programmes.</p> <p><b>CO37:</b>Students will be able to do radio interviews, make radio promos and jingles.</p> <p><b>CO38:</b>Students will be able to use audio editing software and produce programmes.</p> <p><b>CO39:</b>Students will be able to undertake radio programme production in different formats.</p>	<p><b>Approach in teaching:</b>  Lecture cum Discussion  Tool (Power Point Presentation) and listening to radio.  Tool and writing practice.  Lecture cum Discussion  Tool and audio editing practice.  Lecture cum Discussion  Tool (Power Point Presentation) and listen to various radio programmes.</p> <p><b>Learning activities for the students:</b>  Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**  
**Unit I**

**10hrs**

- General Principles of Writing for Radio,Internet Radio-Podcasts,Sound Recordings.
- Management and Hierarchy in Radio organization, Roles and Responsibilities

### **Unit II**

**15 hrs**

- Formats of Radio Programmes –News, News Reel, Announcement, Talk, Interview, Studio Discussion, Radio Feature, Radio Documentary, Radio Drama, Phone-in Programme.
- Radio News Sources, Radio Grammar, Diction, Modulation and Voice Over, Radio Terminologies, News Production using sound bytes

### **Unit III**

**12hrs**

- Broadcast Studio-Types and Acoustics. Analogue and Digital Signals; Digital Recording;
- Equipments in Studio, Audio editing using Audio Softwares.
- Microphones: Types and Uses, Field Recording Skills,
- Types of Mixers and Speakers

### **Unit IV**

**12hrs**

- Studio Production: Radio Newsreel and Current Affairs, Discussions, Music Management, Outdoor Broadcasts of Sports, Elections and Mega Events

### **Unit V**

**11hrs**

- Radio Advertisements- Social and Commercials.
- Programming Planning for a Radio Channel- Conceptualization, Building Identity and Personality

### **Essential Readings:**

- Barzman, A. (2004). Radio Advertising- A Guide to Creating, Voicing and Producing Great Radio Commercials. Chandigarh. Unistar Books Pvt. Ltd.
- Fossard, Esta De and Riber, J. (2005). Writing and Producing Radio Dramas. New Delhi. SAGE Publications.
- Gandhi, VedP. (2009). Handbook of Television and Radio Broadcasting. New Delhi. Kanishka Publishers and Distributors.
- Kumar, Dilip (2017). Radio Journalism and Production. New Delhi. Galgolia Publishing Company
- McLeish, R. (2005). Radio Production. Burlington, USA. Focal Press.
- Neelamkar, M. (2017). Radio Programme Production. New Delhi. PHI Learning Pvt. Ltd.
- Parameswaran. (2012). Radio Broadcasting: A Reader's Guide. New Delhi. Authers Press.
- Saxena, A. (2011). Radio in New Avtar: AM to FM. New Delhi. Kanishka Publishers and Distributors.
- Wadia, A. (2008). Film Television and Radio Production: Elements Dimensions and Trends. New Delhi. Kanishka Publishers and Distributors.

### **Recommended Readings:**

- Hausman, C., Messere, F. and O'Donnell, Lewis B. (2012). Modern radio Production: Production, Programming and Performance. Boston. Wadsworth.
- Keith, Michael C. (2010). The Radio Station: Broadcast Satellite and Internet Oxford. Focal Press.
- Richard, A. (1971). Radio Programme Production: A Manual for Training. Paris. UNESCO.
- Thomson, R. (2010). Writing for Broadcast Journalists. New York. Routledge.

**Paper Code -JMC 223  
Contemporary India  
(Theory)**

**Credits:4  
Maximum Marks:100  
Contact Hrs/Week:4  
Total Hrs:60**

**Course Objectives:**

**This course will enable the students to –**

1. Understand the Constitution, Judiciary and Parliamentary system of India.
2. Understand India's foreign, economic and development policies.
3. Understand the contemporary social, economic and political issues of India.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 223</b>	<b>Contemporary India</b>	<p><b>CO40:</b>Students would be able to gain knowledge about Indian Constitution, Indian Parliamentary Democracy, Centre-State Relations and Current Affairs.</p> <p><b>CO41:</b>Students would be able to develop knowledge about India's Foreign Policy, major national concerns and impact of global processes</p> <p><b>CO42:</b>Students will understand nuances of economy and policies and correlation with international market</p> <p><b>CO43:</b>Students will have better idea about structures of governance and importance of local self-governance</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool (Power Point Presentation) and case study.</p> <p><b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:  
Unit I**

**15 hrs**

- Salient features of the Indian Constitution, Preamble,
- Fundamental Rights,
- Directive Principles Parliament and State Legislative Assemblies and Councils,
- Electoral System,
- Center-State Relations,
- Panchayati Raj Institutions.

#### **Unit II**

**15 hrs**

- India's Foreign Policy, Relations with neighboring countries,
- SAARC nations and other major countries: US, Israel, Australia, Britain, Middle East,
- Indian Judiciary systems-Judicial Reforms. Indo-Pak Relations

#### **Unit III**

**10 hrs**

- India as emerging economic Power,
- Impact of Globalization on Indian Economy, Growth, Economic Reforms, Removal of Poverty and Disparity,
- Understanding Rural Realities.

#### **Unit IV**

**10 hrs**

- Idea of India, Major National and Regional Conflicts,
- Major Cultural and Economic Zones in India, NITI Ayog and aspects of Good Governance.

#### **Unit V**

**10 hrs**

- Contemporary Social, Economic and Political issues, Conflict Resolution: Inter-State and Regional

#### **Essential Readings:**

- Acharya, Shankar and Mohan, Rakesh. (2010). India's Economy: Performance and Challenges New Delhi. Oxford University Press.
- Basu, Durga D. (2011). Introduction to the Constitution of India. Mumbai. LexisNexis.
- Datt, R. and Sundharam, KPM. (2011). New Delhi. Indian Economy. S Chand and Company Ltd.
- Dubey M. (2017) India's Foreign Policy. New Delhi. Orient Black Swan
- Ganguly, Sumeet. (Eds) (2011). India's Foreign Policy: Retrospect and Prospect. New Delhi. Oxford University Press.
- Ganguly, Chauthaiwala, Sinha. (2016). The Modi's Doctrine New Paradigm in India's Foreign Policy. New Delhi, Wisdom Tree Publication.
- Gandhi, Pandey. (2018). India's Penal Code. New Delhi. Eastern Book Company
- India Year Book, New Delhi. Publications Division.
- Kapila, Uma. (2016-17). Indian Economy since Independence. New Delhi. Academic Foundation.
- Misra, S. K. and Puri, V. K. (2008). Indian Economy- Its' Development Experience. Mumbai. Himalaya Publishing House.
- Banerjee, M. and Basu, D. (2008). Introduction to the Constitution of India. Nagpur. Wordsworth Publication
- Pandey, J. N. (2004). Constitutional Law of India. Allahabad. Central Law Agency.
- Pylee, M. V. (2016). India's Constitutions. New Delhi. S Chand and company Ltd.
- Shahi, S. P. (2017). India's Foreign Policy: Current Perspective. R P Publications, Delhi.

#### **Recommended Readings:**

- Marwah, R., Motwani, A. and Sachdev, T. (2009). Contemporary India: Economy, Society & Polity. New Delhi. Pinnacle.
- Ramachandra, G. (2010). Makers of Modern India. New Delhi. Penguin.
- Vidyasagar, I.S. (2006). Constitution of India. Jaipur. ABD Publishers.

**Paper Code -JMC 224**  
**Media Industry, Management and Organizations**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to –**

1. Understand the structure and management of media houses.
2. Understand the process and challenges of launching a new media venture.
3. Understand new trends of media industry.

**Course Outcome (COs)**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 224</b>	<b>Media Systems &amp; Organizations</b>	<p><b>CO44:</b>Students will gain insight about the basic management strategies in media industries.</p> <p><b>CO45:</b>Students will have a knowhow of challenges of launching media ventures.</p> <p><b>CO46:</b>Students will be able to know about the problems of small and low budget newspapers.</p> <p><b>CO47:</b>Students would be able to know as how media is turning into an industry.</p>	<p><b>Approach in teaching:</b>  Lecture cum Discussion  Tool (Power Point Presentation) and listening to radio.  Tool and writing practice.  Lecture cum Discussion  Tool and audio editing practice.  Lecture cum Discussion  Tool (Power Point Presentation) and listen to various radio programmes.  <b>Learning activities for the students:</b>  Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Continuous Assessment Test Semester end examination Assignments</p>

**Contents:**

**Unit I****12hrs**

- Basic Management Principles, Media as an Industry, Management functions in media structure.
- Types of Ownership: Sole Proprietorship, Partnership Company, Family Owned, Trust, Cross Media Ownership

**Unit II****15 hrs**

- Organizational Structure of Media Houses: Print, Broadcast and News Portals.
- Functioning and Inter-Relationships of Editorial and Business, Advertising, Printing and Circulation Department;
- Economics and Profitability of Print and Electronic Media

**Unit III****12hrs**

- Revenue Generation Strategy, Budgeting, Process and Prospects of Launching Media Ventures,
- Market Survey Techniques

**Unit IV****10hrs**

- Role and Scope of Small Newspapers. Measures for the News Media to cope with the challenges from digital world;
- Revenue Models for Print, Electronic and Web

**Unit V****11hrs**

- Media as Industry and Public Service Units, All India Small and Medium Newspaper Associations and Federations (ASMNI, IFSMN, AISMNF); NUJ and IFWJ

**Essential Readings:**

- Banerjee, D. (2011). Media Speaks Management Matters. New Delhi. Sarup Book Publisher.
- Chauhan, S. and Chandra, N. (2010). Global Source Book of Mass Communication Journalism and Media Management Part 1 & 2. New Delhi. Kanishka Publishers Distributors.
- Choudhary, A. (2013). A Textbook of Newspaper Management. New Delhi. Wisdom Publications.
- Kothari, G. (1997). Newspaper Management in India. New Delhi. Bharatiya Book Corporation.
- Reyudu, C.S. (2011). Media and Communication Management. Mumbai. Himalaya Publishing House.
- Sahay, M. (2011). A Textbook of Media Management. New Delhi. Wisdom Publications.

**Recommended Readings:**

- Hollifield, C. A. and et al. (2015). Media Management: A case book Approach. London. Routledge.
- Menon, A. (2017). Media Planning and Buying: Principles and Practice in the Indian Context. Noida. McGraw Hill Education.
- Pearce, J. and et al. (2017). Strategic Management: Formulation, Implementation and Control. UK. McGraw Hill Education.



**Paper Code -JMC 225**  
**Radio Programme Production**  
**(Practical)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to –**

1. Produce a radio news bulletin.
2. Understand the production of radio interview, feature, documentary, panel discussion and music show.
3. Understand the techniques of radio editing.

**Course Outcome (COs)**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 225	Practical: Radio Programme Production	<p><b>CO48:</b>Students will be acquainted with the production of radio news bulletin.</p> <p><b>CO49:</b>Students will be able to interview, make radio promos and jingles.</p> <p><b>CO50:</b>Students will be able to apply radio production techniques.</p> <p><b>CO51:</b>Students will be able to undertake radio programme production in different formats.</p>	<p><b>Approach in teaching:</b>  Lecture cum Discussion Tool and Radio news bulletin writing  Lecture cum Discussion Tool and production of radio interview, promo and jingle.  Lecture cum Discussion Tool and writing practice.  Lecture cum Discussion Tool and production of various radio programmes.</p> <p><b>Learning activities for the students:</b>  Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

- Unit I** **10 hrs**
- Packaging a News Bulletin; including all components (Live voices, Reports, News analysis)
- Unit II** **10hrs**
- Writing, Recording, Editing and Mixing of voices for different programmes.
- Unit III** **10 hrs**
- Production of an Interview and one discussion based programs.
- Unit IV** **15 hrs**
- Preparing a Radio Feature/ Documentary; using various sounds.
- Unit V** **15hrs**
- Writing, recording, editing and mixing of Music shows Editing, Creative use of Sound Editing.

**Recommended Readings:**

- Barzman, A. (2004).Radio Advertising- A Guide to Creating, Voicing and Producing Great Radio Commercials. Chandigarh.Unistar Books Pvt. Ltd.
- Fossard, Esta De and Riber, J. (2005).Writing and Producing Radio Dramas. New Delhi.SAGE Publications.
- Gandhi,VedP. (2009).Handbook of Television and Radio Broadcasting. New Delhi.Kanishka Publishers and Distributers.
- Hausman, C., Messere, F. and O'Donnell, Lewis B. (2012).Modern radio Production: Production, Programming and Performance. Boston. Wadsworth.
- Keith,Michael C. (2010). The Radio Station: Broadcast Satellite and Internet Oxford. Focal Press.
- McLeish, R. (2005).Radio Production. Burlington, USA. Focal Press.
- Parameswaran. (2012). Radio Broadcasting: A Reader's Guide. New Delhi.Authers Press.
- Richard, A. (1971). Radio Programme Production: A Manual for Training. Paris. UNESCO.

**Paper Code -JMC 226**  
**Photography and Digital Techniques(Practical)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to –**

1. Understand the basics and techniques of digital photography.
2. Capture various types of photographs by understanding lighting techniques and rules of composition.
3. Understand the basics of photo editing software; Adobe Photoshop.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 226</b>	<b>Practical: Photography and Digital Techniques</b>	<b>CO52:</b> Students would learn the concepts and importance of photography in news space.	<b>Approach in teaching:</b> Lecture cum Discussion Tool (Power Point Presentation)	Class test, Continuous Assessment Test Semester end examination Assignments

		<p><b>C053:</b>Students would be able to understand basic principles and application of photography in news space photo coverage and photo Journalism.</p> <p><b>C054:</b>Students would be to ready to operate in any media organization as photo Journalist.</p> <p><b>C055:</b>Students would know the importance of photo features, captioning and photos with news.</p> <p><b>C056:</b>Students would know scope of photography and may be self-employed.</p>	<p>Lecture cum Discussion Tool and photography practice.</p> <p>Lecture cum DiscussionTool, Photo feature exercise and caption writing practice.</p> <p>Lecture cum DiscussionTool and photography practice.</p> <p><b>Learning activities for the students:</b></p> <p>Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	
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### Contents:

#### Unit I-

15hrs

- Basics of Photography; Techniques and Contemporary trends; Aperture, Shutter Speed and ISO;
- Camera Accessories

#### Unit II-

12 hrs

- Photo Compositions and shots: Rule of thirds composition. Shoot for Still life, Portrait,
- Macro and Speed Photography.
- Outdoor field visits: Monuments/Festivals/ Biodiversity/Wildlife Parks/ Sanctuaries

#### Unit III-

10 hrs

- Photo Editing:Digital Dark Room;Super Imposition, Color Correction, Cropping Frame, Retouching and Restoration of an Image.

#### Unit IV-

13 hrs

- Concept of Photojournalism, Technique of Field Photography, Live Photography, Documentary, Social, Street and Celebrity Photography, Photo Captioning, Photo Features

#### Unit V-

15 hrs

- Portfolio Presentation: News, Still Life, Macro, Group, Landscape, Wild life and Human Life Exploration

### Recommended Readings:

- Gatum, Chris. (2016). The Beginner's Photography Guide. London. DK Publishing.
- Singh,BhanuPratap (2011).Photojournalism. New Delhi.Anmol Publications Pvt. Ltd.
- Luck, Steve & Freeman, John. (2009). Digital and Classic Photography Leicestershire.Lorenz Books
- Dorling,Tomany. (2012). Digital Photography – An Introduction London.Kindersley Limited.
- Singh, Monika. (2010). Print Media and Photo Journalism. New Delhi. Centrum Press.

- Beazley, Mitchell. (2004). New Introductory Photography Course London. Octopus Publishing Group Ltd.
- Long, Ben. (2018). Complete Digital Photography. Oregon. CDP Press.
- Miotke, Jim. (2010). Better Photo Basics: The Absolute Beginner's Guide to Taking Photos. MA. Amphoto Books
- Kelby, Scott. (2014). The Digital Photography Book: Part I. California. Peachpit Press.
- Barnbaum, Bruce. (2010). The Art of Photography: A Personal Approach to Artistic Expression. California. Rocky Nook

**Resume Building and GD-PI and Business Etiquette  
(Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to -**

1. Learn the process of resume building.
2. Understand the dos and don'ts to perform efficiently in GD-PI.
3. Understand the business etiquettes.

**Contents:**

**Unit I-**

**06 hrs**

- **Understanding Resume making:** Focusing on industry specific experienced resume writing, do's and don'ts of resume, scrutinizing career objectives and goals through LinkedIn and Naukri, preparing career statement, Online resume building on multiple platforms, Elevator Pitch, Networking.

**Unit II-**

**06 hrs**

- **Mastering Group Discussion and Personal Interview:** Power words, building cooperative scenario, types of GD, do's and don'ts of group discussion, confidence building, body language, content building, characters tested in GD, Skills required, essential elements, GD-Etiquette, Gestures, Postures and Nonverbal communication to facilitate a GD. Types of personal interview, Focusing and practising types of questions asked, reasons for rejection and selection, what should and should not be asked, practising telephonic and skype interview, dress code.

**Unit III-**

**06 hrs**

- **Greeting and Managing People and Social Skills:** Introducing the people around, who to introduce first, Netiquette, people and social skills at workplace, manners at the wheel, getting along with people

**Unit IV-**

**06 hrs**

- **First and Lasting Impression, and Business meeting Etiquette:** Carrying confidence through business formals and casuals, accessories, Business meeting etiquette, cubicle manners, Dining and restaurant etiquette, Hosting manners.

**Unit V-**

**06 hrs**

- **Mock GD-PI Sessions:** Internal and external GD-PI sessions and competitions to boost confidence and prepare content.

**Reference Books:**

1. K. Alex (2009), Soft skills know yourself and know the world, Sultan Chand & Sons.
2. Mahadevan Ramesh and Gopalswamy Ramesh (2010), The ACE of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson publishers.
3. ShitalKakkarMehra (2012), Business etiquette – A Guide for the Indian Professional, Harper Collins Publishers.



**Paper Code -JMC 321**

**Television Programme Production  
(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics of writing for television programmes.
2. Use both mobile and professional video camera for shooting visuals.
3. Understand the process of TV production and video editing techniques.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 321</b>	<b>Television Programme Production</b>	<p><b>CO57:</b>Students will be able to write scripts for television news stories, special stories and on the spot reporting.</p> <p><b>CO58:</b>Students will be able to cover events and news based stories using mobile phones, video cameras.</p> <p><b>CO59:</b>Students will anchor, present and able to produce television news bulletin.</p> <p><b>CO60:</b>Students will acquire skills and techniques of television media production.</p> <p><b>CO61:</b>Students will be able to do the editing both offline and online programme of television with using the softwares</p>	<p><b>Approach in teaching:</b>                      Lecture cum Discussion Tool (Power Point Presentation)                      Lecture cum Discussion Tool and Television production.</p> <p><b>Learning activities for the students:</b>                      Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

- Unit I** **10 hrs**
- Visual Communication: Concept and Process, Principles and tools of visual Communication, Visual perception; Use of visual across media.
  - Basics of Television Broadcasting: Television as a Medium, Public service v/s Private Broadcasting, Satellite and Terrestrial Transmission and Broadcasting v/s Narrowcasting, DTH, MOJO (Mobile Journalism)

- Unit II** **10 hrs**
- Writing for Television, Concept and Idea Generation, Value addition,
  - News services and agencies,
  - Treatment, Story, Script writing, Screenplay and Storyboarding.
  - Anchor heads, Sub-titles, Scrolls;
  - Structure of TV news rooms, Assignment Desk, Production Desk, Visual Sources.

- Unit III** **15 hrs**
- Video Camera: Types and Characteristics;
  - Single Camera Shooting, Camera Operations,
  - Basic Camera Shots, Angles and Movements,
  - Shooting Techniques: Color Balancing, Picture Composition, Maintaining Continuity, Imaginary Line.
  - Multi Camera Shooting: Characteristics, TV Studio set-up,
  - Production Control Room, Outdoor Broadcast,
  - Planning TV studio programmes, TV programme formats.

- Unit IV** **15 hrs**
- Studio Luminaire and Lamps; TV Lighting and its functions; Three point lightning, Bounce lighting, High key and Low key lightning, Outdoor lighting,
  - Reflectors; Studio sets and props; Make-up.
  - Sound: Basic Characteristics, Microphones, Sound Recording

- Unit V** **10 hrs**
- Video Editing: Functions and Techniques, Rough Cut, Transitions. Continuity, Use of Cutaways, AB Roll Editing,
  - Digital Effects and Post Production, Graphics

**Essential Readings:**

- Desai M. (2009). Television and Cultural Crisis: An Analysis of Transnational Television in India. New Delhi. Concept Publishing Company.
- Gandhi, V (2009). Handbook of Television and Radio Broadcasting. New Delhi. Kanishka Publishers.
- Gerald, K. (2004). Writing for Television. Chandigarh. Unistar Books Pvt. Ltd.
- Harris, Christopher R. and Lester, Paul M. (2001). Visual Journalism: A Guide for New Media Professionals. New Delhi. Pearson.
- Laurence M. (1974). The Right Way to Use a Camera. Calcutta. Rupa Co.
- Riber, J. (2005) Writing and Producing for Television and Film. New Delhi. Sage.
- Mehta, N. (2009). Television in India. New York. Routledge.
- Vasuki, B. (2008). Video Production New York. Oxford University Press.
- Wadia, A. (2008). Film Television and Radio Production: Elements Dimensions and Trends. New Delhi. Kanishka Publishers.
- Zettl, H. (2008). Television Production Handbook. Belmont, CA. Wadsworth.

**Recommended Readings:**

- Rober, M. (2000). An Introduction to Writing for Electronic Media: Script Writing essentials across the Genres. Oxford. Focal Press.



- Underwood, R. (2017). Roll!: Shooting TV News: Views from Behind the Lens. New York. Focal Press.

**Paper Code -JMC 322**  
**Communication and Media Research (Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the basics and types of research.
2. Understand the basics of media and social science research.
3. Understand the interrelations between elements and application of SPSS software.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 322	Communication and Media Research	<p><b>CO62:</b>Students would learn the basic concepts of communication, media and social science research.</p> <p><b>CO63:</b>Students would know about the need, process and ethics of research.</p> <p><b>CO64:</b>Students would learn interrelation and application of SPSS software.</p> <p><b>CO65:</b>Students would learn about the various types of research, surveys and polls.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool (Power Point Presentation) Tool (Power Point Presentation) and SPSS practice</p> <p><b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

**Unit I**

**15 hrs**

- Communication Research-Definition, Meaning, Types, Scope and Importance of Communication Research;
- Research Approaches- Quantitative, Qualitative and Triangulation,
- Elements of Research- Concept, Variable, Hypothesis

**Unit II**

**10 hrs**

- Research Design- Exploratory, Descriptive, Explanatory and Experimental;
- Research Methodologies-Survey, Questionnaire, Content Analysis, Case Studies, Observation

**Unit III**

**10 hrs**

- Sources of Data- Primary, Secondary;
- Sampling of Data – Probability and Non-probability,
- Techniques and Tools of Data Collection – Observation, Interview, Questionnaire, Schedule, Web Surveys, Panel Discussions,
- Data Coding Category and Interpretation

#### **Unit IV**

**15 hrs**

- Public Opinion Surveys, Telephonic Surveys, On-line polls in media research,
- Data Processing, Classification,
- Codification and Tabulation,
- IRS,NRS, ABC, RAM, BARC, TAM, MRUC,
- Media Research using internal and news trends; Research Ethics

#### **Unit V**

**10 hrs**

- Data Analysis- Statistical Methods;
- Central Tendency-Mean, Median, Mode. Data Interpretation,
- Report Writing Bibliography; Index Citation;
- Research Software: SPSS (Statistical Package for Social Science)

#### **Essential Readings:**

- Ahuja R.(2001). Research Methods. New Delhi. Rawat Publication.
- Berger A. (2016). Media and Communication Research Methods. New Delhi. Sage Publication
- Bryman, A. (2012). A Social Research Method A. New York. Oxford University Press.
- Guthrie, G. (2010). Basic Research Methods: An entry to social science USA. Sage Publication.
- James A. (2011). Media Research Methods. USA Sage Publications
- Kothari C.R. (2009). Research Methodology: Methods &Techniques. New Delhi. Newage International Publication.
- Levin. A. (2006). Elementary Statistics in Social Research New Delhi. Pearson Publication.
- Meyers, WilliamR.(2004). Social Research Methods. USA.Routledge.
- Royse D.(2008). Research Methods in Social Work .UK. Thompson Learning INC.
- Sharma A. (2013). Media Research Methodology India. Maxford Books.
- Treadwell, D. (2017). Introducing Communication Research. New Delhi. Sage Publications.

#### **Recommended Readings:**

- Menon, M. (2007) Indian Television and Video Programmes: Trends and Policies New Delhi.Kanishka Publishers.
- Seabright, P. (2007). The Economic Regulation of Broadcasting Markets: Evolving Technology and Challenges for Policy Cambridge. Von Hagen.
- Wadia, A.(2007). Broadcast Management in India: Major Guidelines and Policy Frameworks, New Delhi. Kanishka Publishers.

**Paper Code -JMC 323**

**Information Communication Technology  
(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept of information communication technology and the use of mobile phone in recent times.
2. Understand the basics of creating and promoting a web page.
3. Understand the concept of privacy and security on the internet.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 323	Information Communication Technology	<b>CO66:</b> Student will gain basic understanding of communication technology. <b>CO67:</b> Student will have the basic knowledge of various audio editing tools. <b>CO68:</b> Student will have hands on experience on video editing techniques. <b>CO69:</b> Student will be able to create content on various platforms. <b>CO70:</b> Student will be able to communicate on social media effectively.	<b>Approach in teaching:</b> Lecture cum Discussion Tool (Power Point Presentation) Lecture cum Discussion Tool (Power Point Presentation) and case study. <b>Learning activities for the students:</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

**Unit I**

**15 hrs**

- Information Communication Technology (ICT): Concept, Relevance and Scope.
- CT and IT: Similarities and Differences,
- Cellular Telephone for the Purpose of Communication.

**Unit II**

**10hrs**

- Web Page: Websites, Home Pages. Web page development: inserting, linking; editing, publishing, promoting and maintaining a website.
- Hyperlinks: Elements and types; Monetizing web content.

### **Unit III**

**12hrs**

- Web Journalism: Introduction, Objectives, New Horizons, Convergence,
- Online editions of newspapers – Headlines for web paper, Reporting, Editing,
- Handling a developing story.

### **Unit IV**

**8 hrs**

- Privacy on the Internet, Dark Net, Cyber Crime, Cyber Hacking: Socio Legal Impact of Cyber Hacking in India.
- Cyber Terrorism: National Security, Modes, Prevention and Control.

### **Unit V**

**15hrs**

- Digital Divide, Digitization of media and its effects on media, Authorship, Piracy, Copyright, Open Source,
- Multimedia elements and interactivity; Web Control; Management system: World Press;
- Digital tools for Journalists: Overview of open sources cultures and software.
- Security issues in digital culture.
- Concept of Integrated Newsroom; Data Journalism; Computer Assisted Reporting (CAR)

### **Essential Readings:**

- Chakravarthy, J. (2003). Cyber Media Journalism: Emerging technologies. New Delhi. Authorpress.
- Everett A. (2003). New Media: Theories and Practices of Digitextuality. UK. Routledge.
- Goel S. (2005). Communication Media and Information Technology. New Delhi. Commonwealth Publishers.
- Kumar, S. (2011). Encyclopedia of Cyber laws. Jaipur. ABD Publishers.
- Narayan S. (2016) India Connected: Mapping the Impact of New Media, Delhi. Sage Publication.
- Prabhakar, M. (2000). Media Scene in India: Emerging Facets. Jaipur. University Book House.
- Sharma, J. P. (2016). Cyber Laws. New Delhi. Ane Books.
- Singh P.P. (2004). Web Advertising and Online Marketing: Technology and Strategies of E- Marketing. New Delhi. Deepand Deep Publication.

### **Recommended Readings:**

- Van, D. (2005). The Network Society: Social Aspects of New Media. Delhi. Sage Publication.
- Ward, M. (2002). Journalism Online. MA. Focal Press.

**Paper Code -JMC 324**  
**Media Laws and Ethics**  
**(Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the various laws related to media prevailing in India.
2. Understand the media ethics and pressure on media.
3. Understand the role of media in society and their accountability.

**Course Outcome(COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 324</b>	<b>Media Laws &amp; Ethics</b>	<p><b>C071:</b>Students will have understanding of laws that govern or concern press.</p> <p><b>C072:</b>Students will know about the functioning of media in constitutional framework.</p> <p><b>C073:</b>Students will have an overview of recent changes and future challenges of media regulation</p> <p><b>C074:</b>Students will understand media ethics and pressures on media.</p> <p><b>C075:</b>Students will know media laws and empowering practitioners.</p>	<p><b>Approach in teaching:</b>  Lecture cum Discussion Tool (Power Point Presentation)  Lecture cum Discussion Tool (Power Point Presentation) and case study.</p> <p><b>Learning activities for the students:</b>  Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Continuous Assessment Test Semester end examination Assignments

**Contents:**

**Unit I**

**12hrs**

- Fundamental Rights and Duties – Defining Freedom of Press and Media;
- Reasonable Restrictions;Protection of Journalists

**Unit II**

**12hrs**

- Defamation, ParliamentaryPrivileges, Press and Books Registration Act,

- Official Secrets Act, General Introduction of IPC, CrPC

**Unit III**

**12 hrs**

- Working Journalist Act 1955, Press Council Act,
- Indecent Representation of Women Act,
- Cinematography Act,Cable Television Act;
- Intellectual Property RightsAct; Copyright Act

**Unit IV**

**12hrs**

- Right to Information Act; IT Act;
- Pressure on Media: Political, Corporate, Social, Religious, Advertisers and Lobbies etc.,
- Code of Conduct

**Unit V**

**12hrs**

- Newsroom Diversity; Media Trials; Fake News; Paid News; Advertorials; Sting Operations; Media Cartel; Reader's Editor and Ombudsman;
- Ethical Issues and Mass Media, Media Accountability

**Essential Readings**

- Gupta, R. (2015). Media Law and Ethics. New Delhi.Rajat Publications.
- Kundra, S.(2005). Media Laws and Indian Constitution. New Delhi.Anmol Publishers
- Neelamalar, M. (2009). Media Law and Ethics New Delhi.Prentice Hall India Learning Private Limited.
- Saxena, A. (2014). Media Content Freedom and Democracy.New Delhi.Kanishka Publishers.
- Thakurta,P.(2009). Media Ethics: Truth, Fairness and Objectivity. NewDelhi.Oxford University Press.
- Basu, D. (2006).Law of the Press. New Delhi. Prentice Hall.
- Dhavan, R. (1987). Only the Good News: On the Law of the Press in India. New Delhi. Manohar Publications.

**Recommended Readings:**

- Alvin D. (2006). Media Communication Ethics. New Delhi. CengageLearning.
- Dixit, A. (2006).Press Laws and Media Ethics. New Delhi. Reference Press.
- Srivastava, K.M. (2005) Media Ethics- Veda to Gandhi and Beyond. New Delhi. Ministry of Information and Broadcasting, Government of India.

**Paper Code -JMC 325 (a)**

**Practical : Television Programme Production**

**Credits:4**

**Maximum Marks:100**

**Contact Hrs/Week:4**

**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the cinema and its various genres.
2. Understand the art of writing script and screenplay for TV programme.
3. Understand the production process of a TV programme.
4. Learn the basics and techniques video editing using softwares.

**Course Outcome (COs):**

Course			

Paper Code	Paper Title	Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
JMC 325(a)	Practical Television Programme Production	<p><b>C076:</b>Students will be able to write scripts for television news bulletins, special stories and on the spot reporting.</p> <p><b>C077:</b>Students will be able to cover events and news based stories using mobile phones and cameras.</p> <p><b>C078:</b>Students will be able to anchor, present and produce television news bulletin.</p> <p><b>C079:</b>Students will acquire skills and techniques of television production.</p> <p><b>C080:</b>Students will be able to do the editing both offline and online programme of television using the softwares.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool and writing practise. News and event coverage using mobile and professional cameras. Anchoring and producing TV news bulletin. Production of television programme Video editing practice.</p> <p><b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Continuous Assessment Test Semester end examination Group projects on developing television documentary, features and special stories.</p>

### Contents:

#### Unit I

10 hrs

- Understanding the cinema and its genre,
- Study for selecting subject for the production of a short film.
- Research and writing script and screenplay

#### Unit II

10 hrs

- Recce, Planning and Managing crew, Sound Recording, Voice Over

#### Unit III

10 hrs

- Shooting Schedule, Shot Breakdown, and Call list, Production Team, Meetings, Checklist

#### Unit IV

15 hrs

- Setup, Lighting, Sound Recording and Shooting

#### Unit V

15 hrs

- Post Production Phase- Grammar of editing. Rough Cut, Transitions: Scenic Realism and Sound Effects and Visual Effects. Finalizing the film, graphics and title adding

### Recommended Readings:



- Desai, M. (2009). Television and Cultural Crisis: An Analysis of Transnational Television in India. New Delhi. Concept Publishing Company.
- Gandhi, V. (2009). Handbook of Television and Radio Broadcasting. New Delhi. Kanishka Publishers.
- Gerald, K. (2004). Writing for Television. Chandigarh. Unistar Books Pvt. Ltd.
- Laurence, M. (1974). The Right Way to Use a Camera. Calcutta. Rupa Co.
- Riber, J. (2005). Writing and Producing for Television and Film. New Delhi. Sage.
- Rober, M. (2000). An Introduction to Writing for Electronic Media: Script Writing essentials across the Genres. Oxford. Focal Press.

**Paper Code -JMC 325(b)**

**Practical : Film Appreciation**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand works of film as expressions of individual and human values within an historical and social context.
2. Engage in the creative process of interpretive performance and comprehend the physical and intellectual demands required of filmmakers.
3. Develop an appreciation for the aesthetic principles that guide or govern the art of film.
4. Explain primary technological aspects of audio operation and camera operation as related to film production.
5. Use the basic technical and artistic vocabulary of the film industry

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 325(b)	Practical : Film Appreciation	<b>CO78(b):</b> Students will be able to express the individual and human values in social context. <b>CO79(b):</b> Students will be able to engage in creative process. <b>CO80(b):</b> Students will be able to explain the aesthetics principles of film making. <b>CO81(b):</b> Students will acquire skills and techniques of television production. <b>CO82(b):</b> Students will be able to use basic technical and artistic vocabulary of film making.	<b>Approach in teaching:</b> Lecture cum Discussion Tool and writing practise. <b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation.	Continuous Assessment Test Semester end examination

**Contents:****Unit I****15 hrs**

Direction: Construction of Cinema & Mise en Scene  
Screening, Review and Interpretations  
(Suggested Films from Contemporary World Cinema)

**Unit II****15 hrs**

Cinematography  
Understanding Camera as Director's Eye  
Observing Framing, Film Lighting Techniques, Styles & Types Of Film Lighting  
(Suggested Films of Twentieth Century Indian Cinema)

**Unit III****10 hrs**

Sound as a visual medium  
Understanding the usage of sound design in films  
Understanding variety of sound effects used in Cinema  
(Suggested Films of Modern Cinema)

**Unit IV****10 hrs**

Editing: Technicalities & Aesthetics  
Understanding the Importance of Editing in Cinema  
Understanding the use of Softwares used in Editing  
Understanding the challenges faced by Editors  
(Suggested viewing of films Contemporary Cinema)

**Unit V****15 hrs**

Film Criticism and Literacy  
Writing for Films  
Study of Film Critics  
Film Literacy: Need of The Hour  
Film Review as a Career  
Suggested Reviews of Films of different Eras

**Recommended Readings:**

- Ralph Donald, Thomas Spann Fundamentals of TV production, Surjeet Publications, New Delhi
- Herbert Zeith TV production handbook, Thomas Wordsworth publishing.
- Andre Bazin, "The Ontology of the Photographic Image" from his book What is Cinema Vol.I
- Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
- Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films,"

**Paper Code -JMC 326**  
**Practical : TV News and Documentary Production**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the art of writing script and news bulletin.
2. Understand the production process of a TV news bulletin and documentary.
3. Understand the work and requirements of an efficient news presenter.
4. Learn the basics and techniques video editing using softwares.
5. Understand- planning, writing scripts, presenting, anchoring, shooting with professional camera, producing news bulletins, documentary, short films, editing using softwares.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 326	Practical : TV News and Documentary Production	<p><b>CO83:</b>Students will be able to write scripts of television news stories, special stories and spot reporting</p> <p><b>CO84:</b>Students will be able to cover events and news based stories using mobile phones and video cameras.</p> <p><b>CO85:</b>Students will anchor, present and able to produce television news bulletin.</p> <p><b>CO86:</b>Students will acquire skills and techniques of television media production.</p> <p><b>CO87:</b>Students will be able to do offline and online editing of TV programme using the softwares.</p>	<p><b>Approach in teaching:</b>  Writing practise and event coverage using mobile and professional cameras.  Anchoring and production of TV news bulletin.  Researching and writing script for documentary.  Production of Documentary film.  Video editing practice.</p> <p><b>Learning activities for the students</b>  Self learning assignments,  Effective questions,  Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Continuous Assessment Test  Semester end examination  Group projects on developing television documentary, features and special stories.</p>

		<p><b>CO88:</b>Students will understand the work cultures, practices and skill sets required in media institutions.</p> <p><b>CO89:</b>Students get the hands on experience of the field working with media experts or media institutions.</p>		
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**Contents:**

**Unit I**

**10 hrs**

- TV News Bulletin, Beat Reporting; Coverage of Events. Recording PTC.Developing run down Sheet.Script writing for anchoring

**Unit II**

**10 hrs**

- Chroma keying, Lighting, Setup and Shooting. Editing.Preparing a Package

**Unit III**

**10hrs**

- Understanding the Documentary, Study for selecting subject of the documentary. Research and writing script

**Unit IV**

**15hrs**

- Shooting Schedule, Shot Breakdown and Call list, Production Team, Meetings, Checklist and Crowd Management and Shooting

**Unit V**

**15 hrs**

- Post Production Phase- Grammar of editing. Rough Cut, Transitions: Scenic Realism & Sound Effects and Visual Effects. Finalizing the film, graphics and title adding

**Recommended Reading:**

- Belavadi, V.(2008). Video Production. New York. Oxford University Press.
- Chatterji, S. (2015). Filming reality: The Independent Documentary Movement in India.New Delhi. Sage.
- Chawdhary,N. (2009).How to Write Film ScreenPlays: Illustrations for AspiringScreenplay Writers and ReadersNew Delhi.Kanishka Publishers and Distributers.
- Dhar, V.P. (2012). The Art of Movie Making: A Complete Handbook of Film Technology and Terminology. Jaipur.YKing Books.
- Kelsey, G. (2004). Writing for Television. Chandigarh.Unistar Books Pvt. Ltd.
- Prakash, V.(2009). Handbook of Television and Radio Broadcasting. New Delhi. Gandhi.
- Underwood,R.(2007).Shooting TV News: Views from Behind the Lens. Oxford. Focal Press.
- Wadia,A.(2007).Broadcast Management in India: Major Guidelines and Policy Frameworks. New Delhi. Kanishka Publishers.
- Wads, Z. (2006). Handbook of Television Production. New Delhi. Worth Publishers.

**Paper Code -JMC 327  
Internship Report**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:120 hrs of Internship**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to -**

1. Understand work culture of media organizations and get hands on experience of working in field under expert guidance.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 327</b>	<b>Internship Report</b>	<p><b>C086:</b> Students will understand the work cultures, practices and skill sets required in media institutions.</p> <p><b>C087:</b> Students get the hands on experience of the field working with media experts or media institutions.</p>	<p><b>Approach in teaching:</b> Interning in a Media organisation and report writing.</p> <p><b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Continuous Assessment Test Semester end examination

**Paper Code –LAD 320**  
**Social Media Networking and Presentation Skills**  
**(Practical)**

**Credits:2**  
**Maximum Marks:100**  
**Contact Hrs/Week:2**  
**Total Hrs:30**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the aspects of personal branding.
2. Understanding the basics of writing for online and offline content, develop skills of public speaking.

**Contents:**

**Unit I**

**6hrs**

- **Personal Branding: Converting hobby into passion:** Tips to Personal Branding, finding passion, telling stories and creating relationship with the professional network to create a professional personal brand.

**Unit I I**

**6hrs**

- **Social networking sites: Blogging your passion:** Self-discipline and trust building activities, Decision making and problem-solving skills, what is blogging and blogging platforms, which platform to choose, setting up a blog, types of blog and blog writing, finding the right subject matter, following skill not passion, do's and don'ts of blogging, understanding SEO.

**Unit I II**

**6hrs**

- **Public speaking: Overcoming fears:** Persuasion and negotiation skills, using social media platforms, LinkedIn, Pinterest, Facebook, Instagram, Google Plus. Finding, working, building and growing your personal niche.

**Unit I V**

**6hrs**

- **Pre presentation research and prep:** Pre-Presentation Prep, preparing slides and Yourself, Delivering the Presentation, Practical- Individual Presentations and Extempore, do's and don'ts in presentations, using graphics, images and videos, saving presentations, giving a boost start with a case study or a story, 6 by 6 slide rule. Types of presentations, taking presentations to SlideShare and LinkedIn, importance of research.

**Unit V**

**6hrs**

- **Working under cross cultural and diverse workforce:** Building and nurturing the network, working with presentations under deadlines, change management.

**Reference Books:**

- Erik Deckers and Kyle Lacy (2010), Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself.

**Paper Code -JMC 421**  
**PR and Corporate Communication (Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept of public relations and difference from other forms of marketing and publicity.
2. Understand the concept of Corporate Social Responsibility of media organizations.
3. Understand the tools, ethics, laws of public relations.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 421	PR and Corporate Communication	<p><b>CO88:</b>Students would learn public relations, publicity, advertising and e-PR.</p> <p><b>CO89:</b> Students would understand the concepts and tools of PR and communication.</p> <p><b>CO90:</b>Students would gain knowledge about corporate communication.</p> <p><b>CO91:</b>Students would learn the basics of public relations writings.</p> <p><b>CO92:</b>Students would gain understand basic ethics and laws of public relations</p>	<p><b>Approach in teaching:</b> Lecture cum DiscussionTool (Power Point Presentation).Case study. Lecture cum Discussion Tool and writing practise. <b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Continuous Assessment Test Semester end examination

**Contents:**

**Unit I**

**12 hrs**

- Public Relations – Definition, Concepts, Role, Scope, Functions,
- Brief History of Public Relations in India.
- Strategic Public Relations/CorporateCommunication and Management;
- PR Marketing, Publicity, Propaganda; Opinion Making and Persuasion.



**Unit II****12 hrs**

- Corporate Communication: Building a Distinct Corporate Identity – Concepts, Process;
- Internal and External Communication,
- Campaign Planning, Crisis Communication.
- Role of PR/CC in Crisis. CSR and Sustainable Development

**Unit III****12 hrs**

- Units of Information and Broadcasting Bodies: PR in Central and State Government: Defining Stake Holders/Publics,
- Media Segmentation, Audience Segmentation.
- PR agencies: Importance, Social Media and PR

**Unit IV****12 hrs**

- Writing for PR: Internal Public (house journals, bulletin boards, open houses, suggestion boxes, video magazines, etc.);
- Using social and new media for Internal and External Public; PR and Press; PR as News Source;
- Writing for Media (press release/backgrounder, press brief, rejoinders etc.)

**Unit V****12 hrs**

- Media Relations – Press Conferences, Press Meets; Site Visits, Proactive and Reactive Media Relations,
- Ethical aspects in Public Relations and PRSI code of Ethics.
- Media Selection for disseminate of right message to right audience

**Essential Readings:**

- Chhabra, A. (2016). Public Relations. New Delhi. Surjeet Publications.
- Moore, H.F. (2004). Public Relations: Principles, Cases and Problems. New Delhi. Surjeet Publications.
- Sharma, D. (2004). Public Relations: An Emerging Specialized Profession: Text and Case Studies. New Delhi. Deep and Deep Publications.
- Shaikh, J. (2015). Public Relation and Press. New Delhi. Rajat Publications.
- Shukla, A. (2016). Public Opinion Making in India: An Assessment of talk shows in Indian media. New Delhi. Kanishka Publishers.
- Sivaramakrishnan, A. (2014). Public-interest Journalism: A guide for students. Jaipur. Blackswan Orient.
- Vachani, J. (2016). Public Relations Management in Media and Journalism. New Delhi. Kanishka Publishers.

**Recommended Readings:**

- Fernandez, J. (2004). Corporate Communications: A 21st Century Primer. New Delhi. Response Books.
- Jethwaney, J. (2010). Corporate Communication Principles and Practice. New Delhi. Oxford University Press.
- Jethwaney, J. (2015). Public Relations Management. New Delhi. Sterling.
- Sandra, O. (2010). Public Relations Strategy. UK. Kogan Page.

**Paper Code -JMC 422  
Advertising (Theory)**

**Credits:4  
Maximum Marks:100  
Contact Hrs/Week:4  
Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept of advertising and strategies involved in the process of advertising.
2. Understand the structure and working of an advertising agency.
3. Understand the concept of branding, and advertising research.
4. Understand the statutory bodies and ethics of advertising.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 422</b>	<b>Advertising</b>	<p><b>CO93:</b>Students would learn about advertising and its basic concepts.</p> <p><b>CO94:</b>Students would know the role and importance of advertising in media.</p> <p><b>CO95:</b>Students will have the knowledge about self-employment.</p> <p><b>CO96:</b>Students would know about advertising agencies.</p> <p><b>CO97:</b>Students would know about the advertising industry and its functioning.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool (Power Point Presentation) and case study. Lecture cum Discussion Tool and creative ideation practice.</p> <p><b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Continuous Assessment Test Semester end examination</p>

**Contents:**

**Unit I**

**12 hrs**

- Definitions: Meaning, Genesis of advertising,
- Relevance of advertising in the marketing mix,
- Classification of advertisements, Various media for advertising,
- Socio-Economic effects of advertising,
- Statutory bodies in advertising AAI, ASCI, ASCI and Code of Conduct

**Unit II****15hrs**

- Segmentation: Market Segmentation Procedure; Basis of Market Segmentation; Criteria for Successful Segmentation
- Targeting: Market Targeting Procedure and Market Segment Strategies
- Positioning: Market Positioning Procedure and Strategies; Perpetual Mapping; Advertising in Digital Age

**Unit III****10hrs**

- Advertising Agency: Management, Departmental structure-accounts, Planning, Creative media planning,
- Client related issues and the process,
- Agency-client interface; Agency-media interface
- Agency revenue sources

**Unit IV****15 hrs**

- Creative Strategy and Appreciation;
- Brand Management;
- USP Planning; Ideation and Brainstorming and Development and Evaluating Advertising Effectiveness;
- Advertising Appeals: Types and Importance;
- AIDA and DAGMAR Approach; Maslow's Hierarchy Model;
- Campaign Planning
- Advertising and Social Psychological and Gender perspective

**Unit V****8 hrs**

- Advertising Research: Scope and Objectives – Research as a Decision Making tool;
- Positioning Research – pre-test, post-test, audience, methods of analyzing research (psychographic/life style research, psycho-physiological research)

**Essential Readings:**

- Chhabra, A. (2011). Advertising. New Delhi. Surjeet Publications.
- Chhabra, A. (2013). Advertising & Public Relations. New Delhi. Surjeet Publication.
- Donald, W. (2015). Advertising Media Planning: A Brand Management Approach. New Delhi. Prentice Hall.
- Tailor, R.K. (2010). Advertising: Modern Methods. Jaipur. Aavishkar Publishers.
- Moriarty, S. (2015). Advertising Promotion and Integrated Marketing Communications. New Delhi. Cengage Publications.
- Rabindranath, M. (2012). Advertising at a Glance. New Delhi: DPS Publishing House.
- Wells, W. (2003). Advertising: Principles and Practice. New Delhi, India. Pearson Education.
- Ogilvy, D. (1997). Advertising. London. Prion Books.
- Chunalwalla. (2015). Advertising, Sales and Promotion Management. New Delhi. Himalayan Publication Houses

**Recommended Readings:**

- Kaptan, S.S. (2003). Advertising Regulations. New Delhi. Sarup & Sons Publication.
- Joshi, D. B. (2014). Advertising Research. Jaipur. Paradise Publishers.
- Kazmi, S. and Satish, K. (2001). Advertising and Sales Promotion. New Delhi. Excel Books.
- Jain, S. (2012) Advertising Management. New Delhi. Oxford. University Press.

**Paper Code -JMC 423**  
**Development Journalism (Theory)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept, types and models of development.
2. Understand the basics various programmes and policies of development run by government at state and center level.
3. Understand the role of media in development of a nation.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 423</b>	<b>Development Journalism</b>	<p><b>CO98:</b>Students would learn concepts and models of the development journalism.</p> <p><b>CO99:</b>Students would know the barriers in development communication.</p> <p><b>CO100:</b>Students would understand working of government and administration.</p> <p><b>CO111:</b>Students would learn programmes and policies of the state and the centre.</p> <p><b>CO112:</b>Students would know the rural India and its problems and gaps.</p> <p><b>CO113:</b>Students will observe development process of rural-urban Rajasthan closely.</p>	<p><b>Approach in teaching:</b> Lecture cum Discussion Tool (Power Point Presentation) and case study.</p> <p><b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Continuous Assessment Test Semester end examination

**Contents:**

**Unit I**

**10 hrs**

- Development Communication: Concept of Development,
- Indicators of Development,
- Role of Communication in Development.
- Sustainable Development: Origin of Concepts and Targets;
- Media and Ideology: Marxist, Mixed Economy, Gandhian Approach and Capitalism. Participatory Model of Development;
- Accountability and Transparency

#### **Unit II**

**10 hrs**

- Development Journalism: Rights based approach to Development; Need and Relevance,
- International Initiatives of Development: IPDC, Las Banos Initiative, UNDP, UNICEF, UN Women, UNESCO, WHO;
- Role of Government, Community and Civil Society Organizations in Development

#### **Unit III**

**15 hrs**

- Health and Nutrition: Perspectives of Communication Strategies; New Diseases and Epidemics,
- Weather and Agriculture: Impact of Monsoon on Economy; Green Revolution and White Revolution; Genetic Modified (GM) Seeds;
- Debate around Challenges of Agriculture in Rajasthan and Rights of Women; Farmer Issues in India and Government Initiatives.

#### **Unit IV**

**10 hrs**

- Environment: Bio-Diversity, Climate Change; Adaptation and Mitigation;
- Environment Politics, Policy and Rights, Water, Gender, Employment, Poverty

#### **Unit V**

**15 hrs**

- Developing Story Ideas; Balancing different Perspectives/Angles; Human Interest Angle; Qualitative Evidence; Unsung Heroes;
- Tools and Techniques of Development Stories

#### **Essential Readings:**

- Everett, R. (2000). Communication and Development- Critical Perspective. New Delhi. Sage.
- Gupta, V.S. (2000). Communication and Development: The Challenge of the Twenty- first Century. New Delhi. Concept Publishing Company.
- Joshi, P.C. (2002). Communication and National Development. New Delhi. Anamika Prakashan.
- Joshi, U. (2001). Understanding Development Communication. Dominant Publications.
- Leslie, H. (2015). Communication for Development: Theory and Practice for empowerment and Social Justice. New Delhi. Sage Publications.
- Sinha, D. (2015). Communication Development in the New World Order: A critical Analysis. New Delhi. Kanishka Publishers and Distributors.
- Madhu, B. (2012). Communication Media and Development. New Delhi. Kurukshetra. Nirmal Book Agency.

#### **Recommended Readings:**

- Agrawal, B. C., Joshi, S. R. and Sinha, A. (1986). Communication Research for Development: The ISRO Experience. New Delhi. Concept Publishing Company.
- Niraja, G. and Pai, S. (2001). Democratic Governance in India: Challenges of Poverty, Development and Identity. Jayal, Delhi. SAGE.
- World Bank. (2007). World Congress On Communication for Development: Lessons, Challenges, and the Way Forward. Rome. World Bank Publications.

**Paper Code -JMC 424  
Dissertation/Field Work**

**Credits:4  
Maximum Marks:100  
Contact Hrs/Week:4  
Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand and produce a minor research study.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 424</b>	<b>Dissertation</b>	<p><b>CO114:</b>Students will have an exposure of research and field work.</p> <p><b>CO115:</b>Students will understand the research process and report writing.</p> <p><b>CO116:</b>Students will be acquainted with the research elements.</p> <p><b>CO117:</b>Students will understand the practical issues faced while conducting the researches.</p>	<p><b>Approach in teaching:</b> Guidance cum Discussion sessions and Review of Literature. Lecture cum Discussion Tool and case study.</p> <p><b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Continuous Assessment Test Semester end examination

**Paper Code -JMC 425  
Advertising(Practical)**

**Credits:4  
Maximum Marks:100  
Contact Hrs/Week:4  
Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the art of copy writing.
2. Develop advertisements for print, radio and TV.
3. Develop case study of one advertising campaign.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
<b>JMC 425</b>	<b>Practical: Advertising</b>	<p><b>CO118:</b>Students would learn development of advertising and basic concepts.</p> <p><b>CO119:</b>Students would know about role and importance of advertising in media.</p> <p><b>CO120:</b>Learner will have the knowledge of self-employment.</p> <p><b>CO121:</b>Students would know about advertising agencies.</p> <p><b>CO122:</b>Learner would know about the advertising industry and its functioning.</p>	<p><b>Approach in teaching:</b> Ideation and conceptualisation of an advertising campaign. Lecture cum Discussion. Creative writing practice. Recording, editing and finalising Ads for print, TV and Radio for a product</p> <p><b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Continuous Assessment Test Semester end examination

**Contents:**

**Unit I-**

**10hrs**

- Developing an Advertising Communication Campaign or Concept strategy of a Product of own choice

**Unit II-**

**8 hrs**

- Application of STP (Segmentation, Targeting and Positioning) in an advertising campaign

**Unit III-**

**10 hrs**

- Copy Writing for Print Advertisement; TV Advertisement; Radio Jingle

**Unit IV-**

**20 hrs**

- Production of one complete Advertisement for Print, Radio and TV

**Unit V-****12 hrs**

- Case Study of any one Advertising Campaign. Behavioral Change Communication Strategy

**Recommended Readings:**

- Chhabra, A. (2011). Advertising. New Delhi. Surjeet Publications.
- Jain, T.K. (2017). Advertising Media and Sales Promotion. Jaipur. Garima Publication
- Jefkins, F. (1994). Advertising. India. Macmillan.
- Larry, D. and Donald W. J. (2015). Advertising Media Planning: A Brand Management Approach. Delhi. Prentice Hall of India
- Ogilvy, D. (2011). Confessions of an Advertising Man. London. Southbank Publishing.
- Pandey, P. (2016). Pandeymonium: Piyush Pandey on Advertising. New Delhi. Penguin Random House India.
- Rabindranath, M. (2012). Advertising at a Glance. New Delhi. DPS Publishing House.
- Singh, P. (2012). Advertising Management. New Delhi. Anmol Publications.
- Tailor, R.K. (2010). Advertising: Modern Methods. Jaipur. Aavishkar Publishers.



**Paper Code -JMC 426**

**Developing Websites and Writing Blogs  
(Practical)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Create and write blogs on different themes.
2. Develop professional websites using website development soft-wares.

**Course Outcome (COs):**

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
JMC 426	Practical: Developing Websites and Writing Blogs	<b>CO123:</b> Students will gain understanding of the concepts of writing blogs <b>CO124:</b> Students will utilize digital social media tools for different purposes. <b>CO125:</b> Students will be able to gain understanding of cyber ethics. <b>CO126:</b> Students will comprehend the functionalities of social media. <b>CO127:</b> Students will learn about the risks and challenges of digital media. <b>CO128:</b> Students will be trained in developing professional website using softwares.	<b>Approach in teaching:</b> Blog writing practise. Web content development. Lecture cum discussion. Social Media content analysis. Developing website through Dreamweaver. Case Study. <b>Learning activities for the students</b> Self learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Continuous Assessment Test Semester end examination

**Contents:**

**Unit I-**

- Blog writing (at least five)

**10 hrs**

**Unit II-**

**10 hrs**

- Creating Web space, Domain Name and Registration for a website

**Unit III-**

**10 hrs**

- Selecting Theme of a Website and preparing a Rough Layout

**Unit IV-**

**18hrs**

- Developing Website on Dream Weaver (Text, Pictures, Color Combination, Style-Sheet, Hyper Linking, Inter-Linking and Navigation)

**Unit V-**

**12hrs**

- Writing news for News Portals and applying mobile journalism (MOJO)

**Recommended Readings:**

- Chakravarthy, J. (2003). Cyber Media Journalism: Emerging Technologies. New Delhi. Author press.
- Dorner, J. (2002). Writing for the Internet. Punjab. Unistar Books Pvt. Ltd.
- Gupta, O. (2002). Information Technology in Journalism. New Delhi. Kanishka Publishers.
- Raman, U. (2010). Writing for the Media. Jaipur. Oxford University Press.
- Sharma, J.K. (2003). Digital Broadcasting Journalism. New Delhi. Authors Press.

**Paper Code –LAD 420**  
**Team Building and Stress Management**  
**(Practical)**

**Credits:4**  
**Maximum Marks:100**  
**Contact Hrs/Week:4**  
**Total Hrs:60**

**Course Objectives:**

**This course will enable the students to -**

1. Understand the concept of team building stress management.
2. Understand how to inculcate leadership skills.
3. Share experience and interact with different industry experts.

**Contents:**

**Unit I-**

**6hrs**

- **Icebreaker: getting to know each other:** Activities, team building games, 5 stage team building model and its application, team processes.

**Unit II-**

**6hrs**

- **Leadership skills:** What you have to be, to be a leader, what you need to do, turning core leadership function into skill, developing as a leader, principles to grow leaders in the organization,

**Unit III-**

**6hrs**

- **Stress Management:** Fundamental facts about worry, basic techniques in analysing and overcoming stress, channelizing stress to hobby and passion, 7 ways to cultivate a mental attitude that will bring you peace and happiness.

**Unit IV-**

**6hrs**

- **Body Language:** Gestures, Posture, Greeting, Handshake, Eye contact, expressions, inborn responses, conveying and showing disapproval and rejection, shrugging signals, the language of sound, mastering first impressions.

**Unit V-**

**6hrs**

- **Seminar and Industry expert session:** These will be conducted by industry leaders as question answer session and experience sharing.

**Reference Books:**

- Tonya Reiman (2007). The Power of Body Language: How to Succeed in Every Business and Social Encounter.
- John Adair (2007). Develop Your Leadership Skills
- Dale Carnegie, how to stop worrying and start living
- Kelly McGonigal (2015). The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It.