



E-Mail: nationalbgudiautonomous@gmail.com

080-26674441

THE NATIONAL COLLEGE BASAVANAGUDI, BENGALURU- 04
AUTONOMOUS

Website: www.ncbgudi.com

BA Semester I

Part	Code	Course(Subject)	Hours / Week			Marks			Credits
			L	T	P	Exam	IA	Total	
Part-1	BA1-XX-C1	Discipline Core-1 Theory 1	3	-	-	60	40	100	3
	BA1-XX-C2	Discipline Core-1 Theory 2	3	-	-	60	40	100	3
	BA1-XX-C1	Discipline Core-2 Theory 1	3	-	-	60	40	100	3
	BA1-XX-C2	Discipline Core-2 Theory 2	3	-	-	60	40	100	3
Part-2	GE1-XX1	Open Elective for other Discipline	3	-	-	60	40	100	3
Part-3	BA1-LK1	Kannada-I	3	1	-	60	40	100	3
	BA1-Lx1	English-I/Hindi-I/Sanskrit-I	3	1	-	60	40	100	3
	AE1-ES	Environmental Studies	2	-	-	30	20	50	2
Part-4	-	Skill Enhancement Courses - Skill	-	-	-	-	-	-	-
	VB1-YO	Yoga	-	-	2	-	25	25	1
	VB1-SP-1	Sports 1	-	-	2	-	25	25	1
Per Week : Lecture-Tutorial-Practical-Exam-IA-Total-Credits			23	2	4	445	355	800	25

PART - I

I SEMESTER

Course Code : BA1-EC-C1		Economics-C1							
Title :ECONOMIC ANALYSIS-1									
Total No. of Teaching Hours: 42		No. of Hours per Week : 3							
Internal Marks : 40		Exam Marks : 60	Credits: 3						
Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,									
Course Description: This course is designed to expose the students to the basic principles of economic theory. The emphasis will be on thinking like an economist and the course will illustrate how economic concepts can be applied to analyze real-life situations.									
Course Objectives: This course aims to introduce the students to the basic concepts of economics .As a foundation course, in this paper students are expected to understand the behavior of an economic agent namely: a consumer, a producer, a factor owner and the price fluctuation in a market. To help students acquire knowledge of some of the important principle and theories of economics.									
Course Outcomes (Cos): 1. Identify the facets of an economic problem. 2. Learn basic economic concepts and terms. 3. Explain the operation of a market system; 4. Analyse the production and cost relationships of a business firm; 5. Evaluate the pricing decisions under different market structures; and 6. Use basic cost-benefit calculations as a means of decision making (i.e., thinking like an economist)									
Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)									
Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	X	X							X
CO2	X	X							X
CO3	X	X							
CO4	X	X							
CO5	X	X							
CO6		X							X
Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.									
Unit-I: Basic concepts in Economics								14 Hours	
Chapter No. 1 Nature and Scope of Economics									
<ul style="list-style-type: none"> ▪ Meaning of Economics ▪ Nature of Economics ▪ Scope of Economics ▪ Importance of Economics ▪ Methods of Economics ▪ Why study Economics? 									5
Chapter No. 2 Thinking Like an Economist									
<ul style="list-style-type: none"> ▪ Thinking Like an Economist ▪ The Economist as Scientist ▪ The Economist as Policy Adviser ▪ Economic Policy 									4
Chapter No. 3 Economic System									
									5

<ul style="list-style-type: none"> ▪ Types of Economic Activities ▪ Organization of Economic Activities ▪ Circular Flow of Economic Activities ▪ Evolution of the Present Economics <p>Practicum: 1. Group Discussions on Choice Problem 2. Assignment on Types of Economic Systems</p>	
Unit-II: Demand, Supply and Markets	
14 Hours	
<p>Chapter No. 4. Firms and Household 5</p> <ul style="list-style-type: none"> • Meaning of Firms and Household • Relationship Between Firms and Household • Input Markets • Output Markets <p>Chapter No. 5. Demand and Supply 4</p> <ul style="list-style-type: none"> • Individual Demand • Market Demand • Demand Determinants • Supply and its Determinants • Market Equilibrium <p>Chapter No. 6. Elasticity and its Measurement 5</p> <ul style="list-style-type: none"> • Types of Elasticity of Demand • Price, Income and Cross Elasticity • Measurement of Elasticity of Demand • Determinants of Elasticity of Demand. <p>Practicum: 1. Estimation of demand and supply elasticities 2. solving an equilibrium problem</p>	
Unit-III: Cost Revenue and Market Structures	
14 Hours	
<p>Chapter No. 7 Production and Costs 4</p> <ul style="list-style-type: none"> • Production Function • Total Production Cost • Average Production Cost • Marginal Production Cost • Revenue functions <p>Chapter No. 8. Accounting and Economic Costs 5</p> <ul style="list-style-type: none"> • Cost in the Short run • Fixed Costs and Variable Costs • Marginal Costs • Long run AC and MC • TR, MR, AR <p>Chapter No. 9. Market Structures 5</p> <ul style="list-style-type: none"> • Markets • Perfect and Imperfect Competition • Features of Perfect Competition • Monopoly, Oligopoly and Monopolistic Competition • Pricing Strategies. <p>Practicum: 1. Calculation of various costs and comparing them with production concepts; a mini-project can be taken up wherever possible. 2. Studying the real-life pricing mechanism through a project/ case studies</p>	
Text Books:	
<ol style="list-style-type: none"> 1. Ahuja H. L (2010), Principles of Microeconomics, S Chand, New Delhi 2. Lipsey, R.G. and K.A. Chrystal (1999), Principles of Economics (IX Ed.), Oxford University Press, Oxford 3. Koutsoyiannis, A (1979) : Modern microeconomics (2nd edition), Macmillan press, London. 4. M.L Jhingan ,Principles of Economics,Vrinda publications P LTD,Delhi,2013 5. Ahuja . H.L.: Advanced economic theory : micro economic analysis, 16th edition (2006), S.Chand and co. 	

6. Dominick Salvatore, Theory and problems of Micro Economic Theory, Schams outline series, McGraw Hill Book Company, Singapore.

Reference:

References (indicative)

1. Cohen, A.J. (2020). Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText (updated 2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780136716532
2. Cohen, A.J. (2015). Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText (2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368
3. Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia, 2014.
4. Mankiw N. Gregory. Principles of Economics, Thomson, 2013.
5. Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton & Co, New York, 2011.

Course Code : BA1-EC-C2		Economics-C2																																																																												
Title : CONTEMPORARY INDIAN ECONOMY																																																																														
Total No. of Teaching Hours: 42		No. of Hours per Week : 3																																																																												
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Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,																																																																														
Course Description: This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. It also designed to expose the students to the quantitative data on various economic aspects and policies in India.																																																																														
Course Objectives: The purpose of this paper is to enable students to have an understanding of the various issues of the Indian economy so that they are able to comprehend and critically appraise current Indian economic problems. It also exposes the students to the quantitative data on various economic aspects and policies in India.																																																																														
Course Outcomes (Cos): 1. Understand the current problems of Indian Economy . 2. Identify the factors contributing to the recent growth of the Indian economy. 3. Evaluate impact of LPG policies on economic growth in India. 4. Analyze the sector specific policies adopted for achieving the aspirational goals 5. Review various economic policies adopted.																																																																														
Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)																																																																														
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C05			X	X			X		X																																																																					
Unit-I: LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE								14 Hours																																																																						
Chapter No. 1 Recent Issues								4																																																																						
<ul style="list-style-type: none"> • Genesis and Impact of LPG • India's population policy • Demographic Dividend • India's human development in global perspective 																																																																														
Chapter No. 2. Urbanization and governance								4																																																																						
<ul style="list-style-type: none"> • Urbanization and Smart City Mission • Informal sector • Impact of COVID-19 Pandemic • Atma Nirbhara Bharat Abhiyan 																																																																														
Chapter No. 3 Economic Reforms and Agriculture								6																																																																						
<ul style="list-style-type: none"> • Agriculture and WTO • Price policy and Subsidies • Commercialization and Diversification • Public Distribution System • Impact of public expenditure on agricultural growth • Agrarian Crisis, Doubling Farm Incomes, MGNREGS 																																																																														
Practicum																																																																														

1. Mini-project to ascertain the impact of pandemic on lives of different sections of population 2. Field visits to understand the agrarian situation.	
Unit-II: INDUSTRY, BUSINESS AND FISCAL POLICY	14 Hours
Chapter No. 4. Industrial Policy 4 <ul style="list-style-type: none"> • New Industrial Policy and changes • Public sector reform; Privatisation and Disinvestment • Competition Policy 	
Chapter No. 5. Business 5 <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • National Monetization Pipeline • Make in India, development of economic and social infrastructure (The teacher should include the latest policy of the government) 	
Chapter No. 6. Fiscal Policy 5 <ul style="list-style-type: none"> • Tax, Expenditure, Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management (FRBM) Act • GST, Fiscal Federalism and Fiscal Consolidation • Recommendations of the Current Finance Commission 	
Practicum: Mini-projects to assess the business climate	
Unit-III: MONETARY POLICY, FOREIGN TRADE AND INVESTMENT	14 Hours
Chapter No. 7. Monetary Policy 3 <ul style="list-style-type: none"> • Organisation of India's money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI 	
Chapter No. 8. Money and Capital Markets 5 <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and Non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact 	
Chapter No. 9. Foreign Trade and Investment 6 <ul style="list-style-type: none"> • India's foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI – Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations 	
Practicum:	
1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends. 2. Group Discussions on India's trade policies and trade agreements.	
Text Books:	
1. Indian Economy - DhingraIshwar C, , Sultan Chand & Sons, New Delhi. 2. Indian Economy Datt- R. and K.P.M. Sundharam , S. Chand & Co Ltd., New Delhi. 3. Indian Economy since Independence - Kapila U , Academic Foundation, New Delhi 4. Indian Economy — Its Development Experience - Misra, S.K. and V.K. Puri , Himalaya Publishing House, Mumbai	
Reference:	
• Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press,	

New Delhi.

- Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation • Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation 'in India, Delhi, OUP
- Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. NewDelhi.
- Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP
- Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.
- Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP. • Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation • Mishra S.K & V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.
- Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press , New Delhi.
- Stuart and John Harris, (2000), Reinventing India, Cambridge Polity.

Course Code : BA1-OE-C1

Title : SEMESTER I
COURSE –I -DSC- PAPER A1
Introduction to Literature

Total No. of Teaching Hours: 52

No. of Hours per Week : 4

Internal Marks : 40

Exam Marks : 60

Credits: 4

Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,

Course Description: The course is designed for one semester. The syllabus introduces the learner to the history of English literature from its origins to the 20th Century with major movements like Romanticism, Modernism, Post-colonialism, and Feminism. It also makes the learner aware of the different forms, devices and genres of literature.

Course Objectives:

1. To develop an interest towards creative reading and writing.
2. To acquire literary sensibilities.
3. To familiarise the learner with all the major and minor writers, texts, canonical and non-canonical literature.
4. To understand the role of literary theories which shaped the literary expression of the 20th century.
5. To understand the various concepts and key terms related to literature.

Course Outcomes (Cos):

1. Be exposed to and would demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Have honed their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
3. Be able to write with clarity, creativity and persuasiveness
4. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values
5. Have a spirit of inquiry and critical thinking
6. Be able to articulate thoughts and generate /understand multiple interpretations
7. Locate and contextualize texts across theoretical orientations and cultural spaces

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C01	x	x							
C02		x							
C03					x	x			
C04									
C05									
C06									
C07									

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit-I: Introduction to Literature

13 Hours

Chapter 1 - Defining Literature- Introduction to History of English Literature and Society, Literature and Life, Literature and Science.

What is literature? –Essay by Terry Eagleton.

Essay-Professions for Women- Virginia Woolf

Unit-II: Literary Forms	13 Hours
<p>Chapter No.2 - Poetry: <i>Ode to a Nightingale</i>-John Keats, <i>Do not stand at my grave and weep</i> –Mary Elizabeth Frye <i>The Flea</i> –John Donne <i>Kubla Khan</i>- S.T. Coleridge, <i>Home they Brought Her Warrior Dead</i>- Alfred Lord Tennyson <i>Sailing to Byzantium</i>- William Butler Yeats</p> <p>Chapter No.3 - Drama: <i>The Comedy of Errors</i>- Shakespeare, One-Act Play: <i>The Monkey’s Paw</i>- W.W.Jacobs</p> <p>Chapter No. 4 - Prose: Novel- <i>Things Fall Apart</i> – Chinua Achebe, Short Story- Nathaniel Hawthorne- <i>Dr. Heidegger’s Experiment</i>, Short Story -D.H.Lawrence– <i>The Rocking Horse Winner</i></p>	
Unit-III: Literary Terms and Figurative Language	13 Hours
<p>Chapter No. 5 - Allegory, Assonance, Blank Verse, Rhythm, Consonance, Irony, Metre, Rhetorical Question, Couplet, Ode, Sonnet, Lyric, Elegy, Monologue, Aside, Soliloquy, Plot, Character, Setting, Narrative Technique</p> <p>Chapter No.6 - Classicism, Neo-Classicism, Metaphysical Conceits, Romanticism, Modernism, Post Modernism, Colonialism, Post Colonialism, Symbolism, Feminism</p> <p>Chapter No. 7 - Simile, Metaphor, Personification, Hyperbole, Allusion, Idiom, Pun, Onomatopoeia, Alliteration, Synecdoche</p>	

Course Code : BA1-OE-C2

Title : SEMESTER I
COURSE –II -DSC PAPER A2
Indian Writing in English Part I

Total No. of Teaching Hours: 52

No. of Hours per Week : 4

Internal Marks : 40

Exam Marks : 60

Credits: 4

Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,

Course Description:

The course is designed for one semester. The syllabus familiarises the learner with Indian writers, ethos and tradition of writing and discourse. It is designed to also introduce the learner to the makers of modern India and their impact on 20th Century Indian Society. It also enables the learner to understand the impact of modernity on Indian society.

Course Objectives:

1. To familiarize the learner with Indian writers, ethos and tradition of writing and discourse.
2. To write with clarity, creativity and persuasiveness.
3. To understand the society and culture of pre-independent India through literary and film texts.
4. To understand the impact of modernity on Indian society during the colonial period.
5. To introduce the learner to the makers of Modern India and their impact on 20th Century Indian Society.

Course Outcomes (Cos):

1. Be enriched by familiarity with Indian writers, ethos and tradition of writing and discourse
2. Be able to write with clarity, creativity and persuasiveness
3. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values.
4. Have a spirit of inquiry and critical thinking
5. Be able to articulate thoughts and generate /understand multiple interpretations
6. Locate and contextualize texts across theoretical orientations and cultural spaces

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C01	x	x							
C02					x	x			
C03	x	x							
C04									
C05					x	x			
C06									
C07									
C08									

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit-I: History of Indian English Literature

13 Hours

Chapter 1 - The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, *A History of Indian English Literature*, New Delhi, Sahitya Akademi. 1980)

Unit-II: Authors of Pre-Independence India	13 Hours
<p>Chapter No.2 - Introducing authors from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, Krupabai Sathianadhan, Sarojini Naidu, Cornelia Sorabji.</p>	
Unit-III: Pre-Independence-Indian English Literature	13 Hours
<p>Chapter No.3 - Novel- <i>Waiting for the Mahatma-</i> R K Narayan</p> <p>Chapter No. 4 - Poetry <i>The Song of the Free</i> --Swami Vivekananda <i>Foreign Protectors</i>—Sahir Ludhianvi <i>Song of a Dream-</i> Sarojini Naidu <i>Love Came to Flora Asking for a Flower-</i> Toru Dutt <i>Poems on Life-</i> Rabindranath Tagore <i>To India-My Native Land</i> -Henry Derozio</p> <p>Chapter No. 5 - Short Story <i>Sultana's Dream-</i> Begum Rokeya Hossain <i>The Barber's Trade Union-</i> Mulk Raj Anand</p> <p>Chapter No.6 - Drama-<i>Larins Sahib-</i> Gurcharan Das</p> <p>Chapter No. 7 - Select any one movie which represents Pre Independent Indian scenario <i>Mother India-</i>1957 –directed by Mehboob Khan <i>Junoon-</i> 1978- directed by Shyam Benegal <i>1942: A Love Story</i> -1994-directed by Vidhu Vinod Chopra</p>	

Course: BA		Subject: Journalism																																																																																																										
Title : Introduction to Journalism Concepts and Practices																																																																																																												
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<p>Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & fieldwork etc.,</p> <p>The goal of Journalism and Mass Communication pedagogy is to stir student's critical consciousness and empower them with the knowledge, multimedia tools that help them in employability.</p>																																																																																																												
<p>Course Objectives/ Course Description:</p> <ul style="list-style-type: none"> ● To introduce the concept of media and mass communication. ● To familiarize the students with different facets of journalism ● To educate the students about the role of journalism and the development of society. 																																																																																																												
<p>Course Outcomes (Cos):</p> <p>At the end of the course, the students should be able</p> <ul style="list-style-type: none"> <input type="checkbox"/> To identify the distinct nature of journalism and its professional aspects, including career opportunities <input type="checkbox"/> To recognize and use terms specific to media <input type="checkbox"/> To recognize the significance of changes in the practice of journalism 																																																																																																												
<p>Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Course Outcomes (COs)</th> <th colspan="9">Program Outcomes (POs)</th> </tr> <tr> <th>PO1</th> <th>PO2</th> <th>PO3</th> <th>PO4</th> <th>PO5</th> <th>PO6</th> <th>PO7</th> <th>PO8</th> <th>PO9</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Course Outcomes (COs)	Program Outcomes (POs)									PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	CO1	X		X							CO2										CO3		X								CO4										CO5										CO6										CO7										CO8									
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CO8																																																																																																												
Unit-I:							13 Hours																																																																																																					
<p>Journalism: Meaning, Definition. Nature. Scope. Functions, Fair Comment, Watchdog. Role of Press in Democracy, Principles of Journalism-Truth, Objectivity. Verification. Independent Monitor. Types of Journalism: Print. Broadcast, and Digital. Journalism as Profession, Responsibilities and Criticism, Reader and his interests, Understanding the public taste.</p>																																																																																																												
Unit-II:							13 Hours																																																																																																					
<p>Mass media development - Early Journalism in the world, India and Karnataka. Global Context: Rise of Advocacy Journalism, Professionalism, Modern Journalism and Mobile Journalism. Community Journalism, Rural Journalism,</p>																																																																																																												

Yellow journalism, Penny press, Tabloid press, Citizen Journalism and Legal Journalism.

Unit-III:

13 Hours

Normative Theories of Press and their relevance to the present day; Wire Services – Indian and International News Agencies. Press as a tool in social service, Relationship between press and other mass media.

Unit-IV:

13 Hours

Photojournalism -Caption Writing, Photo feature. Visual composition: Danish Sidique, Jimmy Nelson, Margaret Bourke-White, Philip Jones Griffiths, Rathika Ramasamy. Raghu Rai.

Reference:

1. Berlo, D. K. (1960). The process of communication: An introduction to theory and practice. Holt. Rinchart and Winston.
2. Schramm, W. L. (Ed.). (1960). Mass Communications: a book of readings selected and ed. for the Institute of communications research in the Univ. of Illinois. University of Illinois Press.
3. McQuail, D. (2010) McQuail's mass communication theory, Sage publications.
4. Uma, N. (2011). Mass Communication Theory and Practice. New Delhi, Har-Anad publication Pvt Ltd.
5. Kumar, Keval J. (2020) Mass Communication in India- (5th Revised Edition). Jaico Publishing house, Mumbai.
6. Singh, C. P. (Ed.). (2004). Dictionary of Media and Journalism: IV. Radio. Print and Internet. Ik International Pvt...
7. Jeffery, R. (2000) India's Newspaper Revolution. Oxford University Press, New Delhi. • Mehta, D.S. (2014) Mass Communication and Journalism in India. Allied Publications, New Delhi.
8. Natarajan. J (2000) History of Indian Journalism: Part II Of The Report Of The Press Commission. Publications Division.

Krishnamurthy, N. (1969) Indian Journalism. Mysore University Press.

TITLE : JOURNALISTIC WRITING SKILLS**Total No. of Teaching Hours: 42****No. of Hours per Week : 4****Internal Marks : 25****Exam Marks : 25****Credits: 2****Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,****Course Objectives/ Course Description:**

- To Familiarize the writing skills.
- To familiarize the students with different forms of journalism
- To educate the students the techniques writing

Course Outcomes (Cos):

At the end of the course, the students should be able

- To develop Journalist Writing Skills in students
- To develop the photographic skills
- To develop the writing skills for social media

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		X							
CO2		X							
CO3		X							

List of Experiments

1. Reporting stories – Specialised Stories (Human interest /Political /Entertainment /Agriculture /Science) (Any 2 Specialised Report)
2. Citizen Journalism (1 story)
3. Writing Articles and Feature stories (1 each)
4. Writing for social media - Long-form and Short-form content -3 assignments
5. Photography - shoot and submit Nature, Human interest, and Portraits photographs -5 of the each
6. Letters to Editor (1 Editor)
7. Caption writing for the same Photographs
8. Review of content of Newspapers/Magazines/Trending (viral) topics in social

media.

ಪರಿವಿಡಿ

ಪತ್ರಿಕೆ ಮತ್ತು ಶೀರ್ಷಿಕೆ: 1.1 ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಮತ್ತು ಕಾವ್ಯ ನಿರ್ದರ್ಶನಗಳು

ಭಾಗ-1 ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ 20ಗಂಟೆಗಳು

1. ±Á¸¸EUMÄ: °P ¸, "ÁZÁ«Ä ±Á¸¸EUMÄ (PEBqa "ÁµÉ¸¸A¸¸w avtt) «ª¸gÄ
2. ¥IA¥I¥Eª ¸ AiÄÄUzÄ Pk -PÄw ¥j ZIAÄ, ²Ä«dAiÄ, C¸¸A UÄtEÄÇ, ²ªPÉÄMÄiZÄgÄ
3. ¥IA¥IAiÄÄUÄ ªÄÄRÄ Pk -PÄw -PÄ® ¥j ZIAÄ.
4. ¥IA¥Ä ¥ÉÉÄ, gÉÄ, MAZÉÄiÄ ÉÄUPÄ ¸, ZÄªÄAqgÄAiÄ, ÉÄUZIAZÄ: dÉÄ, PÄ²gÄd, ÉÄiÄ¸ÉÄ SÉPªÄ DAqÄiÄÄ

ಭಾಗ-2 ಕಾವ್ಯ ನಿರ್ದರ್ಶನಗಳು 22ಗಂಟೆಗಳು

1. ª¸µÄ¸¸ÄÄj ¸AiÄ PÄÉ - ²ªPÉÄMÄiZÄgÄ
2. ¸AiÄÄ¥ÉÉÄiÄ ªÄtÖÉÉ - ¥IA¥Ä
3. PÉBqa ¸ ¥ÄÄ ÉÄqÄ - DAqÄiÄÄ
4. CªÄÉVÄÄw - dÉÄ

ಪತ್ರಿಕೆ ಮತ್ತು ಶೀರ್ಷಿಕೆ: 1.2 ಭಂದಸ್ಸು ಮತ್ತು ನಾಟಕ

ಭಾಗ-1 ಭಂದಸ್ಸು 30ಗಂಟೆಗಳು

1. bAZÄÄi JAZgÄÄÄ? Czga¸¸gME¥Ä ¥ÄÄÄÄRÄÉ
2. CPgÄ bAZÄÄi- UÄt «ÉÄÄ¸ªÄÄÄ
3. ªÄÄVÄÄbAZÄÄiÉÄ¸¸gME¥Ä- gUMÉ PIAZÄ
4. CA±Ä bAZÄÄi Czga¸¸gME¥Ä ªÄÄVÄÄÄÄiÄ, µÄ ¸, wÄÄÄ, ¸ÄÄUÄÄ K¼É
5. DzÄªPÄ bÄZÉÄÄÄiÄUÄÄ; ªÄÄr, ¥ÄÄÄÄÄ, °Ä¹, UÄt ¥j ªÄÄwªÄ ªÄÉÉÄ ÉVÄÄÄ
6. bAZÄÄi ªÄÄVÄÄÄ±É° «eÄÉÄÄ¸¸ÄSAZÄ

ಭಾಗ-2 ನಾಟಕ 12ಗಂಟೆಗಳು

S»µÄgÄ -n. | . PÉ-Ä¸Ä

Course Code : BA1-SO-C1		Sociology-C1	
Title :DSC-1UNDERSTANDING SOCIOLOGY			
Total No. of Teaching Hours: 42		No. of Hours per Week : 3	
Internal Marks : 40		Exam Marks : 60	Credits: 3
Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,			
Course Description: Focuses on Understanding the role of Sociology in a changing world. Recognizing different perspectives of perceiving the workings of social groups. Express one's understanding of current social issues in oral and written forms			
Course Objectives: The students will understand the basic knowledge about social Interactions and Sociology. Students will demonstrate the ability to communicate sociological knowledge to others. Students able to differentiate sociological perspective and common perspective. Able to understand process of social change and application of its theories			
Program Outcomes: By the end of the program the students will be able to: (Refer to literature on outcome-based education (OBE) for details on Program Outcomes) 1. Think critically by exercising sociological imagination 2. Question common wisdom, raise important questions and examine arguments 3. Collect and analyse data, make conclusions and present arguments 4. Think theoretically and examine the empirical data 5. Skilfully Participate in Research Groups and market Research Firms 6. Serve in Development Agencies, Government Departments and Projects 7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician 8. Transfer Skills as a Teacher, Facilitator of Community Development 9. Competent to make a difference in the community			
Course Outcomes (Cos): C01: Understand the nature and role of Sociology in a changing world C02: Comprehend the uniqueness of sociological imagination in the study of real world C03: Recognize different perspectives of perceiving the workings of social Group C04: Differentiate between sociology's two purposes - science and social reform C05: Express one's understanding of current social issues in oral and written forms.			

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	X	X		X		X	X	X	X
C02	X	X		X	X	X	X	X	X
C03	X		X	X	X	X	X	X	X
C04	X	X	X	X	X	X	X	X	X
C05		X	X	X	X			X	X
C06									
C07									
C08									

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit-I: Sociology as Science

17 Hours

Chapter No. 1 Sociology as a study of Groups and Social Interaction - Definition, Scope and Need; Sociology as Science Vs. Sociology as Social Reform

Chapter No. 2 Foci of Sociology: Social Institutions, Social Inequality and Social Change

Chapter No. 3 Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills' distinction between trouble *i.e. personal in nature* and issue, *i.e. public in nature*)

Chapter No. 4. Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist

Chapter No. 5 Social Construction of Reality

Unit-II: Culture and Socialisation

14 Hours

Chapter No. 6. Culture: Definition and Elements of Culture; Comparison between Culture and Civilisation; Acculturation: Robert Ezra Park's idea of Melting Pot; Cultural Contact, Cultural Shock, Counter Culture and Contra Culture

Chapter No. 7. Global Culture: Globalisation of Values; Cultural Imperialism

Chapter No. 8. Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide

Chapter No. 9 Socialisation: Theories of Self: Charles Horton Cooley and George Herbert Mead

Unit-III: Social Change

11 Hours

Chapter No. 10 Changes due to Industrialisation, Rationalisation, Globalisation, McDonaldization (George Ritzer), Urbanisation and Information Explosion

Chapter No. 11. Consequences of Change: Changing age Structure of Societies: Ageing and Ageism; Technological Impact on Social Life; Changing Environment

Text Books:

1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
2. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York.
3. Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada.
4. Davis, Kingsley 1949, Human Society, Macmillan, Delhi
5. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA.
6. Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York.
7. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi.
8. Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
9. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi.
10. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore.
11. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi.
12. Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland.
13. Macionis, John 2018, Sociology Global Edition, Pearson, England.
14. Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
15. Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
16. Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi.

Reference:**Unit 1**

<https://www.drrandallcollins.com/sociologicaleye> A blog maintained by Randall Collins which gives the definition for Sociological Eye and many posts on examples

<http://sociological-eye.blogspot.com/> Another blog by Randall Collins

https://us.sagepub.com/sites/default/files/upm-assets/109310_book_item_109310.pdf First chapter of a book published by Sage Publications - available free on this website

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf> First chapter of The Sociological Imagination

<https://www.imprs-demogr.mpg.de/courses/01ws/TSI.pdf> On Intellectual Craftsmanship - Appendix to The Sociological Imagination, by C Wright Mills

<https://www.pearsonhighered.com/assets/samplechapter/1/4/0/8/1408269546.pdf> Chapter 1 of Pearson book - good introduction to Sociological Imagination, Origins of Sociology, along with case studies. Contains useful reference and weblinks

https://www.researchgate.net/publication/8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_sociological_classic This article from British Journal of Sociology is useful to contextualise the concept of sociological imagination.

Unit 2

<https://www.britannica.com/topic/culture> 3.2 The Elements of Culture – Sociology - Publishing Services

<https://open.lib.umn.edu/sociology/chapter/3-2-the-elements-of-culture/> Elements of Culture | Introduction to Sociology - Lumen

<https://courses.lumenlearning.com/sociology/chapter/acculturation/> Acculturation | anthropology | Britannica

<https://www.britannica.com/topic/sociology> > ... > *Sociology B A Model* Page 21 of 85

Sociology & Society Acculturation - Cambridge University Press

<https://www.cambridge.org/core/elements/acculturation> ... Robert E. Park - New World Encyclopedia

<https://www.newworldencyclopedia.org/entry/acculturation/>

Robert_E What Is Culture? | Introduction to Sociology – Brown-Weinstock
<https://courses.lumenlearning.com/chapter/what-is-cult...>
<https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/>
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usg=AOvVaw16am_XfXgptAgUS04sdOUN
 10. https://www.newworldencyclopedia.org/entry/Information_explosion
https://edisciplinas.usp.br/pluginfile.php/4408475/mod_resource/content/1/Lupton-Digital%20Sociology%282014%29.pdf
<https://www.grin.com/document/453828> An article on the impact of digital life on society from sociological perspective
<https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-life/>
<https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/>
<https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they>
<https://www.britannica.com/topic/netiquette>
<https://blog.citl.mun.ca/instructionalresources/netiquette/>
<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know>.

Unit 3

<https://www.britannica.com/topic/social-change>
<https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldization.htm>
<http://web.simmons.edu/~chen/nit/NIT%2796/96-171-Larney.html> On McDonaldization of Information
<https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/mcdonaldization>
<https://www.un.org/development/desa/undesavoice/feature/2017/04/32476.html>
<https://www.unescap.org/our-work/social-development/ageing-societies>
<https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
<https://www.who.int/westernpacific/news/q-a-detail/ageing-ageism>
<https://academic.oup.com/gerontologist/article/41/5/576/596571>
https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environm.html
<https://courses.lumenlearning.com/sociology/chapter/social-change/>
<https://www.britannica.com/topic/social-change/Conclusion>
http://philosociology.com/UPLOADS/_PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Ritzer.pdf Blackwell Encyclopedia of Sociology, edited by George H Ritzer.

Chapter No. 7. Definition; secularisation vs resurgence of religion in modern world;
Challenge of diversity - religious freedom vs state laws

Chapter No. 8 Education: Definition; education as socialisation; types of education -
formal and informal

Chapter No. 9 Functional view - manifest and latent functions; Conflict view - education
as tool for perpetuating inequality

Chapter No.10 Schooling and Life Chances (Max Weber's views) - increasing enrolment
ratio; Education and Employability - Technology and Digital Divide

Unit-III: Economic and Political Institutions

13 Hours

Chapter No. 11. Definitions of Economy and Work; Gender stratification in work and
its feminisation; Job insecurity, Unemployment; Outsourcing -

opportunities and threats; automation and advancement of technology

Chapter No. 12 Definitions of Political Institution, Government, Governance and State

Chapter No. 13 Status of Democracy in India; Challenges: Militancy, Fundamentalism,
Regionalism

Chapter No. 14 Globalisation and Social Welfare

Text Books:

1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York.
2. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich.
3. Davis, Kingsley 1949, Human Society, Macmillan, Delhi Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA.
4. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi.
5. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi.
6. Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
7. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi.
8. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi.
10. Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland.
11. Macionis, John 2018, Sociology Global Edition, Pearson, England.
12. Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
13. Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
14. Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi.

Reference:

Unit 1: Family and Marriage

<https://courses.lumenlearning.com/wmopen-introtosociology/chapter/marriage-and-family/>

<https://courses.lumenlearning.com/boundless-sociology/chapter/recent-changes-in-family-structure/>

<https://www.thehindu.com/news/national/how-the-nature-of-indian-families-is-changing/article28281107.ece>

<https://www.bbc.com/news/world-asia-india-54053091> Why Indians Continue to Live in Joint Families

<https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/>

<https://www.asanet.org/sites/default/files/savvy/introtosociology/Documents/ActivitiesForExploringFamilyBobGreene.html> This site by American Sociological Association provides many examples for conducting activities related to family and marriage

http://rchiips.org/nfhs/factsheet_NFHS-5.shtml Data of National Family and Health Survey-5 is available for every district in this website.

Unit 2: Religion and Education

<https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>

<https://www.pewresearch.org/fact-tank/2015/04/21/by-2050-india-to-have-worlds-largest-populations-of-hindus-and-muslims/>

<https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>

<https://www.pewresearch.org/fact-tank/2015/04/02/7-key-changes-in-the-global-religious-landscape/>

<https://www.pewresearch.org/search/secular> Women in many countries face problem about their dress by religious groups/secular groups

<https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-first> Link to the complete report available resources like video etc.

Unit 3: Economic and Political Institutions

<https://courses.lumenlearning.com/cochise-sociology-os/chapter/women-in-the-workplace/>

<https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/>

<https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>

<https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html>

<https://askanydifference.com/difference-between-government-and-governance/>

<https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x> How does economic globalisation affects the welfare state?

Part - 3

Course Code :	I Semester B.A course coming under Faculty of Arts								
Title : ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH									
Total No. of Teaching Hours: 52/60		No. of Hours per Week : 4							
Internal Marks : 40	Exam Marks : 60		Credits: 4						
Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,									
Course Description: The course is designed for one semester. The syllabus keeps in mind that the learner has to be equipped with technological skills related to the usage of language. It is also designed according to the learner's domain specific requirements. It equips the learner to enhance their creativity and become critical readers thereby helping them to express themselves better.									
Course Objectives: <ol style="list-style-type: none"> 1. To Acquire Listening, Speaking, Reading and Writing Skills. 2. To acquire skills of creativity to express oneself. 3. To develop their ability to become critical readers. 4. To become aware of different literary devices and genres. 5. To become socially aware. 									
Course Outcomes (Cos): <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills 2. Obtain the knowledge of literary devices and genres 3. Acquire the skills of creativity to express one's experiences 4. Know how to use digital learning tools 5. Be aware of their social responsibilities 6. Develop their ability as critical readers and writers 									
Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)									
Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1			x	x					
CO2	x								
CO3									
CO4			x	x	x				
CO5		x							
CO6									
Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.									
Part 1 -Work Book – RESONANCE -I							10 Hours		
Unit-I: Receptive Skills: Reading Skills and Listening Skills									
Chapter 1: Comprehension passages (Skimming and Scanning)									
Chapter 2: Picture reading, Caption Writing and Referencing Skills									

Chapter 3: Listening vs. Hearing, Types of listening	
Chapter 4: Listening Activities (could be through reading aloud in class or prerecorded inputs)	
Unit-II: Productive Skills: Speaking Skills and Writing Skills	21 Hours
Chapter 5: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	
Chapter 6: Giving instructions to do a task and to use a device	
Chapter 7: Question Forms, Question Tags	
Chapter 8: Kinds of Sentences, Punctuation	
Part 2 – Course Book –<i>RESONANCE-I</i>	21 Hours
Chapter 9: <i>Vachanas</i> -Akkamahadevi and Satyakka	
Chapter 11: <i>A White Heron</i> - Sarah Orne Jewett	
Chapter 10: <i>Nine Gold Medals</i> - David Roth	
Chapter 12: <i>The Last Song</i> -Temsula Ao	
Chapter 13: <i>Bholi</i> - K.A. Abbas	
Chapter 14: <i>Swami Vivekananda's Speech Of 1893, Chicago</i>	

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ.

ಉಪನ್ಯಾಸದ ಸಮಯ:42

ಆಂತರಿಕ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು:40

ಅಂತಿಮ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು:60

ಪರಿವಿಡಿ

ಶೀರ್ಷಿಕೆ: ಹೊಸಗನ್ನಡ ಕಾವ್ಯ ಮತ್ತು ಕತೆಗಳು

ಪದ್ಯಗಳು

30ಗಂಟೆಗಳು

1. AiiAa à PÁ®zÀ ±Á P ÁEÀ °Á½zlgÁEÀ?-PÁª Á¥Á
2. Cª1- | .®APÁ±i
3. Zj vÁiÀ PÁ®eÁEÀ - f. J .i.2ª lgÁzÁ
4. C-Á PÁAvP lgÉ- qÁ.1zP AUÁiÁ
5. vlgUÉÉ - ®Qª¥W PÁEÁ-ÁgÀ
6. ¥ª ÁªÉ ªÁEÉª Áª °ÁÁUÁ- µj Á¥Á.PÉ
7. UÁAÇü SAzÁUÁ CA´Áqgi M¼MzlgÁ- ÁSÁª °É-ÁiÁÁgi
8. vÉÁ vÁEÁª ªÁAV¹PÁE¼PÁ - gÁE¥Á °Á ÁEÁ
9. ªµÁzPÁE¼MÁ Ü MAzÁ EÉÁI Á-«®iEi PÁhÁ´i
10. ±Á±ÁP ÁSÁzÁ JµÁPÁtPÁ d.ÉÁ vÁd²Á

ಕತೆಗಳು

12ಗಂಟೆಗಳು

1. PÁ Áª-ÁiÁ PÁEÁt -ª Áª¹Uª PÁhÁ±Á CAiÁAUÁgi
2. ÁSÁzÁª PÁµÁ D®ÉP Ázi
3. d®¥ÁµÁ-CSÁ´i gPÁzi
4. fÁªÀ gÁ²ªÁ-ªÁªÁE P Ázi gP ÁÁ±i ´ ÁSÁ
5. »AqPÁ¼Ái- Cª ÁgÁ±Á VtP ÁgÀ

BA Semester II

Part	Code	Course(Subject)	Hours / Week			Marks			Credits
			L	T	P	Exam	IA	Total	
Part-1	BA2-XX-C3	Discipline Core-1 Theory 1	3	-	-	60	40	100	3
	BA2-XX-C4	Discipline Core-1 Theory 2	3	-	-	60	40	100	3
	BA2-XX-C3	Discipline Core-2 Theory 1	3	-	-	60	40	100	3
	BA2-XX-C4	Discipline Core-2 Theory 2	3	-	-	60	40	100	3
Part-2	GE2-XX2	Open Elective for other Discipline	3	-	-	60	40	100	3
Part-3	BA2-LK2	Kannada-II	3	1	-	60	40	100	3
	BA2-Lx2	English-II/Hindi-II/Sanskrit-II	3	1	-	60	40	100	3
	-	Ability Enhancement Compulsory	-	-	-	-	-	-	-
Part-4	SB1-DF	Digital Fluency	1	-	2	25	25	50	2
	VB2-HW	Health & Wellness	-	-	2	-	25	25	1
	VB2-XX-1	NCC-1/ NSS-1/ R & R-1/ Cultural-1	-	-	2	-	25	25	1
Per Week : Lecture-Tutorial-Practical-Exam-IA-Total-Credits			22	2	6	450	350	800	25

PART - 1

Course Code : BA2-EC-C3		Economics-C3							
Title : : Economic Analysis - II									
Total No. of Teaching Hours: 42		No. of Hours per Week : 3							
Internal Marks : 40		Exam Marks : 60							
			Credits: 3						
Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,									
Course Description: This course is designed to expose the students to the basic macro economic theory. The course will illustrate how economic concepts can be applied to analyze real-life situations.									
Course Objectives: To understand modern tools of macro-economic analysis so as to minimize the adverse impact of macro-economic factors on economic activities. The students will gain an understanding of the macroeconomic challenges and policy management in progressive nations.									
Course Outcomes (Cos): At the end of the course the student should be able to: 1. Understand the operation of the overall economic system; 2. Calculate national income and related aggregates 3. Explain the relationship between macroeconomic aggregates; 4. Analyse the nature of business cycles and policies towards controlling them; 5. Evaluate the macroeconomic policies for solving major problems like poverty and unemployment									
Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)									
Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	X						X		
CO2	X					X			
CO3				X	X				
CO4				X	X				
CO5		X	X				X		
Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.									
Unit-I Macroeconomic Concepts and Relationships									12
Chapter 1: Macroeconomy									5
<ul style="list-style-type: none"> • Introduction to National Income Accounting • Concepts of GDP, GNP and national income • Approaches to calculating GDP, personal income, Nominal and real GDP • Limitations of the GDP concept 									
Chapter 2: Monetary economy									4
<ul style="list-style-type: none"> • Characteristics • The demand for money • The supply of money and overall liquidity position 									

<ul style="list-style-type: none"> • credit creation <p>Chapter 3: Inflation 3</p> <ul style="list-style-type: none"> • Meaning and causes of inflation • Calculating inflation rate • Impact of inflation <p>Practicum</p> <p style="text-align: center;">Practicum: 1. Understanding the relationships between various NI concepts used in India's NI accounting; 2. Estimating the components of money supply and interpreting the various price indices 5</p>
<p>Unit-II: Macroeconomic Challenges and Policies 12 Hours</p>
<p>Chapter 4: Macroeconomic challenges 3</p> <ul style="list-style-type: none"> • Unemployment • Economic Growth • Business Cycles <p>Chapter 5: Monetary Policy 3</p> <ul style="list-style-type: none"> • Objectives • Instruments <p>Chapter 6: Fiscal Policy 6</p> <ul style="list-style-type: none"> • Public finance vs. Private finance • Fiscal functions and role of government: allocation, distribution and stabilization • Characteristics of public goods, • Rationale of public provision of public goods <p>Practicum: 1. Reviewing the monetary policy of RBI; 2. A project to identify the nature and causes of poverty and the latest central budget</p>
<p>Unit-III: Public Policy and Globalization 18 Hours</p>
<p>Chapter 7: Poverty and public policy 6</p> <ul style="list-style-type: none"> • Meaning, measurement and types of poverty • Poverty alleviation strategies in India <p>Chapter 8: International Trade 9</p> <ul style="list-style-type: none"> • The economic basis for trade—absolute advantage and comparative advantage, • terms of trade • exchange rates • Trade Barriers-tariffs, subsidies and quotas Balance of Payments-The current and capital account <p>Chapter 9: Globalization 3</p> <ul style="list-style-type: none"> • Meaning • Importance • Pros and cons of Globalization <p>Practicum: Survey on identification of poor; Calculating the components of BoP of India</p>
<p>Text Books:</p> <ol style="list-style-type: none"> 1.N. Gregory Mankiw (recent edition), Macro Economics, Worth Publications, New York 2. Richard T. Froyen (recent edition), Macro Economics - Theories and Policies, Pearson Education 3. Eugene Diulio (2004), Macro Economics – Schaum’s Outline Series, Tata McGraw Hill, New Delhi. 4. Shapiro, Edward (1982), Macro Economic Analysis, Galgotia Publications (reprint edition) 5. SampatMukerjee (2008), Analytical Macro Economics: From Keynes to Mankiw, New Central Book Agency, Calcutta
<p>Reference:</p> <ol style="list-style-type: none"> 1. Cohen, A.J. (2020). Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText (updated 2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780136716532 2. Cohen, A.J. (2015). Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText (2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368 3. Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia, 2014. 4. Mankiw N. Gregory. Principles of Economics, Thomson, 2013. 5. Stiglitz J.E. and Walsh

Title : : Karnataka Economy

Total No. of Teaching Hours: 42

No. of Hours per Week : 3

Internal Marks : 40

Exam Marks : 60

**Credits:
3**

Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,

Course Description:

This course is designed to acquaint the students about economic features of State of Karnataka. Evaluate the policies and programmes undertaken by the Govt. of Karnataka for bringing about socio-economic development.

Course Objectives:

1. To acquaint the students about economic features of State of Karnataka
2. To prepare the students for the competitive and other allied examinations
3. To keep the students informed about the latest happening in the State
4. To encourage the students to think, prepare, plan and actively participate in finding solutions to the State related issues and
5. To support the students to take-up the research projects related to the State issues.

Course Outcomes (Cos):

At the end of the course the student should be able to:

1. Understand the nature of economic growth and problems of Karnataka state.
2. Explain the process of structural growth in Karnataka economy;
3. Evaluate the policies and programmes undertaken by the Govt. of Karnataka for bringing about socio-economic development

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	X			X			X		
CO2			X	X	X				
CO3							X	X	
CO4									
CO5									

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit- Characteristics of Karnataka Economy

12

Chapter 1: State Income

2

- State Domestic Product and PCI
- Measures to redress regional imbalances

Chapter 2: Human and Natural Resources

6

- Population
- Human Development Index
- Poverty and Unemployment– Anti-Poverty and Employment generation Programmes
- Functioning of Panchayat Raj Institutions

Chapter 3: Natural Resources in Karnataka

4

- Land, Water, Forest and mineral resources in Karnataka Karnataka Sustainable Development Goals
- Karnataka environmental Policy Practicum:

Practicum

Unit-II: Agriculture and Industries in Karnataka	18 Hours
Chapter 4: Agriculture in Karnataka <ul style="list-style-type: none"> • Importance of Agriculture • Problems in Agriculture • Land Reforms • Cropping Pattern • Irrigation • Watershed Development • Dry Land Farming • Farmers Suicide – causes and solutions 	9
Chapter 5: Rural Development <ul style="list-style-type: none"> • Public Distribution System • Rural Development Programmes. 	3
Chapter 6: Industries in Karnataka <ul style="list-style-type: none"> • Major Industries in Karnataka - Problems and Prospects 	6
Unit-III: Infrastructure and Finances	12Hours
Chapter 7: Infrastructure in Karnataka <ul style="list-style-type: none"> • Transportation: Road, Rail, Water and Air Transport • Information and Communication Technology facilities; 	3
Chapter 8: Social Infrastructure <ul style="list-style-type: none"> • Drinking Water, Sanitation • Housing • Health and Education • Social Security in Karnataka 	4
Chapter 9: State Finance <ul style="list-style-type: none"> • Sources of Revenue: Direct and Indirect Taxes • GST – Impact and Collections • Sharing of Central Taxes and Grand-in-Aid • Expenditure Sources • States Indebtedness • State Finance Commission • State Budget Practicum: 	5
Text Books:	
1.Karnataka Economy by O.D Heggade 2. Karnataka Economy Dr. Prasanna&Dr.Shivananda 3.Karnataka Aarthikathe by Dr. H.R. Krishna Murthy, Sapna Book House	
Reference:	
1. Government of Karnataka, Economic Survey [Various Issues] 2. Planning Department, Annual Publication, Government of Karnataka. 3. Karnataka at Glance, Annual Publication Government of Karnataka. 4. Madaiah M & Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, New Delhi. 5. Adul Aziz and K.G. Vasanti. (Eds) Karnataka Economy. 6. Government District Development Reports 7. Hanumantha Rao. Regional Disparities and Development in Karnataka. 8. Krishnaiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore 9. Nanjundappa D.M. Some Aspects of Karnataka Economy. 10. Puttaswamiah K. Karnataka Economy, Two Volumes	

Course Code : BA2-OE-C3

Title : SEMESTER II
COURSE –III -DSC PAPER A3
Introduction to Phonetics and Linguistics

Total No. of Teaching Hours: 52

No. of Hours per Week : 4

Internal Marks : 40

Exam Marks : 60

Credits: 4

Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,

Course Description:

The course is designed for one semester. It equips the learner with the knowledge how structures in a language have come about and evolved. It introduces the learner to the technical side of the workings of a language.

Course Objectives:

1. To introduce the learner with the field or area of phonetics and linguistics.
2. To equip the learner, the knowledge of how a language is built.
3. To learn the right pronunciation of English Language Sounds

Course Outcomes (Cos):

1. Have competency in the use of English from /for a variety of domains
2. Imbibe a multi-disciplinary approach in higher education and research
3. Understand how a language functions

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C01	x				x				
C02	x				x				
C03	x				x				

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit-I: Introduction to Phonetics and Linguistics

13 Hours

Chapter 1 - Language- its nature, definitions, characteristic features.

Chapter No. 2 - Linguistics – Definitions, Scope.

Chapter No. 3 - Branches of Linguistics

Chapter No. 4 - Speech Mechanism, Organs of Speech.

Chapter No.5 - Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants.

Chapter No. 6 - Transcription of words, Word stress, Phonemics-phone, allophone- phoneme

Unit-III: Morphology, Syntax, Semantics and Lexicon**13 Hours**

Chapter No. 7 - Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme

Chapter No. 8 - Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses

Chapter No. 9 - Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes

Text Books:

1. Sethi, J. Dhamija, P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi, 2005.
2. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LT. 2010.
3. Yule, George. *The Study of Language*, Cambridge, Cambridge University Press, 2010.
4. Aitchison, Jean. *Linguistics*, Hodder & Stoughton Ltd, London, 2003.
5. Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.
6. Fromkin, V. Rodman, R., Nina Hyams. *An Introduction to Language*, Wadsworth, Cengage Learning, 2007.
7. Rocca, I., and W. Johnson. *A Course in Phonology*. Oxford: Blackwell, 1999.

Course Code : BA2-OE-C4

Title : SEMESTER II
COURSE –IV -DSC- PAPER A4
Indian Writing in English –Part II

Total No. of Teaching Hours: 52

No. of Hours per Week : 4

Internal Marks : 40

Exam Marks : 60

Credits: 4

Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,

Course Description:

The course is designed for one semester. The syllabus familiarises the learner with Indian writers, ethos and tradition of writing and discourse. It is designed to also introduce the learner to the makers of modern India and their impact on 20th Century Indian Society. It also enables the learner to understand the impact of modernity on Indian society.

Course Objectives:

1. To familiarize the learner with Indian writers, ethos and tradition of writing and discourse.
2. To write with clarity, creativity and persuasiveness.
3. To understand the society and culture of pre-independent India through literary and film texts.
4. To understand the impact of modernity on Indian society during the colonial period.
5. To introduce the learner to the makers of Modern India and their impact on 20th Century Indian Society.

Course Outcomes (Cos):

1. Be enriched by familiarity with Indian writers, ethos and tradition of writing and discourse
2. Be able to write with clarity, creativity and persuasiveness
3. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values.
4. Have a spirit of inquiry and critical thinking
5. Be able to articulate thoughts and generate /understand multiple interpretations
6. Locate and contextualize texts across theoretical orientations and cultural spaces

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C01	x	x							
C02					x	x			
C03	x	x							
C04									
C05					x	x			
C06									
C07									
C08									

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit-I: Indian English Literature (Post Independence Period)

13 Hours

Chapter No.1 - **Journalistic Writing - I Write as I feel**-K.A.Abbas.

Chapter No. 2 - **Memoir**

Fifty Fragments of the Inner Self- Amrita Pritam

Chapter No. 3 - **Autobiography**

The Race of My Life: An Autobiography- Milkha Singh

Unit-II: Introducing writers of the post-independence era:

13 Hours

Chapter No. 4 - Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad, Anita Desai, Manju Kapur, Aravind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote

Unit-III: Post Independent Indian English Poetry, Short Stories, Novels, Drama and Essays

13 Hours

Chapter No.5 - **Poetry**

Who Are You? - U.R. Ananthamurthy

Mother - P. Lankesh

Footage for a Trance-Ranjit Hoskote

Words--Kamala Das

Celebration- Anuradha Bhattacharyya

Chapter No. 6 - **Novel**-Malik Sajad- *Munnu- A Boy From Kashmir* **Short Story**-*The Adivasi Will Not Dance*- Hansda Sowvendra Shekhar

Chapter No. 7 - **Drama**

Kanyadaan -Vijay Tendulkar

Chapter No.8 - **Essay** - AP J Abdul Kalam- *The Wings of Fire*- excerpt

Chapter No. 9 - **Film Review** - Post-Independent Indian scenario *Rang De Basanti* – 2006- directed by Rakeysh Omprakash Mehra

Gulabi Talkies - Girish Kasaravalli

Course: BA		Subject: Journalism																																																																																																										
TITLE: COMPUTER APPLICATIONS FOR MEDIA																																																																																																												
Total No. of Teaching Hours: 52					No. of Hours per Week : 4																																																																																																							
Internal Marks : 40			Exam Marks : 60			Credits: 4																																																																																																						
<p>Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & fieldwork etc.,</p> <p>The goal of Journalism and Mass Communication pedagogy is to stir student's critical consciousness and empower them with the knowledge, multimedia tools that help them in employability.</p>																																																																																																												
<p>Course Objectives/ Course Description:</p> <ul style="list-style-type: none"> ● To introduce students to the basics of computer ● To familiarize the students to the applications of computers in print and electronic journalism ● To facilitate the students to learn the practical applications of computers different levels in media ● To expose the students to the world of internet and its extensive use for interactivity ● To familiarize the students with web-based broadcasting 																																																																																																												
<p>Course Outcomes (Cos):</p> <ol style="list-style-type: none"> 1. Understand the basic concepts of computer 2. Develop an understanding of the applications of computers in print and electronic journalism 3. Get acquainted with internet applications 4. Apply information technology skills in print and broadcast projects. 5. Demonstrate web-based broadcasting skills 																																																																																																												
<p>Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Course Outcomes (COs)</th> <th colspan="9">Program Outcomes (POs)</th> </tr> <tr> <th>PO1</th> <th>PO2</th> <th>PO3</th> <th>PO4</th> <th>PO5</th> <th>PO6</th> <th>PO7</th> <th>PO8</th> <th>PO9</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Course Outcomes (COs)	Program Outcomes (POs)									PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	CO1										CO2		X								CO3										CO4			X							CO5			X							CO6										CO7										CO8									
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CO8																																																																																																												
Unit-I:							13 Hours																																																																																																					
Understanding the internet, its applications in media. Types of networks, LAN, MAN, WAN, Static and dynamic websites and portals, Convergence of																																																																																																												

technologies, Convergence and contemporary media, Social Media and their applications.

Unit-II:

13 Hours

Fundamentals of visual communication, Various applications of computers in media: Text. Graphics, Drawings; Animation; Audio and Video software--Adobe audition and Premier Pro: Designing software, Photoshop-Media Software and application, media websites, digital paper and blogs, Vlogs and podcasts.

Unit-III:

13 Hours

Developing and editing contents and stories on internet, File transfer protocols and uploading images and text, Creating graphics and animation, Editing software for various media, inserting images, supporting file formats, JPEG, TIFF, PNG, GIF.

Unit-IV:

13 Hours

Fundamentals of Multimedia Definition, concepts and elements of multimedia. Application of multimedia for print, electronic and cyber media, Concepts of web-based TV and radio transmission. Concepts of IPTV and satellite-based broadcast, Satellite transmission. Online research tools

Reference:

1. Sunder, R., 2000. Computers Today Ed.2, John Wiley.
2. Benedict, M., Cyberspace: First steps, ed. Cambridge, MA. MIT Press.
3. Chapman and Chapman, Digital Multimedia. Wiley Publication.
4. James C. Foust. Online Journalism: Principles and Practices of News for the Web.3 Scottsdale, AZ: Holcomb Hathaway.
5. Janet H. Murray. Hamlet on the Holodeck: The Future of Narrative in
6. Cyberspace, New York: Free Press, 1997
7. Macintosh, Advanced Adobe photoshop, Adobe publishers.
8. Satyanarayana, R., Information Technology and its facets, Delhi, Manak 2005.
9. Smith, Gene. Tagging: People-powered Metadata for the Social Web, Indianapolis, Indiana: New Riders Press, 2008.

TITLE : BASIC MULTIMEDIA SKILLS**Total No. of Teaching Hours: 42****No. of Hours per Week : 4****Internal Marks : 25****Exam Marks : 25****Credits: 2****Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,****Course Objectives/ Course Description:**

- To introduce students to the basics of computer
- To familiarize the students to the applications of computers in print and electronic journalism
- To facilitate the students to learn the practical applications of computers different levels in media
- To expose the students to the world of internet and its extensive use for interactivity
- To familiarize the students with web-based broadcasting

Course Outcomes (Cos):

- Understand the basic computer tool
- Develop an understanding of the applications of computers in print and electronic journalism
- Get acquainted with internet applications
- Apply information technology skills in print and broadcast projects.
- Demonstrate web based broadcasting skills

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	X	X							
CO2		X							
CO3		X							
CO4		X	X						
CO5		X	X						
CO6									
CO7									
CO8									

List of Experiments

1. Creating Power Point Presentation using Multimedia tools
2. Designing an e-paper page using QuarkXPress/In-Design
3. Creating a blog with a content of your choice

4. Record content of your choice using audio and video-recording software
5. Creating Multimedia Content - News stories and Feature stories
6. Podcast
7. Poster design
8. Create for social media
9. Logo Designing

Course Code : BA2-SO-C3		Sociology-C3	
Title :DSC-3 FOUNDATIONS OF SOCIOLOGICAL THEORY			
Total No. of Teaching Hours: 42		No. of Hours per Week : 3	
Internal Marks : 40		Exam Marks : 60	Credits: 3
Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,			
Course Description: Focuses on Understanding the role Theory and its applicability. Recognizing the contributions of pioneers of Sociology. Express one's understanding about different theories and perspectives in oral and written forms			
Course Objectives: The students will understand the basic knowledge about Theories in Sociology. Students will demonstrate the ability to apply theoretical knowledge in various fields. Students able to differentiate classical and contemporary Social Thought.			
Program Outcomes: By the end of the program the students will be able to: (Refer to literature on outcome-based education (OBE) for details on Program Outcomes) <ol style="list-style-type: none"> 1. Think critically by exercising sociological imagination 2. Question common wisdom, raise important questions and examine arguments 3. Collect and analyse data, make conclusions and present arguments 4. Think theoretically and examine the empirical data 5. Skilfully Participate in Research Groups and market Research Firms 6. Serve in Development Agencies, Government Departments and Projects 7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician 8. Transfer Skills as a Teacher, Facilitator of Community Development 9. Competent to make a difference in the community 			
Course Outcomes (Cos): C01: Contextualise the social and intellectual background of classical sociologists C02: Appreciate the contemporaneity of classical sociological thought C03: Appreciate the need for thinking in theoretical terms and concepts C04: Demonstrate Basic Understanding of Theory and Research			

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		X	X	X		X	X	X	X
CO2	X	X	X	X	X	X	X	X	X
CO3	X		X	X	X	X	X		X
CO4	X	X	X	X	X	X	X	X	X

Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.

Unit-I: A Comte and H Spencer

12 Hours

Chapter 1: Auguste Comte: Intellectual context, Positivism, Law of Three Stages, Classification of Sciences

Chapter 2: Herbert Spencer: Theory of Social Evolution, Organic Analogy, Types of Society

Unit-II: K Marx and G Simmel

14 Hours

Chapter 3: Karl Marx: Dialectical Materialism, Economic Determinism, Class Struggle, Alienation

Chapter 4: Georg Simmel: Formal Sociology, Theory of Sociation, Theory of Conflict

Unit-III: E Durkheim and M Weber

16 Hours

Chapter 5: Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion

Chapter 6: Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism

Text Books:

1. Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi.
2. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y.
3. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York.
4. Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur.
5. Corrigan- Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada.
6. Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur.
7. Davis, Kingsley 1949, Human Society, Macmillan, Delhi.
8. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA.
9. Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York .
10. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi.
11. Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
12. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi.
13. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore.

14. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi.

15. Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland.

16. Macionis, John 2018, Sociology Global Edition, Pearson, England.

17. Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London.

18. Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur.

19. Zeitlin, Irving M 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur.

References:

Unit 1 A Comte and H Spencer

<https://courses.lumenlearning.com/sociology/chapter/the-history-of-sociology/>

<https://www.oxfordbibliographies.com/view/document>

<https://www.britannica.com/biography/Auguste-Comte>

<https://plato.stanford.edu/entries/comte/>

[https://nptel.ac.in/content/storage2/courses/109103023/download/Lecture% 2036.pdf](https://nptel.ac.in/content/storage2/courses/109103023/download/Lecture%2036.pdf)

<https://www.britannica.com/biography/Herbert-Spencer>

<https://www.smithsonianmag.com/science-nature/herbert-spencer-survival-of-the-fittest-180974756/>

<https://iep.utm.edu/spencer/> <https://anthropology.ua.edu/theory/social-evolutionism/>

Unit 2 K Marx and G Simmel

https://scholar.harvard.edu/files/michaelrosen/files/karl_marx.pdf

<https://www.britannica.com/biography/Karl-Marx/Character-and-significance>

<https://www.encyclopedia.com/social-sciences/applied-and-social-sciencesmagazines/marx-karl-impact-sociology>

<https://plato.stanford.edu/entries/alienation/>

[https://www.openculture.com/2021/05/what-karl-marx-meant-by-alienationtwo-
animated-videos-explain.html](https://www.openculture.com/2021/05/what-karl-marx-meant-by-alienationtwo-animated-videos-explain.html)

[https://www.encyclopedia.com/people/social-sciences-
and-law/sociologybiographies/georg-simmel](https://www.encyclopedia.com/people/social-sciences-and-law/sociologybiographies/georg-simmel)

<http://enpuir.npu.edu.ua/bitstream/handle/123456789/9425/Pet%27ko%2C>

[https://www.encyclopedia.com/people/social-sciences-
and-law/sociologybiographies/georg-simmel](https://www.encyclopedia.com/people/social-sciences-and-law/sociologybiographies/georg-simmel)

https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html

Unit 3 E Durkheim and M Weber

<https://www.britannica.com/biography/Emile-Durkheim> <https://iep.utm.edu/durkheim/>

<http://uregina.ca/~gingrich/250j1503.htm> Sociology B A Model Page 43 of 85

<https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/>

<http://home.dsoc.uevora.pt/~eje/weber.html> <https://plato.stanford.edu/entries/weber/>

<http://uregina.ca/~gingrich/wqw03.htm>

<https://www.britannica.com/topic/bureaucracy>

[https://archive.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/pap
ers/reading/Weber.pdf](https://archive.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Weber.pdf)

[https://ccsuniversity.ac.in/bridge-
library/pdf/Sociological_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

Course Code : BA2-SO-C4		Sociology-C4		
Title :DSC-4 SOCIOLOGY OF RURAL LIFE IN INDIA				
Total No. of Teaching Hours: 42			No. of Hours per Week : 3	
Internal Marks : 40		Exam Marks : 60		Credits: 3
Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students.,				
Course Description: Focuses on Understanding the Rural life in India. Recognizing the Myths and Realities of Indian Villages. Express one understands in analyzing various developmental programs in India pertaining to rural development.				
Course Objectives: The students will understand the life of rural people in India. A student enables to understand the changes in land tenure system. Students able to differentiate the success and failures of pre-independence and post-independence rural development programs .				
Program Outcomes: By the end of the program the students will be able to: (Refer to literature on outcome-based education (OBE) for details on Program Outcomes) 1. Think critically by exercising sociological imagination 2. Question common wisdom, raise important questions and examine arguments 3. Collect and analyse data, make conclusions and present arguments 4. Think theoretically and examine the empirical data 5. Skilfully Participate in Research Groups and market Research Firms 6. Serve in Development Agencies, Government Departments and Projects 7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician 8. Transfer Skills as a Teacher, Facilitator of Community Development 9. Competent to make a difference in the community				
Course Outcomes (Cos): CO1: Understand the myths and realities of village India constructed by Western scholars CO2. Understand the changes in land tenure systems and consequences. CO3. Appreciate the role of traditional social institutions and how they have responded to forces of change. CO 4. Make an informed analysis of various development programs and challenges encountered				

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)

Course Outcomes (COs)	Program Outcomes (POs)								
	P01	P02	P03	P04	P05	P06	P07	P08	P09
CO1		X		X		X		X	X

	CO2	X	X		X	X	X	X	X	X
	CO3			X	X	X	X	X	X	X
	CO4	X	X	X	X	X	X	X	X	X
<p>Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.</p>										

Unit-I: Rural and Agrarian Social Structure	16 Hours
<p>Chapter No. 1:Social Construction of Rural Societies: Myth and Reality (M N Srinivas) Chapter No. 2:Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws Chapter No. 3:Commercialisation of Agriculture; Commodification of Land</p>	
Unit-II: Themes of Rural Society in India	14 Hours
<p>Chapter No. 4: Rural Caste and Class Structure, Chapter No 5: Gender and Agrarian Relations. Chapter No. 6:Impact of Panchayat Raj System and Rural Politics Chapter No. 7:Actors in Market - Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries Chapter No. 8:Emergence of Online and Virtual Commodity Markets - Features and Impact on Traditional Sellers and Buyers</p>	
Unit-III: Rural Development	12 Hours
<p>Chapter No. 9:Induced Intervention: PURA, MGNREGA, Swach Bharat Abhiyan, Akshara Dasoha, Water and Land Development Efforts Chapter No. 10: Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilisation of Water, Fertilisers and Pesticides</p>	
Text Books:	
<p>1. Desai, A R 1977, Rural Sociology in India, Popular Prakashan, Bombay. 2. Doshi, S L and Jain P C 1999, Rural Sociology, Rawat Publications, Jaipur. 3. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich. 4. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi. 5. Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad 6. Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad 7. Singh, Katar 2009 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi. 8. Srinivas, M N 1960, The Myth of Self-Sufficiency of Indian Village, 9. Economic Weekly, September 10, Pp.1375-78 (https://www.epw.in/system/files/pdf/1954_6/22/village_studies.pdf)</p>	
References:	
<p>https://data.gov.in/catalogsv2?format=json&offset=0&limit=9&filters%5Bfield_selector%3Aname%5D=Rural&sort%5Bogpl_module_domain_name%5D=asc&sort%5Bcreated%5D=desc Website of Government of India related to data on rural development programmes and their beneficiaries https://www.india.gov.in/topics/rural Government of India portal on Rural areas https://www.epw.in/system/files/pdf/1954_6/22/village_studies.pdf An Article by M N Srinivas on Village Studies https://www.epw.in/system/files/pdf/1960_12/37/the_myth_of_selfsufficiency_of_the_indian_village.pdf An Article by Srinivas M N and A M Shah on The Myth of the Self-Sufficiency of Indian Village https://economics.mit.edu/files/511 An Article by Abhijit Banerjee and Lakshmi Iyer on - History, Institutions and Economic Performance: The Legacy of Land Tenure Systems in India</p>	

<http://www.isec.ac.in/Social%20Change-2015-Vaddiraju-605-12.pdf> Agricultural Labour and Gender Dimension: A Note
<http://agropedia.iitk.ac.in/content/panchayati-raj-rural-development-perspective>
https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf A Niti Aayog Report

PART - 3

Course Code :	II Semester B.A. course coming under Faculty of Arts																																																																																	
Title : ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH																																																																																		
Total No. of Teaching Hours: 52/60		No. of Hours per Week : 4																																																																																
Internal Marks : 40	Exam Marks : 60		Credits: 4																																																																															
Pedagogy: Classrooms lecture, Problem Solving , Case studies, Group discussion, Seminar & field work etc.,																																																																																		
<p>Course Description: The course is designed for one semester. The syllabus keeps in mind that the learner has to be equipped with technological skills related to the usage of language. It is also designed according to the learner's domain specific requirements. It equips the learner to enhance their creativity and become critical readers thereby helping them to express themselves better.</p>																																																																																		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To Acquire Listening, Speaking, Reading and Writing Skills. 2. To acquire skills of creativity to express oneself. 3. To develop their ability to become critical readers. 4. To become aware of different literary devices and genres. 5. To become socially aware. 																																																																																		
<p>Course Outcomes (Cos):</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills 2. Obtain the knowledge of literary devices and genres 3. Acquire the skills of creativity to express one's experiences 4. Know how to use digital learning tools 5. Be aware of their social responsibilities 6. Develop their ability as critical readers and writers 																																																																																		
<p>Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (Pos)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Course Outcomes (COs)</th> <th colspan="9">Program Outcomes (POs)</th> </tr> <tr> <th>PO1</th> <th>PO2</th> <th>PO3</th> <th>PO4</th> <th>PO5</th> <th>PO6</th> <th>PO7</th> <th>PO8</th> <th>PO9</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="color: red; font-size: small;">Note: Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark =X 'in the intersection cell if a course outcome addresses a particular program outcome.</p>				Course Outcomes (COs)	Program Outcomes (POs)									PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	CO1			x	x						CO2	x									CO3										CO4			x	x	x					CO5		x								CO6									
Course Outcomes (COs)	Program Outcomes (POs)																																																																																	
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CO6																																																																																		
PART 1-WORK BOOK- RESONANCE-II			16 Hours																																																																															
Unit-I: Receptive Skills: Reading Skills and Listening Skills																																																																																		
<p>Chapter 1: Reading Skills – Types of Comprehension, Global, Factual and Inferential Read the passage, Identify the theme and suggest a title</p> <p>Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym,</p>																																																																																		

homophones and collocations.

Chapter 3: Cloze Test

(Articles, Preposition, Linkers, Verbs, Adverbs)

Chapter 4: Tenses

Unit-II: Productive Skills: Speaking Skills and Writing Skills

15 Hours

Chapter 5: Reported speech.

Chapter 6: Dialogue writing.

Chapter 7: Verbal, non-verbal and Visual Communication

Chapter 8: Story writing – Outline expansion

Chapter 9: Public Speaking - Writing welcome speech, vote of thanks.

Part 2 – Course Book –*RESONANCE-II*

21 Hours

Chapter 10: *Shut Down the Shop* - K. S. Nissar Ahmed

Chapter 11: *A Face in The Dark* - Ruskin Bond

Chapter 12: *Give All to Love* - Ralph Waldo Emerson

Chapter 13: *The Cold Within* - James Patrick Kinney

Chapter 14: *Mrs. Dutta Writes A Letter* - Chitra B. Divakaruni

Chapter 15: *The Fly* - Katherine Mansfield

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ಉಪನ್ಯಾಸದ ಸಮಯ:42

ಆಂತರಿಕ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು:40

ಅಂತಿಮ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು:60

ಪರಿವಿಡಿ

ಶೀರ್ಷಿಕೆ: ನಡುಗನ್ನಡ ಕಾವ್ಯ ಮತ್ತು ಪ್ರಬಂಧಗಳು

ಪದ್ಯಗಳು

30ಗಂಟೆಗಳು

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3. Cw'' PÆlgU/4É - ªÀj ªÀlgÀ
4. UÆlgÀtÀiÅgÀ ¥ÀÅUA - gÁWÀ ÅAPA
5. ±À®ÀÆÀ PÀt òÀUÉ ್ಪÁgyAiÀÀzÀzÀÅ - PÀªÀÁgÀÀ ÅÀÀ
6. PÀ Åàt ¥À Åt zÀ ್ಪÀ®À - ªÀÅAmÀ, ÅÀÀ PÀªÀzÀ DAIÅY '' ÅUA
7. gÁV «À» ್ಪÀªÀzÀ - PÆPÀzÀÀ

ಪ್ರಬಂಧಗಳು

12ಗಂಟೆಗಳು

1. ªÀÆqÀzÀ «gÀzÀ 1rzÈÀ PÆÅªÀÇgi - JZi. ÈlgÀAªÀiÅà
2. ªÀÅgÀ'' ÅE«ÀiÅ ¥ÀÅÉ - ªÀÅAdÀÆÁxi CzÉ
3. ್ಪP òdÈÁAUzÀ ±ÀAwAiÅ '' ÅµÉ - J ್ಪi. ÇªÀPbgi
4. zP ÀðzÀ ªÀzÀ«ÀgÀªÀzÀ - gPÀÀvi vj ÀPbÉ