St. Xavier's University Kolkata

SYLLABUS FOR BA ENGLISH

Action Area IIIB
New town, Kolkata - 700160
West Bengal, India
Email: enquiry@sxuk.edu.in
Website : www.sxuk.edu.in
Tel : 033-66249815

Sem	Paper Code	Course Title	Full Marks	Pass Marks	CIA MARKS		End Sem Marks	Credits
					WT	O		
I	BENCCR111T	Introduction to Literature in English I: Poetry and Drama	100		20	10	70	4
	BPYMER121T	Fundamentals of Cognitive Science	100		20	10	70	4
	BMCMIR131T	Understanding Poverty	100		20	10	70	3
	BMCMIR131T	Introduction to Media Studies	100		20	10	70	3
	BENAER141T	Communicative English –1						2
	BGCSER151T	Personality Development						3
	BGCVAR161T	Inter-Religious Studies for Global Citizenship						2
	BGCVAR171T	Environmental Education						2
	TOTAL				TOTAL			20
II	BENCCR211T	Introduction to Literature in English II: Prose	100		20	10	70	4
	BMCMER221T	Writing for Mass Media	100		20	10	70	4

COURSE OUTLINE

	Course Code	Course Title						Credits
	BPYMIR233T	Child Development and Education	100		20	10	70	3
	BMCMIR234T	Media and Society	100		20	10	70	3
	BENAER241T	Communicative English II						2
	BCSSER251C	Basic Computer Applications						3
	BGCVAR272T	Service Learning						2
	BLWVAR261T	Understanding the Indian Constitution						2
	TOTAL				TOTAL			20
III	BENCCR311T	Key Concepts in Literary Studies	100		20	10	70	4
	BENCCR321T	British Poetry and Drama: 14th 17th Centuries	100		20	10	70	4
	BPYMER331T	Health and Well-Being	100		20	10	70	4
	BMCMIR343T	Film Appreciation	100		20	10	70	3
	BECMIR342T	Sustainable Development	100		20	10	70	3
	BGCAER352T/ BGCAER353T	Bengali/Hindi(MIL) –1						2
	BGCAER351T	Business Communication-1						2

	BENSER361T	Writing Skills	100		20	10	70	3
				TOTAL				20
IV	BENCCR411T	British Literature: 18th Century	100		20	10	70	4
	BENCCR421T	British Poetry and Drama: 17th and 18th Centuries	100		20	10	70	4
	BENCCR431T	Indian Writing in English	100		20	10	70	4
	BMCMER442T	Gender and Media	100		20	10	70	4
	BGCAER452T	Bengali - 2						2
	BGCAER453T	Hindi(MIL) –2						2
	BGCAER451T	Business Communication II						2
	BENSER461I	Internship						2
	TOTAL			TOTAL				20
V	BENCCR511T	British Romantic Literature	100		20	10	70	4
	BENCCR521T	American Literature	100		20	10	70	4
	BENCCR531T	Popular Literature	100		20	10	70	4

	BENCCR541T	Literature and the Other Arts	100		20	10	70	4
	BPYMER551T	Psychological First-Aid	100		20	10	70	4
	TOTAL				TOTAL			20
VI		British Literature: 19th Century	100		20	10	70	4
		Literature of the Early 20th Century	100		20	10	70	4
		World Literature	100		20	10	70	4
		Science Fiction and Detective Literature	100		20	10	70	4
		Radio Jockeying and TV Anchoring	100		20	10	70	4
	TOTAL				TOTAL			20

Programme Outcomes – Undergraduate in English (UG English)

Students of the undergraduate programme, at the time of graduation, will be able to :

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, Manual for Autonomous Colleges NAAC for Quality and Excellence in Higher Education 110 ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Bloom's Taxonomy
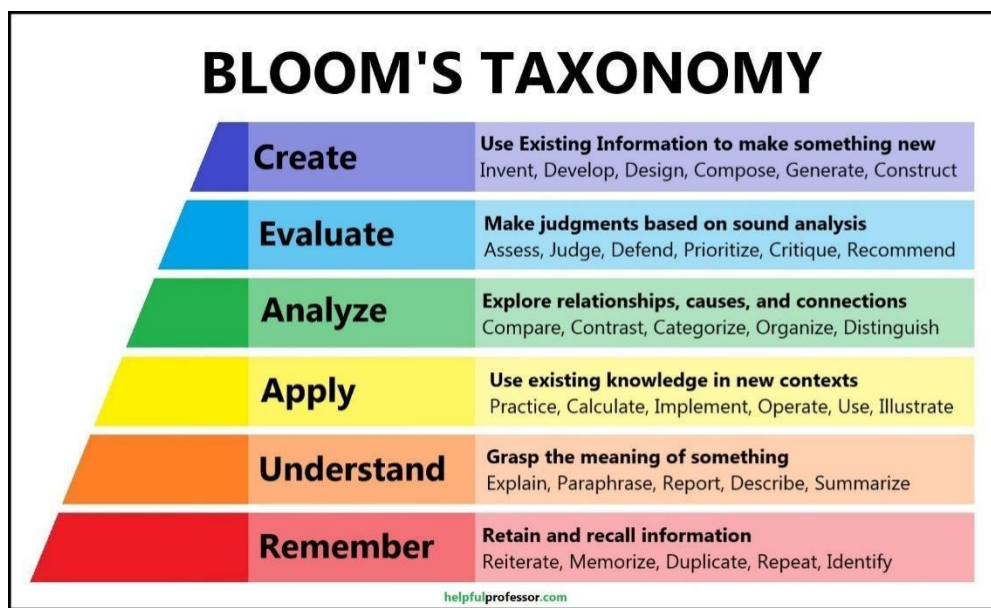
Major (Discipline-Specific Core) (4 Credits)

Introduction to Literature in English I: Poetry and Drama

Course Description: This course is intended to introduce newly inducted undergraduate students of English to practices of closely reading literary texts that are fundamental to the discipline, via a detailed exploration of certain key, illustrative poems and plays. As such, it will offer students a representative sample of some of the poetic and dramatic forms, genres, literary-historical periods, and cultural contexts that they will become more familiar with as they advance through the degree. The focus will be on building habits of critical thinking, close reading, and analytical writing, while also learning a little about some key authors and their works. Both modules consist of texts that are rich in thematic and formal diversity, reflecting the historical as well as cultural conditions underlying them. Importantly, the course is cosmopolitan in its perspective, offering students a diverse range of texts by American, British, Indian, and World poets and dramatists, encouraging them to think beyond the traditional Anglo-American curricular framework while also becoming familiar with canonical writers.

Module	Texts	Credits (Total—4)
Module 1: Poetry		2
American	Selection of poems by <u>any one poet</u> to be taught: i. William Carlos Williams, "The Red Wheelbarrow", "The Botticellian Trees" ii. Sylvia Plath, "Tulips", "Mad Girl's Love Song" iii. Maya Angelou, "Phenomenal Woman", "Equality" iv. Anne Sexton, "Cinderella", "You, Doctor Martin" v. Audre Lorde, "Coal", "A Woman Speaks"	0.5
British	Selection of poems by <u>any one poet</u> to be taught: i. William Shakespeare, Sonnet 18, 73, 116, 130 (any two) ii. William Wordsworth, "She Dwelt Amongst the Untrodden Ways," "Solitary Reaper," iii. John Keats, "Ode to a Grecian Urn", "Bright Star" iv. Phillip Larkin, "At Grass", "Mr. Bleaney"	0.5
Indian	Selection of poems by <u>any one poet</u> to be taught: i. Nissim Ezekiel, "Background, Casually", "Professor", "A Jewish Wedding" (any two) ii. Jayanta Mahapatra: "Dawn at Puri," "Hunger", "Heroism" (any two)	0.5

	iii. Kamala Das, "The Dance of the Eunuchs," "The Stone Age," "The Suicide" (any two) iv. Sanjukta Dasgupta, Selections from "Sita and Her Sisters" and "Lakshmi Unbound"	
World/Dias pora	Selection of poems by <u>any one poet</u> to be taught: i. Judith Wright (Australian), "Woman to Man," "The Trains," "At Cooloola," Selections from the Tamborine Mountain poems (any two) ii. Margaret Atwood (Canadian), "Progressive Insanities of a Pioneer," "Variations on the Word Sleep," "A Photograph of Me" (any two) iii. Seamus Heaney (Irish), "Digging", selections from the bog poems—"Bogland" or "The Grauballe Man" or "Punishment" (any two) iv. Pablo Neruda (Chilean), "Tonight I Can Write the Saddest Lines," "Cherry Trees," "What Spain Was Like," "A Song of Despair" (any two) v. Basho (Japanese), "Don't Imitate Me," "A Monk Sips His Morning Tea" vi. Paul Valéry (French), "The Cemetery by the Sea," "The Young Fate," "The Palace of Solitudes," "Charms" (any two) vii. Tristan Corbière (French), "Yellow Love," "The Sideboard," "If You Weren't Here," "The Prisoner's Round" (any two) viii. Charles Baudelaire (French), "The Flawed Bell," "Autumn," Selections from *The Flowers of Evil* (any two)	0.5

Module	Texts	Credits
Module 2: Drama	Any two plays to be taught: i. Oscar Wilde, *The Importance of Being Earnest* ii. John Osborne, *Look Back in Anger* iii. G. B. Shaw, *Arms and the Man* iv. J. M. Synge, *Riders to the Sea*	2

Course Outcomes[1]

PO 1 PO 2	CO 1 - Understanding poetry and drama: characteristics, forms and generic differences	BL 1 and 2
PO 1 PO 3	CO 2 - Analysing poetry and drama as a discourse located within specific historical, socio-cultural contexts.	BL 4
PO 1 PO 2 PO 7	CO 3 - Examining the application of various existing critical/theoretical frameworks in reading poetry and drama	BL 3 and 5

[1] BL: Level of Bloom's Taxonomy (BL1: Remember; BL2: Understand; BL3: Apply; BL4: Analyse; BL5: Evaluate; BL6: Create). PO: Programme Outcomes (Listed on Page 5)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PO 1 PO 5		CO 4 - Evaluating ethical and philosophical concerns which emerge from the reading of the texts					BL 4 and 5	
PO 1 PO 7		CO 5 - Comprehending the contemporary relevance of the texts and creating new interpretive models					BL 5 and 6	

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	4	H		M				
CO 3	3, 5	H	M					M
CO 4	4, 5	H				M		
CO 5	5, 6	H						H
		15/5	4/2	2/1		2/1		5/2
		3	2	2		2		2.5

CO- PO Attainment = 11.5/5 = 2.3

Reading List

General

M. H. Abrams, *A Glossary of Literary Terms*. Cengage Learning, 2015.
David Dachies, *A Critical History of English Literature*. Supernova Publishers, 2014.
R. J. Rees, *English Literature: An Introduction for Foreign Readers*. Anubhav Publishers, 1972.
M. H. Abrams and Stephen Greenblatt (eds.), *The Norton Anthology of English Literature*. W. W. Norton Co., 2006.
C. B. Cox and A. E. Dyson, *Modern Poetry: Studies in Practical Criticism*. Edward Arnold, 1963.

Module 1: Poetry

Paul Mariani, *William Carlos Williams: A New World Naked.* Trinity UP, 2016.
Anthony Libby, "Claritas": William Carlos Williams' Epiphanies." *Criticism* . Winter 1972, Vol. 14, No. 1 (Winter 1972), pp. 22-31.
Christopher MacGowan, *The Cambridge Companion to William Carlos Williams*. Cambridge UP, 2016
Jo Gill, *The Cambridge Introduction to Sylvia Plath. Cambridge* UP, 2008.
Edward Butscher, *Sylvia Plath: Method and Madness: A Biography*. Schaffner Press, Inc, 2003.
Arielle Greenberg and Becca Klaver, "Mad Girls' Love Songs: Two Women Poets—A Professor and Graduate Student—"Sylvia Plath, Angst, and the Poetics of Female". *College Literature*. Vol. 36, No. 4 (Fall, 2009).
Parvin Ghasemi, "Violence, Rage, And Self-Hurt in Sylvia Plath's Poetry." *CLA Journal*, Vol. 51, No. 3

(March 2008).

Diane Middlebrook, *Anne Sexton: A Biography*. Vintage Reprint, 1992.

J. D. McClatchy (Ed.), *Anne Sexton: The Artist and Her Critics*. Indiana UP, 1978.

Mary Jane Lupton, *Maya Angelou: A Critical Companion*. Greenwood Press, 1988.

Bart van E. S. *A Critical Companion to Spenser Studies*. Palgrave Macmillan, 2006

Richard A. McCabe, *Edmund Spenser: The Shorter Poems*. Penguin, 1999.

James Schiffer. *Shakespeare's Sonnets: Critical Essays*. Garland Publishing Inc, 2000.

Helen Vendler, *The Art of Shakespeare's Sonnets*. Harvard UP, 1997.

Gill, Stephen (Ed.), *The Cambridge Companion to Wordsworth*. Cambridge UP, 2003.

James O'Rourkee, *Keats's Odes and Contemporary Criticism*. UP of Florida, 1998.

Stephen Regan (Ed.), *New Case Book on Philp Larkin.* Palgrave Macmillan, 1997.

Bruce King, *Modern Indian Poetry* (revised edition). Oxford, 2005.

Rosnika Chaudhuri (Ed*.*), *A History of Indian Poetry in English*. Cambridge UP, 2017.

Nancy Potter, "Setting Her Signature on the Land: The Poetry of Judith Wright." *Antipodes*, Vol. 3, No. 1 (Spring 1989).

Robert Zeller, "The Double Tree: Judith Wright's Poetry and Environmental Activism." *Interdisciplinary Studies in Literature and Environment*, Vol. 7, No. 2 (Summer 2000).

Frank Davey, *Margaret Atwood: A Feminist Poetics*. Talonbooks, 1984.

Reingard M. Nischick, *Margaret Atwood: Works and Impact*. Camden House, 2002.

Bernard O'Donoghue (Ed.), *The Cambridge Companion to Seamus Heaney*. Cambridge UP, 2009.

Jason Wilson. *A Companion to Pablo Neruda: Evaluating Neruda's Poetry*. Tamesis, 2014.

Haruo Shirane, " Matsuo Bashō and The Poetics of Scent." *Harvard Journal of Asiatic Studies*, Vol. 52, No. 1 (Jun., 1992).

Makoto Ueda, "Bashō and the Poetics of 'Haiku.'" *The Journal of Aesthetics and Art Criticism*, Vol. 21, No. 4 (Summer, 1963).

Module 1: Drama

Susan C. W. Abbotson*, Critical Companion to Arthur Miller: A Literary Reference to His Life and Work.* Facts on File Inc, 2007.

Patricia D. Density, *John Osborne: A Case Book*. Routledge, 2015.

Brian Cliff and Nicholas Grene, *Synge and Edwardian Ireland*. Oxford, 2012.

V.V. Pillasi, *J.M.Synge: The Passionate Playwright*. Patridge India, 2015.

SYLLABI OF MINOR PAPER OFFERED BY DEPT. OF PSYCHOLOGY

Fundamentals of Cognitive Science (Credit: 4)

Course Outcome: –

CO1: Define and remember the fundamental concepts and theories in cognitive science and psychology.

CO2: Comprehensive understanding of the sub-fields of psychology and their interdisciplinary nature.

CO3: Apply the concepts in the field of psychology and mental health, and creating awareness

CO4: Analyse the concepts of cognitive functions like sensation, perception, learning, and memory processes.

CO5: Evaluate the impact of intelligence, emotion, and motivation on behaviour.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	What is Psychology	a. Definition b. Is Psychology a Science? c. Sub-fields & Inter-disciplinarity d. Mental Health, Mental Illness and Public Awareness	10	20	CO1, CO2, CO3
2	Sensation, Perception, Learning & Memory	a. Sensation, Transduction & Perception – concepts b. Perceptual Thresholds; Perceptual organization – Gestalt Laws; Perceptual Set; Perceptual Constancies (size, shape, etc.); Illusions c. Learning – Concept. Classical and Operant Conditioning d. Memory – Concept and; Process – encoding, storage, retrieval; Types: Short Term Memory, Long Term Memory, Flashbulb memory; Forgetting	20	30	CO1, CO4
3	Intelligence	a. What is intelligence? Measures – Intelligence Quotient (IQ). b. IQ and EQ – distinct rivals or complementary colleagues? c. General and specific ability	10	20	CO1, CO5

		d. Multiple intelligence			
4	Emotion & Motivation	a. What are emotions? Positive and Negative Emotions b. Emotional Expressions - Universality or Cultural; Regulation of Emotions c. What is motivation? Types of motivation – intrinsic and extrinsic d. Concepts & Theories of Motivation: Instinct, Drives, Needs, Incentive; Hierarchy, McClelland's Theory of motivation; Motivational conflicts – approach and avoidance	20	30	CO1, CO5

Suggested Readings:

1. Morgan, C. T., Rosen, J. W., Morgan, C. T., and King, R. A. (1975). Study guide for Morgan and King. Introduction to psychology: Fifth edition. New York: McGraw-Hill.
2. Baron, R. and Misra.G. (2013). Psychology. New Delhi: Pearson.
3. Chadha, N.K. and Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacl e Learning.
4. Ciccarelli, S. K., and Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
5. Passer, M.W. and Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill.

CO/PO Mapping

CO/PO	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$
CO$_1$	M						H
CO$_2$	H	H	H			M	M
CO$_3$	H	H	H		M	L	
CO$_4$	M	M	M		L		
CO$_5$	H	L			H		
Total	13/5 = 2.6	9/4 = 2.25	8/3 = 2.67		6/3 = 2	3/2 = 1.5	5/2 = 2.5
Total CO score as per mapping: 13.52				Average: 13.52/6 = 2.25			

SYLLABI OF MULTI-DISCIPLINARY PAPER OFFERED BY DEPT. OF ECONOMICS

Understanding Poverty (Credit: 3)

Course Objective: (CO)

CO1: Students will be able to identify the basic concepts related to poverty. (BL1)

CO2: Students will be able to classify the major issues, trends, and challenges related to poverty. (BL2)

CO3: Students will be able to explain the problem of poverty in a scientific manner. (BL3)

CO4: Students will be able to compare between various concepts of poverty (BL4)

CO5: Students will be able to evaluate various anti-poverty public policy and develop their own ideas about solving the problem of poverty. (BL5 & BL6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction	What is poverty? Understanding current trends in poverty across globe; where do we stand in terms of the Millennium Development Goal (2000)?. Issues related to regional disparity in achieving poverty reduction targets. India's long battle and recent trend in poverty; state level performances in India.	9	20%	CO1, CO2
II	Poverty: Measurement issues	Who is poor? ; Measurement of Poverty; calorie and poverty line; Income as an indicator of poverty. Absolute and relative poverty; rural vs urban poverty; HCR, PGR as measurement of poverty Multi-dimensional aspects of poverty; moving from money-metric to other non-monetary dimensions of poverty.	18	40%	CO3, CO4
III	Understanding policies to eradicate poverty	Assessment of several poverty alleviation programs across globe Poverty alleviation programs; India as a case study.	18	40%	CO4, CO5

		Political Economy of poverty and policies to eradicate it.			

Suggested Readings:

Banerjee, A.V., Benabou, R.,&Mookherjee, D.(Eds). (2006). *Understanding Poverty*. Oxford University Press. New York.
Ray, D. (2009). *Development Economics*. Oxford University Press. New Delhi.
Sen, A. (2000). *Development as Freedom*. Oxford University Press. New Delhi.

CO-PO Mapping:

CO/PO	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$
CO$_1$	M	M	M		L		M
CO$_2$	M	M	M		L		M
CO$_3$	M	M	L	M	M		H
CO$_4$	H			M	M		H
CO$_5$	H			H	H		H
Total	2.4	2	1.67	2.33	1.8		2.6

CO Score: 2.13

SYLLABI OF MULTI-DISCIPLINARY PAPER OFFERED BY DEPT. OF MASS COMMUNICATION

Introduction to Media Studies (Credit: 3)

Course Outcomes:

   CO 1: Students will be able to define the basic role of mass media.
   CO 2: Understanding mass media and its various aspects.
   CO 3: Analyze the essential and accurate role of media across all platforms in a healthy democracy.

   CO 4: Evaluate various forms of mass media and its relevance in the field of mass communication.

   CO 5: Developed critical thinking skills, creative and imaginative use of communicative forms and technologies.

Detail Syllabus:

Module 1:
Introduction to Media:

Understanding media, Use of media, Importance of media, Media and communication, Types of media and their utility, Mass Media effect, Media Convergence, Media Audience, Constructing the audience, Basic writing skills for media.

Module 2:

Media Literacy:

Basics of communication, Introduction to media literacy, Elements of media literacy, Media literacy skills, Levels of media literacy, Challenges in media literacy, Mass culture, News Vs Propaganda, New dimensions of media literacy.

Module 3:

New Dimensions:

Digital media, Special convergence, Mass Media content, User generated content, Surveillance, Storytelling, Narratives, Global Perspectives, Conglomerations, Revenue Generation, Media Advertising.

Module No.	Module Name	Topic(S)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
1	Introduction to Media	Understanding media, Use of media, Importance of media, Media and communication, Types of media and their utility, Mass Media effect, Media Convergence, Media Audience, Constructing the audience, Basic writing skills for media.			34%	1	CO1, CO2
2	Media Literacy	Basics of communication, Introduction to media literacy, Elements of media literacy, Media literacy skills, Levels of media literacy, Challenges in media literacy, Mass culture, News Vs Propaganda, New dimensions of media literacy.			34%	1	CO2, CO3

3	New Dimensions	Digital media, Special convergence, Mass Media content, User generated content, Surveillance, Storytelling, Narratives, Global Perspectives, Conglomerations, Revenue Generation, Media Advertising.			32%	1	CO4, CO5

Evaluation	Max. marks for which the exam is conducted	Remarks
CIA	30	Written test, Assignment, Presentation and Atten
End Semester Exam	70	Exam to be conducted by COE

AEC
Communicative English I (2 credits)

Course Description: The course aims to introduce students to knowledge, ideas, and concepts in English language-use and communication. It focuses on the technicalities of proper pronunciation, structure, and style in English-Language communication. Theories and modes of communication, as well as barriers to communication, are also covered. Different forms of communication, including various oral and written modes, are also discussed.

Module	Credits (Total—2)
Module 1 - Theory & Grammar A. Theory of Communication: Fundamentals, Process of Communication, Types of Communication, Mis-communication, Skills Required for Effective Communication B. Accurate Grammatical Usage: Sentence Structure, Verbs (Classification), Infinitive & Gerund, Tense, Voice, Phrasal Verbs & Idioms, Punctuation marks.	0.5
Module 2 - English Composition A. Composition: Reflective, Descriptive, Narrative, Argumentative B. Summarising C. Précis D. Article Writing E. Blog Writing F. Documenting and Note-Making	1
Module 3 - Speaking A. Personal Interview, Mock Interview B. Public Speaking, Presentations	0.5

Course Outcomes

PO 1 PO 2	CO 1 - To make the students understand communicative competence.To demonstrate his/her verbal and non-verbal communication ability.	BL 1 and 2
PO 2 PO 3	CO 2 - To make the students analyse and conduct independent surveys, collect data, prepare and present reports and projects.	BL 2 and 3
PO 7	CO 3 - To apply effective business correspondence with brevity and clarity. Learn the process of acquiring a job with special reference to prepare a resume.	BL 4 and 5
PO 2 PO 3 PO 7	CO 4 - To evaluate the process of writing error free while making an optimum use of vocabulary & grammar leading to lifelong learning	BL 5
PO 4 PO 7	CO 5 - To create and enhance employability and prepare students for the challenges they face while communicating in English in any work space.	BL 6

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1):

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	2, 3		H	H				
CO 3	4, 5							H
CO 4	5		M	H				H
CO 5	6				L			H
		3/1	8/3	6/2	1/1			9/3
		3	2.6	3	1			3

CO- PO Attainment = 12.6/5 = 2.5

Reading List
Fluency in English - Part II, Oxford University Press, 2006.
Business English, Pearson, 2008.
Language, Literature and Creativity, Orient Blackswan, 2013.
A Practical English Grammar, A.J. Thomson, A.V. Martinet, Oxford University Press
A Handbook of English Grammar and Usage, D. Thakur, Bharati Bhawan Publication
Function in English- Jon Blundell et al, OUP
Oxford Practice Grammar, John Eastwood, Oxford University Press

Skill Enhancement Course

Personality Development (3 credits)

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify strengths, weaknesses, opportunities and challenges related to their personal capabilities for effectively managing conflict and stress.
CO2: Understand life skills as a perfect blend of knowledge and behaviour, attitudes and work ethics to respond effectively to demands and challenges of daily life.
CO3: Apply group dynamic techniques in the context of organizational culture to gain a deeper understanding of how to make team building more pro-active and efficient.
CO4: Evaluate inter-personal relations and analyze the barriers to effective communication.

CO5: Develop a leadership style that is uniquely theirs by effectively using their soft skills.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Personality & Personality Development: Fundamentals	● Define Personality & Why Personality Development? ● Determinants of Personality Development ● Types of Personality (including activities)	Orientation	1 2 2 5	20%	0.6	CO1
II	Self Management	● Motivation ● Conflict Management ● Time Management ● Stress Management (including activities)	Personal Competence	3 4 4 9 20	40%	1.2	CO1, CO2
III	Social Skill Development	● Inter-personal Relations & Communication ● Group Dynamics ● Team Building ● Leadership ● Holistic Well-being (including activities)	Techniques in Personality Development	5 4 4 4 3 20	40%	1.2	CO3, CO4, CO5

Suggested Readings

- Mukherjee, S. (2021). *Personality Development Studies for Leadership: Foundation Course*. St. Xavier's University, Kolkata (1st ed.).

- Agarwal, R. & Tandon, A. (2012). *Personality Development & Leadership*. Oxford Book Company (1st ed.).

- Mitra, B.K. (2016). *Personality Development And Soft Skills*. Oxford University Press, India (2nd ed.).

- Hurlock, E. B. (2017). *Personality Development.* Tata McGraw Hill, New Delhi (Indian Edition).

- Onkar, R.M. (2014). *Personality Development and Career Management: A Pragmatic Perspective*. S. Chan Publishing, New Delhi (3rd revised ed.).

- Gallagher, K. (2010). *Skills Development*. Oxford University Press, India (Indian Edition).

- Mangal, S.K. (2018). *Educational Psychology*. Tondon Publications, Ludhiana.

- Morgan, C. & King, R. (2017). *Introduction To Psychology* . McGraw Hill Education -7th

ed.(Indian Edition).

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		M		H		H
CO2	H	M	H	M	H	M	H
CO3	H	H	H	M	H		M
CO4		H	H	M	M		H
CO5	H	H	H	H	H	H	H

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	50	20%	20	CO1, CO2
Other Component (based on assignment/ presentation / activity sheets, etc.)	Individual / Group	05	5%	05	
Attendance	Individual	05	5%	05	
Total				30	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (B)	PO(Rubrics)

End Semester	Individual	100	70%	70		CO1,CO2,CO3, CO4	

Value Added Course
Inter-Religious Studies for Global Citizenship (2 credits)

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify the value system in different religions and understand their basic philosophy required for global citizenship.

CO2: Understand the meaning of spirituality.

CO3: Analyze the morals and ethics in different religious scriptures and learn from the life stories of Gurus, Mystics, Saints and Philosophers.

CO4: Explain the need for inter-religious dialogue and apply the same in relation to social change.

CO5: Develop an attitude of care and empathy for all and the environment.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Academic Study of Religion	● Religion, a GlobalHuman Activity ● Religion in Indian Education System ● Essentials of Religion and Spirituality	Overview andMotivation	4	20%	0.4	CO1, CO2
II	The Global Religious Landscape	● Hinduism ● Islam ● Christianity ● Buddhism ● Jainsim ● Sikhism ● Zoroastrianism	A Study of Major Religious Groups	4 4 4 1 1 1 1 16	40%	0.8	CO1, CO2, CO3
III	Religious Pluralism and Dialogue	● Rationale for Global Spread of Religious Diversity ● The Importance of Inter-religious Dialogue for Global Citizenship ● Different Kinds of Dialogue	Inter-Religious Dialogue	8	30%	0.6	CO4

IV	Reflections	2	10%	0.2	CO5

Suggested Readings

- Romus, D. John (2023). *Religious Studies for Global Citizenship: Foundation Course*, St. Xavier's University, Kolkata.
- Kassam, M. (Ed.). (2017)*. The Religions of India: AMicrocosm of World Religions.* Manohar Publications, India.
- Gaus, R. (2021). Global (Citizenship) Education as inclusive and diversity learning in Religious Education. *Journal of Religious Education*, *69*(2), 179-192.
- Alles D., Gregory (2010). *Religious Studies: A Global View*. Routledge, UK(1st ed.).
- Dalal, R. (2014).*The Religions of India: A Concise Guide to Nine Major Faiths*. Penguin, India.
- Cavallin, C., Sander, Å., Sitharaman, S. (2020).*The Future of Religious Studies in India*. Routledge, India (1st ed.).
- Raj S.J., J. Felix (2022). *Tides: Story Bank.*St. Xavier's University Kolkata Alumni Association, Kolkata.
- Raj S.J., J. Felix (2020). *Waves: Story Bank.*St. Xavier's University Kolkata Alumni Association, Kolkata.

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		H	H	H		H
CO2	H		H	H			H
CO3	M		H	H	H		H
CO4	M	M	H	H			H
CO5			H	H	M	H	H

** H means high relevance

M means medium relevance

L means low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	25	20%	10	CO1, CO2, CO3
Other Component	Individual/ Group	2.5	5%	2.5	
Attendance	Individual	2.5	5%	2.5	
Total				15	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	50	70%	35	CO1, CO2, CO3, CO4

Value Added Course
Environmental Education (Credit 2)

Courses Outcome:

CO1 Recognize the historical context of human interactions with the environment and resources that sustain life and govern economy.

CO2 Understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India .Also to understand the major international institutions and programmes and the role played by them in the protection and preservation of the environment

CO3 Determine the root cause of various pollution, its impact on human health and the consequences of species extinction

CO4 Detect the reasons of various environmental conflict and disaster in India

CO5 Support sustainability as a practice in life, society, and industry.

Module No	Module Name	Topic	No of hours allotted	Credit of each Module	Associated Course outcome (CO)

1.	Humans and the Environment	1.1 Multidisciplinary nature of environmental studies; Scope and importance of Environment study	2	0.1334	CO1
		1.2 The man-environment interaction: Humans as hunter-gatherers; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment			
		1.3 Human population growth: Impacts on environment and its control; Global Environment change(Major Reason)			
		1.4 The emergence of environmentalism: Anthropocentric and eco-centric perspectives (Brief idea) UN Conference on Human Environment 1972; The Club of Rome- Limits to Growth; Rio Summit			
2.	Natural Resources, Local, Regional and Global Environmental Issues and Sustainable development	2.1 Definition and classification of resource	8	0.5333	CO1,CO5 CO1 CO2,CO3, CO4
		2.2 Water : Environmental impact, Conflicts over water , Water conservation			
		2.3 Minerals: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals			
		2.4 Energy resource: Renewable (Cochin Airport, Muppandal Wind Park) and non renewable energy sources; Implications of energy use on the environment			
		2.5 Land use and Land cover change: Land degradation, soil erosion , deforestation, desertification and urbanization.			
		2.6 Global change: Global warming, Ozone layer depletion, Acid rain and Photo-chemical smog			
		2.7 Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs			

3.	Biodiversity Conservation and Ecosystem	3.1 Ecosystems and ecosystem services : Structure and function of ecosystem; Energy flow in an ecosystem ;Food chains and food webs, Ecological pyramid, succession and interaction; Ecosystem values: 3.2 Biodiversity and its distribution; Threats to biodiversity and ecosystems Conservation of biodiversity; Major protected areas; The role of traditional knowledge, community-based conservation	6	0.4000	CO2
4.	Environmental pollution, Climate Change impacts and awareness	4.1 Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Point sources and non-point sources of pollution. 4.2 Pollution and Awareness: Air pollution,Water pollution, Soil pollution, Nuclear Pollution and Noise pollution 4.3 Understanding climate change: Natural variations in climate; Causes and Impacts of Climate change, Mitigation of climate change 4.4 Recent issues and Pollution Disaster	10	0.6667	CO2,CO4
5.	National and International Legal framework	5.1 Major International Environmental Agreements: 5.2 Environmental legislation in India 5.3 Practices- Earth Hour; EIA (advantages, and disadvantages)	4	0.2666	CO2

Suggested Reading:

1. Basu, M. and Xavier, S.,*Fundamentals of Environmental Studies*, Cambridge University Press, 2016.
2. Mitra, A. K and Chakraborty, R., *Introduction to Environmental Studies*, Book Syndicate, 2016.
3. Fisher, Michael H. (2018) *An Environmental History of India- From Earliest Times to the Twenty-First Century*, Cambridge University Press.
4. Gadgil, M., and Guha, R. (1993). *This Fissured Land: An Ecological History of India. Univ. of California Press.*
5. Gleeson, B. and Low, N. (eds.) (1999). *Global Ethics and Environment*, London, Routledge.
6. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley- Blackwell.
7.Bawa, K.S., Oomen, M.A. and Primack, R. (2011) Conservation Biology: A Primer for South Asia. Universities Press.
8. Krishnamurthy, K.V. (2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
9. Ahluwalia, V. K. (2015). *Environmental Pollution, and Health*. The Energy and Resources Institute (TERI).

CO/PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1						M		
CO2						M		
CO3						M		
CO4						M		
CO5						M	L	

CIA PLAN (OUTOF10)

Evaluation Components	Mode	Full Marks	PO(For Rubrics)
Internal assessment	Individual	25(reducedto10)	
Assignment	Group(Poster Presentation)	7.5	PO6
Attendance	Individual	2.5	

END SEMESTER EXAMINATION (OUT OF 40)

Evaluation component	Mode	Full Marks	PO
End Semester Exam	Individual	30	PO6

Semester II

Major Discipline-Specific Core Course

Introduction to Literature in English II: Prose (4 Credits)

Course Description: The Introduction to Literature in English II: Prose course is designed to provide students with a comprehensive understanding of the development and characteristics of English prose. Through a combination of close reading, critical analysis, and class discussions, students will explore various forms of English prose, ranging from classic to contemporary works. It aims to familiarise students with the historical and cultural contexts in which English prose has evolved.

Module	Texts	Credits
Module 1: Short Stories	Selection of short stories from <u>any two</u> of the following authors are to be taught: i. O. Henry, "The Gift of the Magi" ii. Somerset Maugham, "The Lotus Eaters," "The Letter," "The Force of Circumstance" (any one) iii. Katherine Mansfield, "The Fly"	2

	iv. Charlotte Perkins Gilman, "The Vintage," "The Unnatural Mother" (any one) v. Ruskin Bond, "The Night Train at Deoli" vi. Edgar Allan Poe, "The Tell-tale Heart" or "The Black Cat" vii. Roald Dahl, "Lamb to the Slaughter" or "The Wonderful Story of Henry Sugar"	
Module 2: Novels	Selection of two novels out of the following are to be taught : i. Daniel Defoe, *Robinson Crusoe* ii. Charles Dickens, *Oliver Twist* iii. Jane Austen, *Pride and Prejudice* iv. F. Scott Fitzgerald, *The Great Gatsby* v. Chinua Achebe, *A Man of the People* vi. J. D. Salinger, *Catcher in the Rye*	2

Course Outcomes

PO 1 PO 2	CO 1 - Understanding the basic features of the short story and novel: special characteristics, structure and form	BL 1 and 2
PO 1 PO 2	CO 2 - Analysing the given texts by applying the basic concepts of close reading in order to enhance critical thinking	BL 4
PO 1 PO 4 PO 5	CO 3 - Evaluating the given authors in order to understand their critical modes of ethical citizenship.	BL 3 and 5
PO 1 PO 2 PO 3 PO 7	CO 4 - Appraising the given writings in group-based hermeneutic exercises in order to enhance effective communication	BL 4 and 5
PO 1 PO 7	CO 5 - Creating artistic and literary responses to given texts in order to apply the authors' insights inventively and develop life-long competencies	BL 5 and 6

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	H					
CO 2	4	H	M					
CO 3	3,5	H			M	M		
CO 4	4,5	H	H	H				L

CO 5	5,6	H						H
		15/5	8/3	3/1	2/1	2/1		4/2
		3	2.6	3	2	2		2

CO-PO Attainment = 14.6/6 = 2.4

Reading List:

David Lodge, *The Art of Fiction* (1992)
Sean O' Faolain, *The Short Story* (1948)
Frank O'Connor, *The Lonely Voice: A Study of the Short Story* (1962)
Ian Watt, *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding* (1957)
Roger Sale (ed.), *Discussions of the Novel* (1967)
Walter Allen, *The English Novel* (1954)

Eugene Current-Garcia, *O. Henry: A Study of the Short Fiction* (1993)
Stanley Archer, *W. Somerset Maugham: A Study of the Short Fiction* (1993)
Gerri Kimber, *Katherine Mansfield and the Art of the Short Story* (2014)
Joanne B. Karpinski, *Critical Essays on Charlotte Perkins Gilman* (1992)
Amita Aggarwal, *The Fictional World of Ruskin Bond* (2005)
J. Gerald Kennedy and Scott Peeples, *The Oxford Handbook of Edgar Allan Poe* (2019)
Mark I. West, *Roald Dahl* (1992)

SYLLABI OFFERED FOR MINOR PAPER BY DEPT. OF MASS COMMUNICATION

Writing for Mass Media (Credits: 4)

Learning Objectives:
To enable the students to learn the basic concepts of writing for mass media.
To assist the students in understanding how different principles of media writing are followed.
To help students realise writing as a source of livelihood.

Course outcomes:

Students will be able to
CO 1: define and write different copies for mass media.
CO 2: understand and interpret research techniques and different sources of writing copies.
CO 3: apply and develop proper journalistic style while writing audiovisualcopies.
CO 4: analyse and illustratedifferent media writing jargons.
CO 5: rewrite and develop copies for digital media.

Module 1: Basics of media writing

Writing Newspaper reports, Feature stories, Human Interest stories, Editorial, Column - Basics of proof reading, Editing of copies - Rewriting and rephrasing.

Module 2: Writing for Audiovisual Media

Writing TV news copy, TV feature story, TV Headlines, Ticker lines - Radio Skit, Radio Feature, Radio Drama - Film script.

Module 3: Creative writing

Writing Press Release, Press Rejoinder - Ad copy, Slogans, Content of Display and Classified advertisement, Advertorials, Obituaries, Letter to the Editor.

Module 4: Writing for Digital Media

Writing Digital news, Digital headlines - Click–bait headlines, Social media based news and articles, Blog writing.

Module No.	Module Name	Topic(S)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
Module 1	Basics of media writing	Writing Newspaper reports, Feature stories, Human Interest stories, Editorial, Column - Basics of proof reading, Editing of copies - Rewriting and rephrasing.		25	30	1	CO 1, CO 3
Module 2	Writing for Audiovisual Media	Writing TV news copy, TV feature story, TV Headlines, Ticker lines - Radio Skit, Radio Feature, Radio Drama - Film script.		15	25	1	CO 3
Module 3	Creative writing	Writing Press Release, Press Rejoinder - Ad copy, Slogans,		25	25	1	CO 1, CO 3, CO 4

		Content of Display and Classified advertisement, Advertorials, Obituaries, Letter to the Editor.					
Module 4:	Writing for Digital Media	Writing Digital news, Digital headlines - Click–bait headlines, Social media based news and articles, Blog writing.		20	20	1	CO 1, CO 5

Evaluation	Max. marks for which the exam is conducted	Remarks
CIA	30	Written test, Assignment, Presentation and Attendance
End Semester Exam	70	Exam to be conducted by COE

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	H				H		
CO 2	M	H			M		
CO 3		M					
CO 4				M	M		
CO 5					M		
Total	2.5	2.5		1	4.5		

Suggested readings:

James G. Stovall. (2011). Writing for the Mass Media: International Edition by Pearson ISBN: 978-0205235216

Vincent F Filak. (n.a.).Dynamics of Media Writing. SAGE Publications Inc. ISBN: 9781506381466, 9781506381466.

Kris Ballard. (2019). Writing, Blogging, & Self-Publishing: The Secret Formula For Writing Your First Book. ISBN: 978-1733342506

George T. Arnold. (1999). Media Writer's Handbook: A Guide to Common Writing and Editing Problems. Brown (William C.) Co, U.S.; 2nd edition. ISBN: 978-0697355010.

SYLLABI OF MULTIDISCIPLINARY PAPER OFFERED BY DEPT. OF PSYCHOLOGY

Child Development and Education (Credit: 3)

Course Outcome:

After completing this course, students will be able to:

CO1: Describe the key theories and frameworks of childhood development.

CO2: Discuss the physical, cognitive, social, and emotional development of children from infancy through early childhood.

CO3: Discover and explain the key concepts and theories of learning and its relationship with Development.

CO4: Appraise the role of play in children's development and learning.

CO5: Plan andcompare the effective instructional strategies and educational approaches for young children.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Child Development and Education	Growth and Development : Meaning, Concepts and Characteristics, Developmental Influences Concept of childhood: Theories of childhood development – Psychoanalytic, Erikson, Vygotsky and Piaget	15	30	CO1, CO4
2	Dimensions of Individual Development	Physical development and motor skills, Cognitive development and language	15	35	CO2

3	Childhood Education Approaches and Current Issues	Learning – concept, characteristics, learning process, learning curve. Theories of Learning - Trial and Error, Classical Conditioning. Transfer of Learning - Concept, types, educational implications. Relationship between Development and Learning, Play-based learning and its benefits, Effective instructional strategies for young children	15	35	CO3, CO4, CO5

Suggested Readings:

1. Mitchell, P., and Ziegler, F. (2013). Fundamentals of Developmental Psychology. Routledge.
2. Feldman, R. S. (2015). Discovering the Life Span. Pearson.
3. Harris, M. (2008). Exploring Developmental Psychology: Understanding Theory and Methods
4. Berk, L. E. (2018). Development Through the Lifespan (7th Edn). Pearson.
5. Santrock, J. (2019). Life-Span Development (17 thEdn). McGraw-Hill Education.
6. Papalia, D. E.,Olds, S. W.,and Feldman, R. D. (2009). Human Development(11 thEdn.). McGraw-Hill Education.

CO/PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H	M	L	L			H	
CO2	H	M	M	L			H	
CO3	H	H	M				M	
CO4	H	M	M				L	
CO5	H	H	H	M	M		L	
Total	15/5 = 3	12/5 = 2.4	10/5 = 2	4/3= 1.3	2/1 = 2		10/5 = 2	12.7
	Total CO							2.11

score as per mapping							

SYLLABI OF MULTIDISCIPLINARY PAPERS OFFERED BY
DEPT. OF Mass Communication

Media and Society (Credits: 3)

Course Outcomes:

CO1: Students will be able to realise the significance of the role played by media in the society.

CO2: Students will be able to understand and interpret various theories and frameworks related to media and society

CO3: Students will be able to analyse diverse media text using critical approaches and will have deep understanding on the media's influence on society.

CO4: Students can criticize and engage with the politics of representation.

CO5: Students will be able to develop multiple perspectives to evaluating competing claims regarding the interaction between media, culture and society.

Course Content

Mod ule N o	Module Name	Topic(s)	Descripti on	No of Hou rs allotte d	M a r k s a ll o tt e d	Cre dit of each Mod ule	Asso ciate d Cour se Outc ome (CO)
I	Why study media?	Definition, nature and scope.	Understan ding Media and its role in the society	12	30%	1	CO 1 CO2
		Functions of mass media.					
		Understanding mass media.					
		Characteristics of mass media.					
		Social media: History of Social Media, Evolution and impact of social media, Role of social Media in public opinion.					
		Effects of mass media on individual, society and culture – basic issues.					
		Power of mass media.					
		Media in Indian society.					
II	Media as text.	Marxist Analysis	Analysing different media texts	20	35%	1	CO2, CO3, CO4
		Semiotic Analysis					
		Sociological Analysis					
		Psychoanalytic Criticism.					
		Media and realism (class, gender, race, age, minorities, children, etc.)					

III	Media as conscious ness industry	Role of media in social change.	How to use media for social change/ social justice.	13	35%	1	CO3, CO4, CO5
		Social construction of reality by media.					
		Rhetoric of the image, narrative, etc. Media myths (representation, stereotypes, etc.)					
		Cultural Studies approach to media.					
		Audience as textual determinant, audience as readers, audience positioning, establishing critical autonomy.					
		Media and Popular culture: commodities, culture and sub-culture, popular texts, popular discrimination, politics and popular culture, popular culture Vs people's culture.					

Suggested Readings:

1. Silverstone, Rogers (1999). Why Study Media? Sage Publications
2. Potter, James W (1998). Media Literacy. Sage Publications
3. Grossberg, Lawrence et al (1998). Media-Making: Mass Media in a Popular Culture. Sage Publications
4. Evans, Lewis and hall, Staurt (2000). Visual Culture: The Reader. Sage Publications
5. Berger, Asa Authur (1998). Media Analysis Techniques. Sage Publication
6. Media/Society: Industries, Images and Audiences by David Croteau and William Hoynes (Pine Forge, Thousand Oaks, CA).
7. Approaches to Media Literacy: A Handbook, by Art Silverblatt, Jane Ferry and Barbara Finan (M.E. Sharpe, Armomk, New York).
8. Media and Cultural Studies: Keyworks, edited by Durham and Kellner (Blackwell, Malden, MA).
9. Gender, Race and Class in Media: A Critical Reader, by Dines and Humez (Sage, Thousand Oaks, CA).
10. Media/Cultural Studies: Critical Approaches, by Rhonda Hammer and Douglas Kellner (Eds.) (Peter Lang, New York).

☐ CO-PO mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning
CO 1	H	M	M	M			H
CO 2	M	M	M				H
CO 3	H	M	M				M
CO 4	H	M					M
CO 5	H	M	H		M		H
TOTAL	2,8	2	2.25	2	2		2.6

H- High
M-Medium
L-Low

Assessment Plan

Examination	Type	Marks
Continuous Internal Assessment	*Written Test*	20
	Other Component	10
End Semester Theory	*Written*	70
Total		100

AEC
Communicative English II (2 credits)

Course description: The course is designed to introduce the students to a study of literature and thereby improve their language-use, and writing skills. Use of Business English which includes writing of formal letters, notice, agenda, report and proposal is used as a means to improve students' ability to communicate effectively in the English language in a professional workspace. Soft skills are also developed by focussing on group discussions and interviews.

Module
Module 1 - Reading Comprehension

A. Skimming and scanning, identifying main ideas, drawing inferences
(Related texts should be selected by the concerned faculty member of the department for practicing comprehension skill

Module 2 - Business English

A. Role of Communication in the business world - introduction
B. Business letters
C. Meetings - Writing Notice, Agenda, Minutes
D. CV & Cover Letter
E. E-mail
F. Writing Reports - types (commercial)
G. Writing Business Proposal

Module 3 - Soft Skills

A. Skills of listening, speaking, reading & writing in theory.
B. Group Discussion: Concept of a Group Discussion/Interview, Types of Group Interviews, Skills Evaluated in a GD, Methods to Adopt in a Group Discussion, Mock Group Discussions

PO 1 PO2	CO 1 - To understand the basic methods of reading and comprehending a passage to enable students to identify main ideas and draw relevant inferences	BL 1 and 2
PO 1 PO 2 PO 7	CO 2 - To analyze the role of communication in a professional and personal space and develop an interactive ability	BL 3 and 4
PO 2 PO 3 PO 7	CO 3 - To examine the need to write formal business letters and emails using appropriate vocabulary and develop advanced communication skills	BL 4
PO 3 PO 7	CO 4 - To evaluate methods of group discussion and mock interviews to prepare the students for real life situations	BL 5
PO 2 PO 3 PO 7	CO 5 - To create effective communicators with the ability to express themselves in the workplace and elsewhere	BL 6

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	3, 4	M	H					H
CO 3	4		H	M				H
CO 4	5			M				H
CO 5	6		M	M				M
		5/2	11/4	6/3				11/4
		2.5	2.75	2				2.75

CO- PO Attainment = 10/4 = 2.5

Reading List

Raymond Murphy, *Intermediate English Grammar,* Cambridge University Press

Martin Hewings, *Advanced Grammar in Use*, Cambridge University Press

W. Stannard Allen, *Living English Structure (5th Edition)*, Pearson Publications

E. Sureshkumar and P. Sreehari, *Communicative English*, E. Orient Blackswan

Tony Lynch, *Study Listening*, Cambridge University Press

Jeremy Comfort, *Speaking Effectively*, Cambridge University Press

SEC
Basic Computer Applications (3 Credits)

Module
Module 1: Introduction to computer applications in the Humanities A. Understanding the role of computers in humanities research and analysis B. Benefits and challenges of using computers in the humanities
Module 2: Essential computer skills
Module 3: Word processing and editing on word processors
Module 4: Google Sheets and Google Docs
Module 5: Internet research skills and online resources for the humanities
Module 6: Powerpoint and presentation skills

Course Outcomes

PO 1 PO 2	CO 1 - Understanding the basic features of computer applications and the role of computers in humanities research and analysis	BL 1 and 2
PO 1 PO 2	CO 2 - Analysing the benefits and challenges of using computers in the humanities	BL 4
PO 1 PO 7	CO 3 - Evaluating the use of word processing and editing on word processors for research in the discipline	BL 3 and 5
PO 1 PO 2 PO 7	CO 4 - Applying essential computer skills such as Google Sheets and Google Docs, Powerpoint and presentation in humanities research	BL 4 and 5
PO 1 PO 7	CO 5 - Using internet research skills and online resources inventively and developing life-long competencies	BL 5 and 6

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	M					
CO 2	4	H	M					
CO 3	3,5	H						H
CO 4	4,5	H	M					H
CO 5	5,6	H						H
		15/5	6/3					9/3
		3	2					3

CO-PO Attainment = 8/3 = 2.6

Semester III

Major Discipline-Specific Core Course

Key Concepts in Literary Studies (Credits 4)

Course Description: The course on Key Concepts in Literary Studies is designed to help students analyze key concepts and identify underlying assumptions and perspectives. It will enable them to evaluate the accuracy and validity of these assumptions through close reading and analysis and apply critical thinking to terms and concepts by exploring diverse viewpoints.

Module	Texts	Credit-Total-04
Module-1 Literary Terms and Literary Devices	Image, simile, epic simile metaphor, metonymy, synecdoche, allusion, pathetic fallacy, transferred epithet personification, pun, oxymoron, polysemy, homonymy, denotation, connotation, evocation, prologue, epilogue, coda	1
Module 2: Literary Genres, Modes, and Forms	Irony, allegory, parody, burlesque, comedy, tragedy, dramatic monologue, climax, asides, soliloquy, satire, bathos lyric, ode, elegy,	1

	sonnet, epic, mock-epic, ballad, aubade, villanelle, haiku, ghazal, free verse, etc. novel, short-story, bildungsroman, picaresque, implied reader, narrator, point of view	
Module 3: Prosody and scansion	Alliteration, assonance, syllable, rhythm, meter (iambic, anapaestic, spondaic, trochaic, dactylic), sprung-rhythm, masculine and feminine rhyme, caesura, blank verse, free verse, couplet, terza rima, ottova rima, elegiac stanza, enjambment, Spenserian stanza, sprung rhythm	1
Module 4: Basic Theoretical Concepts	Ideology, discourse, subject, identity, selfhood, grand narrative, agency, teleology, speech act, performative.	1

Course Outcomes[2]

PO 1 PO 2	CO 1 - Understanding the basic key concepts of literary studies to help develop expertise and knowledge of the subject	BL 1 and 2
PO 1 PO 3	CO 2 - Analysing the ways in which literary genres, modes and forms are expressed through selected readings of poetry, prose and drama.	BL 4
PO 1 PO 2 PO 7	CO 3 - Examining literary and theoretical issues. pertinent to the concepts and terms.	BL 3 and 5
PO 1 PO 5	CO 4 - Evaluating literary themes to real-world issues, promoting equity-cantered perspectivesand engaging in discussions and activities that reflect civic awareness and social responsibility.	BL 4 and 5
PO 1 PO 7	CO 5 - Comprehending ways to independently engage with the literary and critical concepts of literary texts beyond the classroom in intellectual writings and colloquies.	BL 5 and 6

[2] BL: Level of Bloom's Taxonomy (BL1: Remember; BL2: Understand; BL3: Apply; BL4: Analyse; BL5: Evaluate; BL6: Create).
PO: Programme Outcomes (Listed on Page 5)

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	4	H		M				
CO 3	3, 5	H	M					M
CO 4	4, 5	H				M		
CO 5	5, 6	H						H
		15/5	4/2	2/1		2/1		5/2
		3	2	2		2		2.5

CO- PO Attainment = 11.5/5 = 2.3

Reading List

M. H. Abrams, *A Glossary of Literary Terms*. Cengage Learning, 2015.

Raymond Williams. *Keywords: A Vocabulary of Culture and Society*. Oxford UP, 1985.

R. J. Rees, *English Literature: An Introduction for Foreign Readers*. Anubhav Publishers,1972.

Chris Baldick. *Oxford Dictionary of Literary Terms*. Oxford UP, 2015

Online resources:

https://www.poetryfoundation.org/learn/glossary-terms

https://www.britannica.com

Major Discipline-Specific Core Course

British Poetry and Drama: 14th - 17th Centuries (4 Credits)

Course Description: This course will introduce students to some of the seminal texts of British poetry and drama from the fourteenth to the seventeenth centuries. Through selections from Geoffrey Chaucer's *Canterbury Tales*, Edmund Spenser's *Amoretti* and John Donne's poetry, students will be introduced to arguments on the development of the English vernacular, the evolution of the English sonnet and the key aspects of metaphysical poetry. Study of the plays by Christopher Marlowe and William Shakespeare will introduce students to concepts

such as Renaissance humanism, the political role of Renaissance theatre, the serviceable role of rhetoric as an instrument of social transformation, among others.

Module	Texts	Credit – Total 04
Module 1	a. Geoffrey Chaucer: The Wife of Bath's Prologue b. Edmund Spenser: Selections from *Amoretti* (sonnets LXVII "Like as a huntsman…", LVII "Sweet Warrior…", LXXV "One day I wrote her name…" OR c. John Donne: "The Sunne Rising", "Batter My Heart", "Valediction Forbidding Mourning" <u>Any two</u> poems to be taught from each poet	2
Module 2	Christopher Marlowe: *Edward II*	1
Module 3	William Shakespeare: *Macbeth* or *Twelfth Night*	1

Course Outcomes[3]

PO 1 PO 2 PO 3	CO 1 - Understanding the diverse literary styles, themes, and cultural contexts of Chaucer, Spenser, Donne, and Shakespeare, fostering critical thinking skills to interpret and compare the complexities of their poetic and dramatic works.	BL 1 and 2
PO 1 PO 2 PO 3	CO 2 - Analysing nuanced interpretations of the selected poets' works and the dramatic genius of Shakespeare through well-structured essays, presentations, and class discussions, honing effective communication skills for conveying complex literary ideas.	BL 3 and 4
PO 1 PO 2 PO 3 PO 7	CO 3 - Examining the societal, political, and interpersonal dimensions of the texts, promoting social interaction and the exchange of diverse perspectives.	BL 3 and 5

---

[3] BL: Level of Bloom's Taxonomy (BL1: Remember; BL2: Understand; BL3: Apply; BL4: Analyse; BL5: Evaluate; BL6: Create).
PO: Programme Outcomes (Listed on Page 5)

	PO 1		
PO 1 PO 2 PO 4	CO 4 - Evaluating how the poets and playwright address questions of social order, governance, and individual agency, fostering an understanding of literature's role in shaping awareness of effective citizenship and civic responsibility during this historical period.	BL 4 and 5	
PO 1 PO 5 PO 7	CO 5 - Comprehending the ethical dilemmas, moral reflections, and religious explorations presented in the poetry of Chaucer, Spenser, and Donne, as well as the ethical complexities portrayed in the dramatic world of Shakespeare	BL 5 and 6	

CO-PO Mapping:

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1,2	3	3	2				
CO2	3,4	3	3	3				
CO3	3,5	3	2	2				2
CO4	4,5	2	1		3			
CO5	5,6	3				3		3
		14/5	9/4	7/3	3/1	3/1		5/2
		2.8	2.25	2.3	3	3		2.5

CO- PO Attainment = 15.8/6 = 2.6

Suggested Topics and Background Prose Readings for Class Presentations
Topics

Renaissance Humanism
The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

Readings

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man,* in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader,* ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

SYLLABI OF MINOR PAPER OFFERED BY DEPT. OF PSYCHOLOGY

Health and Well-Being (Credit: 4)

Course Outcome:

After completing this course, students will be able to:

1. CO1: Recall core concepts of health and illness for better health management. (BL 1)

2. CO2: Understand relevance and importance of issues related to stress, stress management and coping. (BL 2)

3. CO3: Apply their understanding of concepts related to health promoting behaviour in illness management. (BL 3)

4. CO4: Relate key elements of a variety of health announcing, health protective and health compromising behaviours. (BL 4)

5. CO5: Critically evaluate and cultivate inner strengths and virtues, like hope and optimism while understanding its relation with overall well-being. (BL 5 & BL 6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Illness, Health and Well- Being	Emergence of the field of Health Psychology; Continuum and models of health and iIllness: Medical, Bio-Psychosocial, Holistic Health; Health and Well Being; Cultural Approaches to Medicines (Especially with Respect to Traditional Indian Medicine: Ayurveda).	15	25	CO 1
II	Stress and Coping	Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management.	15	25	CO 2,CO3
III	Health Management	Health enhancing behavior's : Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management.	15	25	CO 3, CO 4

| IV | Promoting Human Strengths and Life Enhancement: Strength | Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism. | 15 | 25 | CO 1, CO 5 |

Suggested Readings:

Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). Health Psychology. New Delhi, Allied Publishers. Allen, F. (2011).Health Psychology and Behaviour. New Delhi Tata McGraw Hill.

Dalal, A. K., & Misra, G. (Eds.). (2012). New Directions in Health Psychology. New Delhi: Sage.

DiMatteo,M. R., & Martin L. R. (2017). Health Psychology. Noida: Dorling Kindersley.

Sarafino, E.P., & Smith, T.W. (2016). Health Psychology: Bio Psychosocial Interactions (9thth Ed.).New York: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.

Taylor, S.E. (2017). Health psychology (10th Ed.) New Delhi: Tata McGraw Hill.

Additional Resources

Carr, A. (2011). Positive Psychology: The Science of Happiness And Human Strength. London, UK: Routledge.

Desikachar, T. K. V. (2003). Reflections on Yoga Sutras of Patanjali. Chennai: Krishnamacharya Yoga Mandiaram.

Misra,G. (1999).Stress and Health. New Delhi: Concept.

Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed). New York: Pearson Education Limited.

Ogden, J. (2012). Health Psychology. New York, McGraw-Hill.

Sanderson, C.A. (2018). Health Psychology: Understanding the mind-body connection (3rd Edition). New York: Sage.

CO/PO Mapping for Health and Well-Being

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H			M			L
CO2	H		L	L			H
CO3	M				L	L	M
CO4	M		L	M	L	L	H
CO5	H	L	L		M		M
Total	13/5 = 2.6	1/1 = 1	3/3 = 1	5/3 = 1.67	4/3 = 1.33	2/2 = 1	11/5 = 2.2
	Total CO score as per mapping: 10.8				Average: 10.8/7 = 1.54		

SYLLABI OF MULTI-DISCIPLINARY PAPER OFFERED BY DEPT. OF MASS COMMUNICATION

Film Appreciation (Credits: 3)

Course Outcomes

The course intends to

- CO1: Identify the major techniques of cinema and storytelling.
- CO2: Develop an understanding of the film language.
- CO3: Gain a basic understanding of the global film history and industry.
- CO4: Understanding of film related theories and concepts.
- CO5:Develop ability to criticize as well as appreciate cinema.

Syllabus

Module 1- Basics of Cinema

- Film and other art forms; Visual communication basics; Low art vs high art; Film genres, sub genres, and Hybrid genres
- Narrative structure and storytelling types, Three-act structure, plot; Basic Film Theories
- Semiotics in cinema- Denotative & Connotative meaning in cinema; Symbolism, metaphor, imagery and other literary devices in films; Icon index and symbol
- Language of cinema-Text, subtext and context; Mise-en-scene; shot, scene, sequence; camera shots, movements and angles; Rules of framing and composition
- Editing Techniques, cuts and transition, montage; Sound and Colour
- Space and time in cinema

Module 2: Cinema across the globe and major film movements

- Evolution of cinematic techniques, Development of narrative and genres in cinema; Silent Era, Talkies era, Black & White era, Introduction tocolour; Classical Hollywood Cinema
- Prominent Film Movements- German Expressionism, Soviet Constructivism, Italian Neo-Realism, French New Wave, Cinema Novo, Dogme 95
- World cinema- Cinema in Asia, America and Europe, Third Cinema (African cinema); Neo noir, realism, surrealism, and minimalist cinema
- Indian cinema- Evolution, Golden age, Mainstream, parallel and middle cinema in India; Bollywood and Regional cinema
- Commercial cinema, parallel cinema, middle cinema, indie films, short films
- Prominent directors (auteurs)

Module 3: Appreciation of cinema

- Classical films, critically acclaimed films, cult, kitsch
- Depiction of queer, sexuality, violence, diaspora, gender, religion, social issues, identity, war in films
- Shot Analysis, Scene Analysis; Dissecting a film (using mise-en-scene elements, philosophy, psychology)
- Commenting on adaptations (from cinema, books and real life) and film franchises, remakes and film series
- Characterization, stereotypes and archetypes in films; Popular tropes used in cinema
- Film appreciation vs film criticism; Guidelines for film appreciation, Writing a film review
- Famous film critics, journals and websites; Business of film reviews/ratings and its impact on the viewers

References:

1. Arnheim, Rudolf. Film as Art. University of California Press, 1957.
2. Bordwell, David and Kristin Thompson Film Art: An Introduction.Eleventh edition, New York: McGraw-Hill, 2016.
3. Braudy, Leo & Cohen, Marshall (Eds). Film Theory & Criticism: Introductory Readings. Oxford U.P, 2016.
4. Bywater, Tim and Thomas Sobchack. Introduction to Film Criticism. Major Critical Approaches to Narrative Film. Pearson Education, 2009.
5. Constanzo, William V. Great Films and How to Teach Them. Illinois: National Council of Teachers of English, 2004
6. Corrigan, Timothy. A Short Guide to writing About Film, Pearson Education Inc. 2007
7. Giannetti, Louis.Understanding Movies(11th edition), Prentice Hall, 2008.
8. Grant, Barry Keith. Auteurs and authorship: a film reader, Blackwell Publications 2008
9. McDonald, Kevin. Film Theory: The Basics, Routledge, 2016.
10. Monaco, James. How to Read a Film: Movies, Media and Beyond. Oxford UniversityPress, 2004.
11. Monaco, James: How to Read a Film, Oxford University Press (2000) Nowell-Smith, Geoffrey: The Oxford History of World Cinema (1999)
12. Boggs, Joseph M. The Art of Watching Films. 8th ed. Mayfield, 2012.

CO-PO mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7

	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning
CO 1		M	H				M
CO 2	H	M					M
CO 3	M		H				
CO 4		H					M
CO 5	H	M					
TOTAL	2.6	2.25	2				2

H- High relevance
M- Medium relevance
L- Low relevance

CIA PLAN (out of 30 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
CIA Other Component (Assignment/Presentation)	Individual	10	PO1
CIA Exam (Exam to be conducted by COE)	Individual	50	PO1, PO4
TOTAL		50	

END SEMESTER EXAMINATION (out of 70 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
End Semester Exam (Exam to be conducted by COE)	Individual	100	PO1, PO4, PO7

SYLLABI OF MULTI-DISCIPLINARY PAPER OFFERED BY DEPT. OF ECONOMICS

Sustainable Development (Credit: 3)

Course Objectives:

CO1: The students will be able to apply fundamental economic principles to practical environmental sustainability issues. (BL1, BL2)

CO2: Students will be able to demonstrate knowledge of the economic factors influencing the connections between sustainable growth and the environment.(BL1, BL4)

CO3: Students will be able to identify major sustainability challenges and gain an understanding of the different policy responses. (BL6)

CO4: Students will be able to learn the tools and techniques to address sustainable development problems. (BL3, BL6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks allotted	Associated CO
1	Introduction	Need for studying the economics of sustainable development; meaning of sustainable development – Comparison with static and dynamic economic efficiency; Sustainable development Goals.	17	35%	CO1, CO2, CO3
2	Weak versus strong sustainability	Weak versus strong sustainability; Rawls and Solow Sustainability, role of discounting, Inter- and Intra-generational equity and sustainability.	13	32%	CO1, CO2
3	Welfare Economics	Compensating & Equivalent variation- WTP vs WTA: Why Differ. Household Production Function; Market instruments: Carbon prices, emission trading.	15	33%	CO1, CO3, CO4

Suggested Readings:

C.D. Kolstad, *Environmental Economics*, OUP, 2010.

Daly, H.E., *Beyond Growth: The Economics of Sustainable Development*, Beacon Press, 1996.

Murty, M.N. (2009), *Environment, Sustainable Development, and Well-being: Valuation, Taxes and Incentives*, Oxford University Press, Delhi

N. Hanley, J. Shogren, Ben White, *Environmental Economics-In Theory and Practice*, Palgrave Macmillan, 2007

Pearce, D. and E. Barbier, *Blueprint for a Sustainable Economy*, Earthscan, 2000.

Rogers, P. K.F. Jalal and J.A. Boyd, *An Introduction to Sustainable Development*, Earthscan, 2008

Sengupta, R. (2012), *Ecological Limits and Economic Development*, Oxford University Press, Delhi

CO-PO Mapping:

CO/PO	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$
CO$_1$	M					H	M
CO$_2$			H	M		H	
CO$_3$	H			M	M	H	
CO$_4$						H	
CO$_5$						H	
Total	2.5		3	2	2	3	2

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

CO Score: 2.41

MIL I
Bengali I (2 Credits)

Syllabus

Unit – I, Literature সাহিত্যপাঠ (20 Marks: Q1, A রবীন্দ্র কহবত্যা / B রবীন্দ্র ছ ়াটগল্প)
A) রবীন্দ্রকহবত্যা পাঠ: নৈববদ্য কাবয
১। ততোমোর পতোকো যোরর দোও
২। শতোব্দীর সূযয আজি

৩। জিত তযথো ভযশূন্য, উষ্ট তযথো জশর

B) রবীন্দ্র ছ োটগল্প পাঠঃ

১। তপোস্টমোস্টার

২। মজিহোরো

Unit – II, Language ভাষাপাঠ (20 Marks: Q2, A ছবোধপরীক্ষণ / B প্রহম্ববদ োৈ হিখ / C সংি োপ হিখ)

Comprehension

A) ছবোধপরীক্ষণ – জন্ব্যোজিত তকোরন ো র ো োংলো সোজহতয প্রর্ধ তথরক জন্ব্যোজিত অ োংশ তর্বোধ-পরীক্ষরির িন্য

উদ্ধৃত করর প্রশ্ন করো হরর্।

Writing Skill

B) প্রহম্ববদ োৈ রৈচো: সাংর্োদপত্রে প্রকোরশর উপরযোগী সোম্প্রজতক তকোন ও ঘটন োর প্রজতরর্দর্ন্ খসড়ো রিন ো কররত

হরর্।

অথর্ো

C) সংি োপ হিখ: গল্প োোংশ অথর্ো উপন্যোররসর অ োংশ তথরক সাংলোপ জভজত্তক পুন্জন্ম্ব্যোযি ো কররত হরর্।

Unit – III, Skill দক্ষত ো (10 marks: Q3, A পহরভাষা / B বোংি ো ব োৈ োৈ)

A) পহরভাষা – র ো োংলো পজরভোষোর জন্ব্যোজিত তোজলকো তথরক ৫টি জলখরত হরর্, প্রশ্ন ৮টি তদওয়ো থোকরর্।

B) ব োৈ োৈহবধ – পজিম্ব্ধ র ো োংলো আকোরদজম প্রীত 'আকোরদজম র োন োন্ অজভধোন্' অন্ুসোরর

র ো োংলো র োন োন্ জর্ষয়ক জসদ্ধোন্তগুজল ক্লোরস আরলোজিত হরর্, এন্ড তসম পরীক্ষোয় ৮টি অশুদ্ধ র োন োন্

তদওয়ো হরর্, ৫টি শুদ্ধ করর জলখরর্।

MIL I
Hindi I (Credits 2)

Syllabus

UNIT-1 साहित्य (LITERATURE) (Marks allotted : 20)

कथा साहित्य

(1) हिशंकु (मन्नू भंडारी)

(2) हसक्का बदल गया (कृष्णा सोबती)

(3) ब्लैक ि ोल (संजीव)

{ तककसम्मत एवं समीक्षात्मक प्रश्न पूछे जाएंगे। }

UNIT-2 भाषा (LANGUAGE) (Marks allotted : 20)

अनुवाद हवज्ञान

(1) अनुवाद की पररभाषा, भेद , मित्व एवं प्रासंहगकता।

(2) हिंदी अनुवाद का भहवष्य ।

(3) व्यिवाररक अनुवाद में आने वाली समस्याएँ ।

(4) अंग्रेजी से हिंदी का व्यिवाररक अनुवाद ।

{ तककसम्मत एवं समीक्षात्मक प्रश्न पूछे जाएंगे। }

UNIT-3 दक्षता (SKILL) (Marks allotted : 10)

वर्तनी

(1) वतकनी की अशुद्धियों का संहक्षप्त ज्ञान ।

(वतकनी क्या ⬡ ⬡, हिंदी में हकतने प्रकार की वतकनी की अशुद्धियाँ ⬡ ⬡ोती ⬡ ⬡ एवं उन्हें कैसे सुधारा जा सकता ⬡ ⬡।
)

(2)प्रूफ संशोधन ।

{ वस्तुहनष्ठ प्रश्न पूछे जाएंगे। }

AEC
Business Communication I (Credits 2)

Course Outcomes (CO):

After completing this course, the student will be able to -

CO1.   Develop proficiency in speaking, reading, writing, and listening in both English and one Indian language.

CO2.   Facilitate constructive dialogue and mediate disagreements to reach consensus in group settings.

CO3.   Develop an understanding of grammatical conventions and principles in English writing.

CO4.   To create effective communicators with the ability to express themselves in the workplace and elsewhere

Syllabus

Sl. no	Module Name	Description	Credits
I	Vocabulary and English for Business Communication	Students are expected to read newspapers, business news, magazines to build vocabulary for business communication. The reading material is provided by the faculty as and when required.	.5
II	Communicative English	Students participate in group activities to understand the purpose and responses in interpersonal communication from personal to professional situations. Stanford University's Business School after a lot of research work has come up with these role-playing activities to help learners become good speakers and overcome their anxiety of communicating in public. Following their research work, students are made to do certain exercises in the class helping them overcome their stage-fear. To understand the dynamics of group communication, students are made to participate in various team activities followed by their experience sharing and	.5

		learning. Students make Group Presentations which are part of their internal evaluation.	
III	Theories of Communication	Importance of Communication, Communication Process, Channels of communication, Significance of Feedback, Barriers to Effective Communication, Ways to overcome the Barriers.	.5
IV	Formal Letter and E-Mail Writing	Students learn how to write formal letters; more than the format, in this unit the focus is on the style of language used in a formal letter which has an authority of the message to be conveyed yet not offensive. Students are taught how to generally introduce a formal letter and conclude it following a narrative which avoids any kind of exaggeration and jargon. Following the same style of language and narration they are taught about the usage of e-mail in today's world. The importance of it and the way they should use it, eg. the usage of 'CC', 'BCC', how to attach files and what to write before they attach any document.	.5

Course Content

Module No	Module Name	Topic(s)	Description	No. of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome
1	Vocabulary and English for Business Communication	Reading, Skimming, Importance of a rich vocabulary.	Related texts should be selected by the concerned faculty member of the department for practice	7.5	25%	0.5	CO1, CO4

			and class work				
2	Communicative English	Understanding the purpose and nuances of interpersonal communication.	Concerned faculty member will discuss the fundamentals of effective communication in class	15	50%	0.5	CO2, CO3
		Role-playing activities	Enable the practice of effective communication in personal and professional situations.				
		Public speaking	Overcoming stage-fear and anxiety in public speaking through				

			practical exercises				
		Group Discussion	Participation in team activities to experience and learn about group communication processes				
3	Theories of Communication	Importance and Process of Communication	Understanding the significance of communication in personal and professional settings.	7.5	25%	0.5	CO4, CO5
			Exploring the communication process and its components (sender, message, channel, receiver, feedback).				

			Identification and analysis of different channels of communication. Feedback and Barriers in Communication - Recognizing the importance of feedback in communication. Identifying common barriers to effective communication (e.g., language barriers, cultural differences, noise). Strategies to overcome communication barriers and enhance				

			communi cation effectiven ess.				
4	Formal Letter and E-Mail Writing	Writing Formal Letters	Understan ding the style and language conventio ns of formal letters. Structure and formattin g of formal letters. Practice in writing formal letters for various purposes (e.g., job applicatio n, inquiry, complaint).	15	7.5%	0.5	CO1, CO3, CO4
		E-Mail Etiquette	Importanc e and usage of e-mail in contempo rary communi cation. Understan ding the features and functions				

			of e-mail (e.g., CC, BCC, attachments). Writing effective and professional e-mails for business communication.				

Suggested Readings:

Raymond Murphy, *Intermediate English Grammar,* Cambridge University Press
Martin Hewings, *Advanced Grammar in Use*, Cambridge University Press
W. Stannard Allen, *Living English Structure (5th Edition)*, Pearson Publications
E. Sureshkumar and P. Sreehari, *Communicative English*, E. Orient Blackswan
Tony Lynch, *Study Listening*, Cambridge University Press
Jeremy Comfort, *Speaking Effectively*, Cambridge University Press

CO-PO Mapping

 *H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1):

CO-PO Mapping

CO/PO	BL	PO 1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO1	1, 2	H	H					
CO2	2, 3		H	H				
CO3	4, 5							H
CO4	5		M	H				H
CO5	6				L			H
		3/1	8/3	6/2	1/1			9/3
		3	2.6	3	1			3

*** H means High relevance, M means Medium relevance, L means Low relevance*

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	25	20%	10	
Other Component	Group	10	5%	2.5	
Attendance	Individual	10	5%	2.5	
Total				15	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage	Scale Value (B)	PO (Rubrics)
End Semester	Individual	50	80%	35	

SEC
Writing Skills (Credits 3)

Syllabus

Module	Credits (Total - 3)
Module 1 - Introduction to Academic Writing a. What is academic writing? b. Critical thinking: analysis and evaluation c. The conventions of academic writing	1

Module 2 - Academic Reading and Writing a. Structure: introduction, main body and conclusion b. Framing an argument c. Summarising and paraphrasing	1
Module 3 - Research Skills a. Research tools and resources b. Citing scholarly sources c. Writing a review d. Proofreading and copy editing	1

Semester IV

Major Discipline-Specific Core Course

British Literature: 18th Century (4 Credits)

Course Description: This course intends to provide students a comprehensive overview of the emerging literary forms and modes that comprise the canon of British literature of the long eighteenth century, and introduce them to key critical debates in eighteenth-century studies. In four modules, it will take students through: Theatre, including Restoration Comedy and the Comedy of Manners, (Congreve and Goldsmith), verse satire (Johnson), the essay in the emergent periodical culture (Addison and Steele), the poetry of sensibility (Gray), and the novel (Swift, Sterne, and Defoe). Issues that will be discussed include: the gender politics of the Restoration stage, neo-classicism, Augustan poetic values, satire and the public sphere, the emergence of sensibility and its celebration of the marginalised, the rise of novel, its embodying of a new bourgeoisie individualism, and its "cannibal capacity" to absorb other forms.

Module	Details	Credits
Module 1: Theatre: Restoration Comedy and the Comedy of Manners	i. William Congreve, *The Way of the World* ii. Oliver Goldsmith, *She Stoops to Conquer*	1

	Any one play to be taught	
Module 3: The Poetry of Sensibility	i. Thomas Gray, "Elegy Written in a Country Churchyard"	1
Module 4: The Novel	i. Jonathan Swift, *Gulliver's Travels* ii. Laurence Sterne, *The Life and Opinions of Tristram Shandy, Gentleman* iii. Daniel Defoe, *Robinson Crusoe* (Any <u>one</u> to be taught)	2

Course Outcomes

PO 1	CO 1 - Survey key literary themes and contexts: Through critical analysis, students will understand key literary works from the 18th century, identifying themes, characters, and historical contexts.	BL 1 and 4
PO 1 PO 2	CO 2 - Analyse stylistic devices and themes: Applying analytical skills, and communicating in group work, students will assess the satirical techniques in works like Johnson's *London* and the portrayal of sensibility in Gray's "Elegy Written in a Country Churchyard."	BL 4 and 5
PO 1 PO 4	CO 3 - Evaluate cultural and historical significance: Utilizing critical thinking, students will evaluate the cultural impact of Restoration Comedy on gender roles and the role of satire in shaping public opinion during the period of Johnson, Addison, and Steele. Their exploration of the birth of the public sphere will help them grow as responsible citizens of a democratic polity.	BL 5
PO 1 PO 2 PO 3	CO 4 - Understand literary themes and narrative forms: By comparing and contrasting genres, students will synthesise insights, evaluating the emergence of narrative forms in novels like Swift's *Gulliver's Travels* and Sterne's *Tristram Shandy*. Group presentations on these topics will foster communication skills and social interaction	BL 2, 5, 6
PO 1 PO 5	CO 5 - Critically examine and understand societal norms: Applying ethical considerations, students will reflect on societal critique, individualism, and marginalized voices across modules, relating these themes to contemporary discourse.	BL 1
PO 1 PO 4 PO 7	CO 6 - Reflect on relevance and cultural impacts: Through reflective analysis, students will assess the relevance of 18th-century literature to effective citizenship, considering societal norms, satire, and identity.	BL 4

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	BL 1, 4	H						
CO 2	BL 4, 5	M	L					
CO 3	BL 5	H			L			
CO 4	BL 2, 5, 6	M	M	M				
CO 5	BL 1	M				M		
CO 6	BL 4	H			M			M
		15	3	2	3	2		2
		15/6 = 2.5	= 3/2 = 1.5	2/1 = 2	3/2 = 1.5	2/1 = 2		2/1 = 2

CO- PO Attainment = 11.5/6 = 1.92

Reading List

Watt, Ian. *The Rise of the Novel* (University of California Press, 1957).
Backscheider, Paula R. *Eighteenth-Century Women Poets and Their Poetry: Inventing Agency, Inventing Genre* (The Johns Hopkins University Press, 2005).
Grundy, Isobel. *Samuel Johnson and the Scale of Greatness* (University of Georgia Press, 1986).
Hume, Robert D. *The Development of English Drama in the Late Seventeenth Century* (Clarendon Press, 1976).
Goring, Paul. *The Rhetoric of Sensibility in Eighteenth-Century Culture* (Cambridge University Press, 2005).
Ross, Ian Campbell. *Laurence Sterne: A Life* (Oxford University Press, 2001).
Guest, Harriet. *Small Change: Women, Learning, Patriotism, 1750-1810* (University of Chicago Press, 2000).
Marshall, Ashley. *The Practice of Satire in England, 1658-1770* (Johns Hopkins University Press, 2013).
Seidel, Michael. *Satiric Inheritance: Rabelais to Sterne* (Princeton University Press, 1979).
Richetti, John. *Popular Fiction Before Richardson: Narrative Patterns, 1700-1739* (Clarendon Press, 1969).
Perry, Ruth. *Novel Relations: The Transformation of Kinship in English Literature and Culture, 1748-1818* (Cambridge University Press, 2004).
McKeon, Michael. *The Origins of the English Novel, 1600-1740* (The Johns Hopkins University Press, 2002).

Major Discipline-Specific Core Course

British Poetry and Drama: 17th and 18th Centuries (Credits 4)

Course Description: The course will introduce students to British poetry and drama of the seventeenth and eighteenth centuries through key texts, presenting important poetic forms and styles such as Cavalier poetry, the epic, and the mock-epic, as well as forms and developments in seventeenth-century theatre through Jacobean revenge tragedy, decadent drama and the comedy of manners. Studied within the literary, cultural, and political contexts of the age, the texts provide insights into what Christopher Hill calls "The Century of Revolution." Key issues foregrounded will include: power and corruption, tensions between court and parliament, the Civil War,

seventeenth-century religious and secular thought, gender issues, marriage and widowhood, the literary marketplace, and the rise of the middle class.

Module	Details	Credits
Module 1: Theatre	i.John Webster, *The Duchess of Malfi* OR ii. Aphra Behn, *The Rover* Any one play to be taught	1
Module 2: Cavalier Poetry	i. Metaphysical Poetry : Andrew Marvell "To His Coy Mistress" and John Donne "Good Morrow" ii. Cavalier Poetry : Robert Herrick, "To the Virgins, to Make Much of Time," "Corinna's Going a' Maying," "The Night Piece, to Julia" (any one poem) iii.Richard Lovelace, "To Lucasta, Going to the Wars," "To Althea, From Prison" (any one poem) iv. John Milton, *Paradise Lost* (Book I) Any one to be taught	2
Module 4: The Mock-Epic/Satire	i.Alexander Pope, *The Rape of the Lock* OR ii.John Dryden, *McFlecknoe* Any one to be taught	1

Course Outcomes

PO 1	CO 1 - [Analyse] and [evaluate] the thematic complexities of 17th and 18th-century British poetry and drama, demonstrating critical thinking skills.	BL 4, 5
PO 2	CO 2 - [Create] interpretations of literary works effectively through written analyses and class discussions, showcasing proficiency in verbal and written communication.	BL 6
PO 3	CO 3 - [Distinguish/analyse] the formal elements that mark the key forms of the period, by engaging in collaborative discussions about the societal and cultural implications depicted in the literary texts, thereby demonstrating effective social interaction skills.	BL 4

PO 5 PO 7	CO 4 - [Examine] the ethical dimensions presented in the literature of the period and discuss their relevance to contemporary ethical considerations, promoting an understanding of ethics, and lead to life-long learning.	BL 1	
PO 4	CO 5 - [Evaluate] the socio-political contexts of the 17th and 18th centuries reflected in the literature, fostering an awareness of effective citizenship in historical and cultural contexts.	BL 5	
PO 6	CO 6 - [Assess] the representations of nature and environmental consciousness in the literary texts, encouraging an understanding of environment and sustainability concerns.	BL 5	

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	BL 4, 5	H						
CO 2	BL 6		M					
CO 3	BL 4			H				
CO 4	BL 1					M		M
CO 5	BL 5				M			
CO 6	BL 5						L	
		3	2	3	2	2	1	2
		3/1 = 3	2/1 = 2	3/1 = 3	2/1 = 2	2/1 = 2	1/1 = 1	2/1 = 2

CO- PO Attainment = 15/7 = 2.14

Reading List

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (Oxford University Press, 1953).

Behn, Aphra. *The Rover: A Norton Critical Edition*. Edited by Deborah C. Payne and Todd Parker (W. W. Norton & Company, 2016).

Crofts, T. *The Cavalier Poets: An Anthology* (Dover Thrift Editions, 1995).

Herrick, Robert. *The Poetry and Prose of Robert Herrick*. Edited by Tom Cain (Manchester University Press, 2010).

Hill, Christopher. *The Century of Revolution, 1603-1714* (W. W. Norton & Company, 1961).

Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction* (W. W. Norton & Company, 1990).

Kernan, Alvin. *The Cankered Muse: Satire of the English Renaissance* (Yale University Press, 1959).

Lewalski, Barbara K. *Writing Women in Jacobean England* (Harvard University Press, 1993).

Lynch, Deidre Shauna. *The Economy of Character: Novels, Market Culture, and the Business of Inner Meaning* (University of Chicago Press, 1998).

McKeon, Michael. *The Origins of the English Novel, 1600-1740* (The Johns Hopkins University Press, 1987).

Milton, John. *Paradise Lost: A Norton Critical Edition*. Edited by David Scott Kastan (W. W. Norton & Company, 2005).

Milton, John. *The Cambridge Companion to Milton*. Edited by Dennis Danielson (Cambridge University Press, 1989).

Pope, Alexander. *The Rape of the Lock and Other Major Writings*. Edited by Leo Damrosch (Hackett Publishing Company, 2015).

Raghunathan, Harriet (ed.) and Alexander Pope, *The Rape of the Lock* (Worldview Critical Editions, 2016).

Smith, Nigel. *Literature and Revolution in England, 1640-1660* (Yale University Press, 1994).

Todd, Janet. *Aphra Behn: A Secret Life* (Faber & Faber, 1997).

Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding* (University of California Press, 1957).

Webster, John. *The Cambridge Companion to English Renaissance Tragedy*. Edited by Emma Smith (Cambridge University Press, 2010).

Webster, John. *The Duchess of Malfi: A Norton Critical Edition*. Edited by Leah S. Marcus (W. W. Norton & Company, 2009).

Major Discipline-Specific Core Course

Indian Writing in English (Credits 4)

Course Description: This course is aimed at introducing the students to the fundamentals of Indian Writing in English, tracing its genesis, growth, and evolution against the colonial encounter and the rubric of English education in India. Exploring its hybrid status, informed by multiple cultural and intellectual traditions, the course reads Indian English poetry, novels, and short stories to deliberate upon the complex dynamics operative in the theories of the nation, caste, subalternity, gender, and postcoloniality. It also addresses, through literature, the ideological intricacies embedded in emergent discourses of globalization, neo-colonialism, borders and migration.

Module	Details	Credits
Module 1: Background, and Critical Considerations	i. History of Indian writing in English ii. The study of Indian writing in English in Indian curricula	1
Module 2: The Novel	i. R.K. Narayan, *The Guide*, or, *Swami and Friends* ii. Anita Desai, *In Custody* Any one novel to be taught.	1
Module 3: Poetry	i. H.L.V. Derozio, "Freedom to the Slave," "The Orphan Girl" ii. Kamala Das, "The Old Playhouse," "My Grandmother's House"	1

	iii. Nissim Ezekiel, "Goodbye Party for Miss Pushpa T.S.," "The Night of the Scorpion"	
	iv. Robin S. Ngangom, "The Strange Affair of Robin S. Ngangom," "A Poem for Mother"	
	<u>Any two</u> poets to be taught	
Module 4: Short Stories	i. Mulk Raj Anand, "Two Lady Rams"	1
	ii. Salman Rushdie, "The Free Radio"	
	iii. Rohinton Mistry, "Swimming Lesson"	
	iv. Shashi Despande, "The Intrusion"	
	<u>Any two</u> authors to be taught	

<u>Course Outcomes</u>

PO 1	CO 1 - Contextual Awareness and Historical Analysis: Students will demonstrate an [understanding] of the historical context and evolution of Indian Writing in English by critically [analysing] how colonial encounters and English education influenced its development.	BL 2, and 4
PO 1 PO 2 PO 3	CO 2 - Literary Evaluation and Interpretation Proficiency: Students will develop the ability to critically [analyse] Indian English novels, poetry, and short stories, [evaluating] themes related to nation, caste, subalternity, gender, and postcoloniality, via classroom group discussions, thereby enhancing their skills in [interpreting] complex literary texts while also fostering social skills and communicative ability.	BL 2, 4, and 5
PO 2 PO 3	CO 3 - Skilful Communication of Ideas: Through class discussions, presentations, and written assignments, students will enhance their communication skills, effectively [expressing] their interpretations of Indian Writing in English and participating in meaningful academic dialogues.	BL 2
PO 4 PO 5	CO 4 - Cultural and Ideological Sensitivity: Students will gain insights into the cultural diversity within Indian Writing in English and [recognize] its contribution to emerging discourses of globalization, neo-colonialism, borders, and migration, fostering a greater sense of empathy and cultural sensitivity.	BL 1
PO 6	CO 5 - Critical Reflection on Global and Local Dynamics: By [analysing] literary works, students will [identify] the interconnectedness of global and local dynamics in the context of Indian Writing in English, developing a nuanced [understanding] of how literature engages with issues of environment, sustainability, and social change.	BL 2 and 4

| | | PO 7 | CO 6 - Independent Research and Lifelong Learning Proficiency: Students will cultivate the ability to engage in self-directed research and lifelong learning by exploring additional readings beyond the syllabus and applying the insights gleaned from them in creative projects and interpretations, thereby deepening their understanding of Indian Writing in English and its socio-cultural implications. | BL 6 |

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	BL 2, 4	H						
CO 2	BL 2, 4, 5	M	M	M				
CO 3	BL 2		H	M				
CO 4	BL 1				L	M		
CO 5	BL 2, 4						L	
CO 6	BL 6							L
		5	5	4	1	2	1	1
		5/2 = 2.5	5/2 = 2.5	4/2 = 2	1/1 = 1	2/1 = 2	1/1 =1	1/1 = 1

CO- PO Attainment = 19/7 = 2.7

Reading List

Studies of Specific Authors

Chakraborty, Anindita. *Kamala Das: A Critical Study* (Pencraft International, 2002).
Datta, Amaresh. *H.L.V. Derozio: The Poet of Young Bengal* (Sahitya Akademi, 2002).
Dwivedi, A.N. *Rohinton Mistry: A Critical Study* (Anmol Publications, 1998).
Jha, Rekha. *The Fictional World of Shashi Deshpande* (Prestige Books, 2000).
Krishna, S. Ranga. *R.K. Narayan: A Critical Appreciation* (Orient Blackswan, 2007).
Naik, M.K. *Nissim Ezekiel: The Authorized Biography* (National Book Trust, India, 2000).
Parvathi Kumaraswami, Poorna. *Salman Rushdie: Literature and the Public Sphere* (Routledge, 2020).
Singh, K. Ibohal. *Robin S. Ngangom: Poet and Critic* (Akansha Publishing House, 2003).

Additional Critical Works:

Chaudhuri, Rosinka. *A History of Indian Poetry in English* (Cambridge University Press, 2016).
Dharwadker, Vinay. *The Oxford Anthology of Modern Indian Poetry* (Oxford University Press, 1992).
Dwivedi, A.N., and G.J.V. Prasad. *Indian Writing in English and the Global Literary Market* (Routledge, 2020).
Gopal, Priyamvada. *The Indian English Novel* (Cambridge University Press, 2009).
King, Bruce. *Modern Indian Poetry in English* (Oxford University Press, 2001).
Lau, Jenny, and Padmini Varughese. *Indian Writing in English and Issues of Visual Representation* (Routledge, 2019).

Malok, Sunita, and G.J.V. Prasad. *Indian English Poetry and Fiction* (Atlantic Publishers, 2000).

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English* (Permanent Black, 2002).

Mukherjee, Meenakshi. *Postcolonial Environments* (Oxford University Press, 2010).

Naik, M.K. *A History of Indian English Literature* (Sahitya Akademi, 2002).

Paranjape, Makarand R. *Another Canon: Indian Texts and Traditions in English* (Oxford University Press, 2010).

Patel, I.K. *Recent Explorations in Indian English Writings* (Sarup & Sons, 2011).

Patke, Rajeev S. *Postcolonial Poetry in English* (Oxford University Press, 2006).

Prasad, Amar Nath, and Anjali Sarkar. *Critical Response to Indian Poetry in English* (Pencraft International, 2004).

R. Sunder Rajan. *The Lie of the Land: English Literary Studies in India* (Oxford University Press, 1993).

Ramakrishnan, E.V. *The Tree of Tongues* (Oxford University Press, 1997).

Ramazani, Jahan, ed. *The Cambridge Companion to Postcolonial Poetry* (Cambridge University Press, 2017).

Reddy, G. Venkataramana. *Mapping the Nation* (Oxford University Press, 2005).

Samal, Surendra Nath. *Postcoloniality and Indian English Poetry* (Atlantic Publishers, 2008).

Sarkar, Sumanyu, and Goutam Karmakar, eds. *Contemporary Indian Poetry in English* (Authorspress, 2018).

Sinha, Amrita, and Nandini Bhattacharya. *Contemporary Indian English Poetry and Drama* (Atlantic Publishers, 2001).

Srivastava, Neelam. *Secularism in the Postcolonial Indian Novel* (Routledge, 2012).

Wiemann, Dirk. *Genres of Modernity: Contemporary Indian Novels in English* (Heidelberg University Publishing, 2018).

SYLLABI OF MINOR PAPER OFFERED BY DEPT. OF MASS COMMUNICATION

Gender and Media (Credits: 4)

Course Outcomes
The course intends to

CO1: gain awareness about the media's role in shaping and circulating communication about gender.

CO2: incorporates an intersectional approach to the study of representations of gender in media

CO3: seeks to help students cultivate the ability to reflect upon and analyze representations of gender within various media spaces

CO4: to examine how media construct or produce gender as "common sense," and thus influence how we, as gendered individuals, communicate, behave, and respond to our surroundings.

CO5: underscore how other categories of identity--such as race, ethnicity, sex, nationality, class, and sexual orientation--nuance our characterizations and interpretations of depictions of masculinity and femininity.

Syllabus

Module 1: Gender as a social construction: Gender and Childhood; Gender Objectification; Key Concepts and Approaches to Gender as Social Construction.

Module 2: Gender, the body, and the gaze: Male Gaze, Female Gaze, Producing gender, Discourse & the Body.

Module 3: Gender Representations and Stereotypes: Women, religion and fashion in the media; Masculinities in Media; Gender in Action films; Gender in Animated films; Gender in Indian Daily Soaps; Gender, and LGBTQIA+ identity in media.

Module 4: Feminism, empowerment, and popular culture: Post-feminism and make-over reality television; Women and Social Media; Gender, Media and Fandom; Commodification of Gender; Digital Culture: Gender and SelfPresentation.

<u>References</u>

1. Butler, J. (2020). Performative acts and gender constitution: An essay in phenomenology and feminist theory. In *Feminist theory reader* (pp. 353-361). Routledge.
2. Mulvey, L. (1975). "Visual Pleasure and Narrative Cinema," Screen
3. Foucault, M. (1977). Preface. In G. Deleuze and F. Guattari (Eds.), Anti-Oedipus: Capitalism and Schizophrenia, pp. xi–xiv. New York: Viking Press.
4. Zine, J. (2002). Muslim women and the politics of representation. *American Journal of Islam and Society*, *19*(4), 1-22.
5. Durham, M. G. (2001). Displaced persons: Symbols of South Asian femininity and the returned gaze in US media culture. *Communication Theory*, *11*(2), 201-217.
6. Gill, R. (2007). Postfeminist media culture: Elements of a sensibility. *European journal of cultural studies*, *10*(2), 147-166.
7. Marwick, A. (2010). There's a beautiful girl under all of this: Performing hegemonic femininity in reality television. *Critical Studies in Media Communication*, *27*(3), 251-266.
8. McRobbie, A. (2000) Feminism and Youth Culture, New York: Routledge
9. Gill, R. (2007) Gender and the Media, Cambridge: UK: Polity
10. Carter, C. (2015)."Sex/Gender and the Media: From Sex Roles to Social Construction and Beyond. " The Routledge Companion to Media and Gender.

<u>CO-PO mapping</u>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning

CO 1		M	H				M
CO 2	H	M					M
CO 3	H				M		
CO 4		H					M
CO 5	H			M			
TOTAL	3	2.3	3	2	2		2

H- High relevance

M- Medium relevance

L- Low relevance

CIA PLAN (out of 30 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
CIA Other Component (Assignment/Presentation)	Individual	10	PO1
CIA Exam (Exam to be conducted by COE)	Individual	50	PO1, PO4
TOTAL		50	

END SEMESTER EXAMINATION (out of 70 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
End Semester Exam (Exam to be conducted by COE)	Individual	100	PO1, PO4, PO7

MIL II
Bengali II (Credits 2)

Syllabus

Unit – I, Literature সাহিত্যপাঠ (20 Marks: Q1, A আধুহৈক কহবত া / B আধুহৈক ছ াটগল্প)

A) আধুহৈক কহবত া পাঠ:

১। অদ্ভুত আঁধোর এক — িৌর্ন্োনন্দ দোশ

২। জমজিরলর মুখ— সুভোষ মুরথোপোধযোয়

৩। র্োর্রির প্রাথযন্ো— শ□ তঘোষ

B) আধুহৈক ছ াটগল্প পাঠ:

১। পুঁই মোিো—র্ভূজতভূষি র্ন্দযোপোধযোয়

২। হোরোরির ন্োিতোমোই—মোজন্ক র্ন্দযোপোধযোয়

Unit – II, Language ভাষাপাঠ (20 Marks: Q2, A ছবোধপরীক্ষণ / B হবজ্ঞাপে হিথ / C হচত্রোটয হিথ)

Comprehension

A) ছবোধপরীক্ষণ – জন্ব্যোজিত তকোরন্ো র্ো োংলো সোজহতয প্রশ্ব তথরক জন্ব্যোজিত অ োংশ তর্োধ-পরীক্ষরির িন্য উদ্ধৃত করর প্রশ্ন করো হরর।

Writing Skill

B) হবজ্ঞাপৈবের বয়ো রৈো: সোংর্োদপরে প্রকোরশর উপরযোগী জ্ঞোপরন্ খসড়ো রিন্ো কররত হরর। (কমযখোজল, পরিযর জ্ঞোপন্ ইতযোজদ)

অথর্ো

C) হচত্রোটয হিথ: গল্পো োংশ অথর্ো প্রদত্ত পজররশ অন্ুসোরর জি ন্োটয জন্মযোি কররত হরর, ৫টি দৃশয।

জি ন্োটয জন্ময সতযজিৎ রোরয়র তলথো ১। জসরন্মোর কথো, ২। জি ন্োটয ৩। জি ন্োরটযর শশলী প্রশ্বগুজল পোঠয।

Unit – III, Skill দক্ষত া (10 marks: Q3, ক্রুফ সংব োধি)

ক্রুফ সংব োধি হচহ্ [মূল পোঠ ও ক্রুফ পোর্ঠ মরধয জমজলরয় ভুল সোংরশোধন্ করর ক্ররফর জিহ্ন জদরত হরর]

MIL II
Hindi II (Credits 2)

Syllabus

UNIT-1 साहित्य (LITERATURE) (Marks allotted : 20)

कहवত া

(1) प्रहतबि ह ँ - नागाजुकन

(2) भूख (सवेश्वर दयाल सक्सेना)

(3) धाहमकक दंगो की राजनीहत- शमशेर बिादुर हसंिि

{ तककसम्मत एवं समीक्षात्मक प्रश्न पूछे जाएंगे। }

UNIT-2 भाषा (LANGUAGE) (Marks allotted : 20)

हवज्ञापन

(1)हवज्ञापन की पररभाषा, मित्व , भेद , उपयोहगता एवं प्रासंहगकता ।

(2) हवज्ञापन की भाषा ।

(3) हवज्ञापन लेखन ।

{संहक्षप्त एवं व्याविाररक प्रश्न पूछे जाएंगे। }

UNIT-3 दक्षता (SKILL) (Marks allotted : 10)

चलहचत्र

(1) अपहित गद्‌ांश

अथवा

(2) प्रहतवेदन लेखन

अथवा

(3) हफल्म समीक्षा कैसे की जाती है ?

{संहक्षप्त प्रश्न पूछे जाएंगे।

AEC

Business Communication II (2 credit)

Course Outcomes:

After completing this course, the student will be able to -

CO1.   Improve vocabulary skills by regularly engaging with newspapers, business news, and magazines to enhance business communication.

CO2.   Learn to analyze and present detailed information effectively in various types of business reports relevant to organizational requirements.

CO3.   Develop effective group discussion skills including active listening, argument formation, and minute-taking to contribute meaningfully in professional settings.

CO4.   Gain practical skills in drafting job applications, resumes, and formal letters, and prepare for interviews through mock sessions and guidance.

Syllabus

SNo.	Module Name	Description	Credits
I	Academic Vocabulary and English for Business Communication	Students are expected to read newspapers, business news, magazines to build vocabulary for the business communication. The reading material is provided by the faculty as and when required.	.5

II	Business Report Writing	How to read the details and present them as a report especially in the organizational set up. Students are exposed to different nature and types of reports.	.5
III	Group Discussion, Types of Official Meetings and Minutes of a Meeting	To participate in a group discussion a learner requires patience to hear out what others are telling. Listening practice helps the students to grow as a good listener. The students are made to understand the nature of discussion in a group, difference between debate and discussion, ways to form and present the arguments and ways to defend themselves. The students are practically told to make groups and take down Minutes of the Meeting on a given topic; in the process they are taught the different types of business meetings, how to call for a meeting, how to organize it, maintain decorum and how to take down Minutes of the Meeting.	.5
IV	Job Applications, Resume Writing and Interview Skills	On the basis of Formal Letters, they are taught how to write applications for jobs with reference to advertisements; how to write offer letters for recruitment of employees and how to write resignation letters. The students are equipped with the entire process of acquiring a job with special reference to preparing a resume. They learn the skills of appearing in an interview and being successful in it.	.5

Course Content

Module No	Module Name	Topic(s)	Description	No. of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome

1	Academic Vocabulary and English for Business Communication	Reading, Skimming, Importance of a rich vocabulary.	Related texts should be selected by the concerned faculty member of the department for practice and class work	7.5	25%	0.5	CO1, CO4
2	Business Report Writing	Reading and drafting different kinds of reports.	Concerned faculty member will discuss the different types of business reports	15	50%	0.5	CO2, CO3
			Understand the structure and format of business reports.				
			Apply critical thinking skills to analyze and synthesize information for				

			report writing.				
			Demonstrate proficiency in presenting complex data and information in a clear and concise manner.				
3	Group Discussion, Types of Official Meetings and Minutes of a Meeting	Role Playing, Mock GDs.	Participate actively in group discussions, demonstrating effective communication and collaboration skills.	7.5	25%	0.5	CO4, CO5
		Official Meetings Audio-Visual study	Understand the purpose and process of different types of official meetings.				
			Learn to organize and manage				

			meetings, including the preparation of agendas and recording minutes.				
4	Job Applications, Resume Writing and Interview Skills	Writing formal Job Applications, Resume	Develop skills in writing effective job applications and resumes tailored to specific job opportunities.	15	7.5%	0.5	CO1, CO3, CO4
		Interview skills	Understand the interview process and prepare effectively for job interviews. Practice interview techniques and strategies to effectively communicate qualificati				

			ons and experienc es.				

Suggested Readings:

Raymond Murphy, *Intermediate English Grammar,* Cambridge University Press
Martin Hewings, *Advanced Grammar in Use*, Cambridge University Press
W. Stannard Allen, *Living English Structure (5th Edition)*, Pearson Publications
E. Sureshkumar and P. Sreehari, *Communicative English*, E. Orient Blackswan
Tony Lynch, *Study Listening*, Cambridge University Press
Jeremy Comfort, *Speaking Effectively*, Cambridge University Press

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1):

CO/ PO	BL	PO 1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO1	1, 2	H	H					
CO2	2, 3		H	H				
CO3	4, 5							H
CO4	5		M	H				H
CO5	6				L			H
		3/1	8/3	6/2	1/1			9/3
		3	2.6	3	1			3

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	25	20%	10	
Other Component	Group	10	5%	2.5	
Attendance	Individual	10	5%	2.5	
Total				15	

Evaluation Components	Mode	Full Marks	% Weightage	Scale Value (B)	PO (Rubrics)
End Semester	Individual	50	80%	35	

Semester V

Major Discipline-Specific Core Course

British Romantic Literature (4 Credits)

Course Description: This course offers an exploration of British Romantic Literature spanning the late eighteenth to early nineteenth century. Analysing key texts, students delve into constituent features of British Romantic writing. Themes include conceptions of nature, the relationship between the poet, nature, and art, the shift from neoclassical aesthetics to inward, emotional values, revolutionary politics and counter-revolutionary voices. The course investigates the sublime, the Romantics' complex negotiation of Enlightenment rationality, and the potency of the imagination. The rise of the Gothic genre and the impact of socio-political factors on Romanticism are also scrutinized, with emphasis on the French Revolution's influence. Selected works of prominent writers like Blake, Wordsworth, Byron, and Shelley form the core of the curriculum. Romantic period prose is also explored, with Burke and Paine's reactions to revolutionary thought held in contrast.

Module	Details	Credits
Module 1: Early Romantics	i. William Blake, "The Lamb," "The Chimney Sweeper" (from *The Songs of Innocence* and *The Songs of Experience*), "The Tyger" (*The Songs of Experience*), "Introduction" to *The Songs of Innocence*. ii. Selections from Charlotte's Smith, *Elegiac Sonnets* (any two poems) iii. Robert Burns, "A Bard's Epitaph," "Scots Wha Hae" iv. William Wordsworth, "Tintern Abbey," "Ode: Intimations of Immortality" v. Samuel Taylor Coleridge, "Kubla Khan," "Dejection: An Ode" Any two poets to be taught (one poem from each)	1

Module 2: Later Romantics	i. Lord George Gordon Byron, *Childe Harold's Pilgrimage*: Canto III, verses 36–45 (lines 316–405); Canto IV, verses 178–86 (lines 1594–674). ii. Percy Bysshe Shelley, "Ode to the West Wind," "Ozymandias," "Hymn to Intellectual Beauty" (any two) iii. John Keats, "Ode to a Nightingale," "To Autumn," "On First Looking into Chapman's Homer" (any two) Any two poets to be taught. (one poem from each)	1
Module 4: The Romantic Novel	i. Mary Shelley, *Frankenstein*	2

Course Outcomes

PO 1 PO 2	CO 1 - Analyse Early and Later Romantic Poetry: Students will analyse and compare themes, styles, and socio-political contexts in early and later Romantic poetry, fostering critical thinking [Analyse]. They will communicate insights effectively through discussions and presentations [Create], gaining an understanding of complex human experiences [Understand].	BL 2, 4, and 6
PO 1 PO 3 PO 4	CO 2 - Examine Socio-Political Undercurrents: Students will evaluate socio-political undercurrents in British Romantic literature, enhancing critical thinking [Evaluate]. They will participate in discussions that demonstrate social awareness and effective citizenship, exploring connections between societal dynamics and artistic expression [Analyse].	BL 4 and 5
PO 1 PO 2 PO 5 PO 6	CO 3 - Evaluate Philosophical Influences on Romantic Thought: Students will assess philosophical influences on Romantic thought, demonstrating critical thinking and effective communication [Evaluate]. They will identify ethical dimensions and environmental implications, understanding the interplay of literature, philosophy, and societal values [Understand].	BL 2 and 5
PO 1 PO 2	CO 4 - Interpret Symbolism and Aesthetic Innovations: Students will interpret symbolism and aesthetics in Romantic poetry and prose, showcasing analytical skills [Analyse]. They will communicate interpretations clearly and critically assess artistic techniques [Evaluate], deepening their understanding of literary devices' impact [Understand].	BL 2, 4, and 5
PO 1 PO 3 PO 4	CO 5 - Contextualize Individualism and Human Emotion: Students will contextualize individualism and human emotion in Romantic literature, understanding historical and	BL 2, 3, and 5

		cultural contexts [Understand]. They will engage in discussions highlighting social awareness and ethical considerations, thereby learning to apply their knowledge, [Apply] critically assessing ethical implications [Evaluate] and becoming better citizens.						
PO 1 PO 3 PO 7		CO 6 - Synthesize Cross-cultural and Historical Perspectives: Students will synthesize cross-cultural and historical perspectives in British Romantic Literature, integrating diverse knowledge, and embodying it in creative projects made in groups [Create]. They will demonstrate interpersonal skills through engagement and dialogue, reflecting on enduring significance and commitment to lifelong learning [Apply].			BL 3 and 6			

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	BL 2, 4, 6	H	M					
CO 2	BL 4, 5	M		M	L			
CO 3	BL 2, 5	M	H			H	H	
CO 4	BL 2, 4, 5	L	M					
CO 5	BL 2, 3, 5	H		M	M			
CO 6	BL 3, 6	M		M				L
		13	7	6	3	3	3	1
		13/6 = 2.2	7/3 = 2.3	6/3 = 2	3/2 = 1.5	3/1 = 3	3/1 = 3	1/1 = 1

CO- PO Attainment = 15/7 = 2.14

Reading List

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (Oxford University Press, 1953).

Bloom, Harold. *The Visionary Company: A Reading of English Romantic Poetry* (Doubleday, 1961).

Bowra, Maurice. *The Romantic Imagination* (Oxford University Press, 1949).

Butler, Marilyn (Editor). *Romanticism and Revolution: A Reader* (Oxford University Press, 2000).

Chandler, James, and Maureen N. McLane (Editors). *The Cambridge Companion to British Romantic Poetry* (Cambridge University Press, 2008).

Franta, Andrew. *Romanticism and the Rise of History* (Routledge, 2010).

Hitchcock, Susan Tyler. *Frankenstein: A Cultural History* (W. W. Norton & Company, 2007).

Levine, George and U.C. Knoepflmacher (Editors). *The Endurance of Frankenstein: Essays on Mary Shelley's*

Novel (University of California Press, 1979).

McLane, Maureen N. *The Cambridge Introduction to British Romantic Poetry* (Cambridge University Press, 2010).

Mellor, Anne K. and Richard Matlak (Editors). *Romanticism and Gender* (Routledge, 1993).

Reiman, Donald H. and Neil Fraistat. *The Complete Poetry of Percy Bysshe Shelley* (Johns Hopkins University Press, 2012).

Roe, Nicholas. *Wordsworth and Coleridge: The Radical Years* (Oxford University Press, 1988).

Thompson, E.P. *The Making of the English Working Class* (Penguin, 1968).

Watson, J.R. *The Age of Romanticism* (Routledge, 2004).

Wu, Duncan. *Wordsworth's Reading 1770-1799* (Cambridge University Press, 1993).

Major Discipline-Specific Core Course

American Literature (4 Credits)

Course Description: The course will enable the students to comprehend the diversity of American literature. It encourages the appreciation of style and content in American prose, poetry, and drama, and explores themes and motifs such as the American Dream, social realism in fiction, and the issues of race and gender through the texts selected for detailed study.

Module	Texts	Credit-Total-04
Drama	Tennessee Williams: *The Glass Menagerie/* A *Streetcar Named Desire*	2
Novel	i. Zora Neale Hurston *Their Eyes Were Watching God* ii. Harriet Beecher Stowe *Uncle Tom's Cabin* (Any one to be taught)	1
Poetry	i. Anne Bradstreet: 'The Prologue' ii. Walt Whitman: Selections from *Leaves of Grass*: 'O Captain, My Captain', 'Passage to India' (lines 1–68) iii.Alexie Sherman Alexie: 'Crow Testament', 'Evolution' Any one poem	1

	(Any one poet to be taught)	

Course Outcomes

PO 1 PO 2	CO 1 - Understand the role of America in diversifying English language and literature.	BL 2, 4, and 6
PO 1 PO 3 PO 4	CO 2 - Evaluate the socio-political context, in reference to landmark historical practices such as the Civil War, Abolitionist Movement, Great Depression and more, to enhance critical understanding.	BL 4 and 5
PO 1 PO 2 PO 5	CO 3 - Apply interdisciplinary critical thinking via debates, discussions regarding how America has evolved in a globalized world.	BL 2 and 3
PO 1 PO 2	CO 4 - Evaluate possibilities of intercultural exchanges between the different 'English Literatures' that exist, focusing on America.	BL 2, 4,
PO 1 PO 3 PO 4	CO 5 - Develop a keen penchant to democratize English, beyond the confines of England.	BL 2, 3, and 5

	BL	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2,3,6	3		1				
CO2	4,5	2	2			1		
CO3	2,3		3	3				
CO4	2,4			1		2		2
CO5	2,3,5		1	1		1		2
		5/2	6/3	6/4		4/3		4/2
		2.5	2	1.5		1.3		2

CO- PO Attainment = 9.3/5= 1.86

Reading List

Hector St. John Crevecouer, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed.with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark*: *Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

Major Discipline-Specific Core Course

Popular Literature (Credit 4)

Course Description: The course is designed to encourage the student to think critically about popular literature. Through the study of set texts, students will debate the categories of the 'popular' and the 'canonical' and identify the conventions, formulas, themes and styles of popular genres such as fantasy, detective fiction, the gothic, children's literature and nonsense literature. An assessment of the literary and cultural value of these popular texts will sensitize students to the ways in which popular fiction reflects and engages with questions of caste, gender, identity, ethics and education.

Module	Texts	Credit – Total 04
Module 1	Lewis Carroll: *Through the Looking Glass* OR J.R.R Tolkien: *The Hobbit* Any one to be taught	1
Module 2	Arthur Conan Doyle: Selection of short stories OR Satyajit Ray's *The Golden Fortress - The Adventures of Feluda* OR Ruskin Bond *Ghost Stories from the Raj* OR Roald Dahl *The Witches* OR Gothic short stories by Elizabeth Gaskell Any one to be taught	1
Module 3	Vishwajyoti Ghosh: *Delhi Calm* OR Alan Moore: *From Hell* OR Marjane Satrapi: *Persepolis* OR	2

	Alan Moore and Dave Gibbons: *Watchmen* <u>Any one</u> to be taught	

<u>Course Outcomes</u>

PO 1 PO 2	CO 1 - Analyse the diverse literary styles, themes, and cultural contexts of popular fiction authors.	BL 2, 4
PO 1 PO 3 PO 4	CO 2 - Participate in collaborative discussions, group projects, and performances that explore the societal, political, and interpersonal dimensions of the texts, promoting social interaction and the exchange of diverse perspectives, especially in regards to the contemporary times.	BL 4 and 5
PO 1 PO 2 PO 5	CO 3 - Evaluate the ethical dilemmas and socio-cultural contexts, engaging with the vox populi, prompting critical reflections on the texts.	BL 2 and 5
PO 1 PO 2 PO 6	CO 4 - Explore the portrayal of nature and environment in these contemporary texts, in regards to themes of sustainability.	BL 2, 4, and 5
PO 1 PO 3 PO 4 PO 7	CO 5 - Understand and appreciate diversity in the globalized world of today via popular texts, beyond the confines of the classroom space.	BL 2, 3, and 5

	BL	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2,3	3	3					
CO2	4,5	3		3	2			
CO3	2,3	2	2			3		
CO4	2,4	2	2				3	
CO5	2,3,5	2		2	2			3
		12/5	7/2	5/2	4/2	3/1	3/1	3/1
		2.4	3.5	2.5	2	3	3	3

CO- PO Attainment = 19.4/7= 2.7

<u>Reading List</u>

Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances*?: *Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture*: *American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

Scott McCloud, *Understanding Comics: The Invisible Art*, William Morrow Paperbacks, 1994.

Satyajit Ray, *The Golden Fortress - The Adventures of Feluda,* Penguin, 2004.

Major Discipline-Specific Core Course

Literature and the Other Arts (Credits 4)

Course Description: The course is designed to encourage the student to understand the kinship between literature and the other arts. It will help them evaluate the process of cross-fertilization of literature with other arts and how it takes place more subtly, mostly in the use of parallel techniques. It will include the study of music, films and paintings to give students a critical view of the complex system of interaction between various forms.

Module	Texts	Credit-Total-04
1. Literature and Cinema	i. Vishal Bhardwaj, *Haider* ii.Ritwik Ghatak, *Meghe Dhaka Tara* iii. Satyajit Ray, *Charulata*	1
2. Literature and Music	i..Bob Dylan, *Blonde on Blonde* Led Zeppelin, *Led Zeppelin IV* ii. Red Hot Chili Peppers, selections from *Stadium Arcadium*	2
3. Literature and Other Arts	I. Romanticism in Art: Selections from artworks by Eugene Delacroix, Caspar David Friedrich, Theodore Gericault, and Francisco Goya. ii. Pre-Raphaelite art and literature: selections from D. G. Rossetti, John Everett Millais, John William Waterhouse, and William Holman Hunt. iii. Art and modernism: Selections from Modernist poetry and literature alongside the study of paintings, from the Impressionists (Monet et al) to the Surrealists (Dali et al) to the Cubists (Picasso and others).	1

Course Outcomes

PO 1 PO 2 PO 3	CO 1 - Analyse the relationship between literature and other modes of expression and narratives, pertinent to the society.	BL 2, 4
PO 1 PO 2 PO 3 PO 4	CO 2 - Evaluate the relevance of these relationships in terms of ethical responsibilities towards society at large.	BL 4 and 5
PO 1 PO 2 PO 3	CO 3 - Apply interdisciplinary critical thinking via debates, discussions, presentations, and other hands-on projects.	BL 2 and 5
PO 3 PO 7	CO 4 - Evaluate possibilities of employability in other fields allied to literature, culture, and language.	BL 2, 4, and 5
PO 1 PO 3 PO 4 PO 7	CO 5 - Develop the ability to engage with diversities in terms of ethnicity, gender, sexuality, nationality, ecology, and more.	BL 2, 3, and 5

	BL	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2,3	3	3	2				
CO2	4,5	3	2	2	2			
CO3	2,3	3	2	2				
CO4	2,4			3				3
CO5	2,3,5	3		2	2			3
		12/4	7/3	11/5	4/2			6/2
		3	2.3	2.2	2			3

CO- PO Attainment = 12.5/5= 2.5

Reading List

Timothy Hampton. *Bob Dylan's Poetics: How the Songs Work*. Zone Books: Princeton, New Jersey, 2019.Jeff Taylor and Chad Israelson, *The Political World of Bob Dylan: Freedom and Justice, Power and Sin*.
Stephen Davis, *Hammer of the Gods: The Led Zeppelin Saga*. William Morrowson and co.
Jean-Michael Guedson and Philippe Margotin, *Led Zeppelin, All the Songs: The Story Behind Every Track*. Black Dog and Leventhall.

Linda Hutcheon, "On the Art of Adaptation", *Daedalus*, vol. 133, (2004).
Laura Mulvey, "Visual Pleasure and Narrative Cinema," In *Visual and Other Pleasures. Language, Discourse, Society*. Palgrave Macmillan, London. https://doi.org/10.1007/978-1-349-19798-9_3
Nicholas Mirzoeff. *The Visual Culture Reader*. Routledge: London, 2012.

SYLLABI OF MINOR PAPER OFFERED BY DEPT. OF PSYCHOLOGY

Psychological First Aid (Credit: 4)

Course Outcomes: After completion of this course, learners are able to:

CO 1: Define the key concepts of Psychological First Aid (PFA), including its meaning, objectives, and application in various crisis situations (personal, social, health-related, and disasters).
CO 2: Explain the three action principles (Look, Listen, Link) and describe how they can be applied to assess and respond to individuals in crisis.
CO 3: Demonstrate the application of the RAPID model (Rapport, Assessment, Prioritization, Intervention, Disposition) in real-life or simulated crisis situations to provide effective psychological first aid.
CO 4: Critically assess personal limits, signs, and symptoms of stress and burnout, and evaluate the effectiveness of self-care strategies in managing stress and maintaining well-being.
CO 5:Design and implement a personalized self-care plan using the "Look, Listen, and Link" approach, integrating self-awareness of stressors and burnout symptoms to promote overall well-being.

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO

1	Understanding Psychological First Aid (PFA)	Meaning of PFA. ·What is PFA? ·Objectives of PFA . · Who, When and Where? Different Kinds of Crises: ·Personal Crises . ·Social Crises ·Health Challenges . Violence. ·Natural Disasters ·.Man-Made Disasters Mental Trauma ·Definition ·Reactions to Trauma: Common Reactions and Complex Reactions Elements of Psychosocial Support ·Ensuring Safety ● Promoting Calm ·Promoting Connectedness ·Promoting Self-efficacy ·Instilling Hope	13	15	1
2	ACTION PRINCIPLE	Action Principles of PFA – 3Ls ·Look ·Listen ·Link	12	25	2,3
3	RAPID Model of PFA	RAPID Model ·Rapport/Reflective/ Active Listening ·Assessment ·Prioritization ·Intervention ·Disposition	20	35	2, 4,5

4	Self-Care : Look, Listen and Link	·Recognize your own limits and limitations ·Recognize signs and Symptoms of Stress and Burnout, ·Applying Look, Listen and Link to Self-Care	15	25	5,6

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1							√
CO2						√	√
CO3	√	√	√	√			
CO4			√				
CO5					√	√	

Suggested Readings:

Burke, S. & Richardson, J. (2009). Psychological first air: An Australian aid. The Australian Psychological Society Ltd.

Everly, G.S. Jr., & Lating, J.M. (2017). The Johns Hopkins guide to psychological first aid. John Hopkins University Press.

Winch, G. (2013). Emotional first aid: Healing, rejection, guilt, failure and other everyday hurts. NY, USA: Hudson Street Press.

Semester VI

Major Discipline-Specific Core Course

British Literature: 19th Century (4 Credits)

Course Description: The course on nineteenth-century British Literature aims to highlight the range and variety of fiction and poetry of the Romantic and Victorian period. The texts chosen from the two most creative and complex periods in British literary history represent the multiple cross-currents influencing the shaping of a specific sensibility. The students are expected to gain a critical understanding of the social, historical, economic

and cultural milieu of the times with reference to issues such as gender, and identity formation, and forms of poetry like the dramatic monologue.

Module	Details	Credits
Module 1:	Jane Austen: *Pride and Prejudice*/*Sense and Sensibility* OR Charlotte Bronte: *Jane Eyre*	2
Module 2:	Thomas Hardy: *Far From the Madding Crowd*/ *Return of the Native*/ *Mayor of Casterbridge* OR Bram Stoker: *Dracula* OR Wilkie Collins: *The Woman in White*	1
Module 3:	i.Alfred Tennyson: 'Ulysses' ii.Robert Browning: 'My Last Duchess', 'The Last Ride Together', iii.Christina Rossetti: 'The Goblin Market' Any one poet to be taught or any two poems	1

Course Outcomes

PO 1 PO 2	CO 1 - Develop an understanding to interpret 19th century British literature within its historical and cultural contexts	BL 1 and 2
PO 1 PO 2 PO 3	CO 2 - Analyzing the themes, motifs, and literary techniques employed by the authors.	BL 3 and 4
PO 1 PO 3	CO 3 - Examining key concepts, issues and historical contexts in Nineteenth Century texts.	BL 3 and 4
PO 1 PO 7	CO 4 - Evaluating the critical meaning of the texts by also trying to understand the Victorian sensibilities that were prevalent.	BL 4 and 5
PO 1 PO 4 PO 7	CO 5 - Creating a sense of understanding of the literary landscape of the 19th century and their interpretations in the current context, also their enduring relevance.	BL 6

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	3	2					
CO 2	3, 4	3	2	1				
CO 3	3, 4	3		1				
CO 4	4, 5	3						2
CO 5	6	3			3			3
		15/5	4/2	2/2	3/1			5/2
		3	2	1	3			2.5

CO- PO Attainment = 11.5/5 = 2.3

Reading List

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.
Charles Darwin, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Northon, 2006) pp. 1545–9.
John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

Major Discipline-Specific Core Course

Literature of the Early 20th Century (Credits 4)

Course Description: Literature of the early twentieth century is critically significant as it occupies a crucial position in the shaping and development of modernism and post-modernism. The texts in the syllabus would acquaint the student with some of the key traits of literary modernism both in content and style/technique. It also encourages the student to critically explore some of the major art movements like Impressionism, Stream of Consciousness, Expressionism etc.

Module	Details	Credits

Module 1: Novel	i.D.H. Lawrence: *Sons and Lovers* ii.Virginia Woolf: *Mrs. Dalloway* iii.James Joyce: *A Portrait of the Artist as a Young Man* (Any one novel to be taught)	1
Module 2: Short Stories	i.Joseph Conrad: "The Secret Sharer" ii.William Faulkner: "Dry September" iii.Edith Wharton: "The Reckoning" (Any one short story to be taught)	1
Module 3 :	i. W.B. Yeats: 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium', 'An Acre of Grass' and 'The Wild Swans at Coole' ii. T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men', 'Preludes' and 'Marina' iii W.H. Auden 'Musee des Beaux Arts', 'Funeral Blues', 'The Shield of Achilles' iv Hilda Dolittle "Hermes of the Ways", "Sea Rose, Sea Lily" v.Marianne Moore "The Jerboa","Poetry" , 'The Fish', 'The Mind is an Enchanting Thing' vi.Guillaume Apollinaire "It's Raining", "The Tie and the Watch", "The Bleeding Heart- Dove and the Fountain" (Any two poems to be taught from two poets)	2

Course Outcomes

PO 1 PO 2	CO 1 – Understand and appreciate the diversity of 20th-century literature by critically engaging with works from various authors, genres, and styles.	BL 1 and 2
PO 1 PO 2 PO 3	CO 2 – Analyzing and interpreting complex literary texts, identifying themes, symbols, and narrative techniques employed by authors of the 20th century.	BL 3 and 4
PO 2 PO 3 PO 7	CO 3 – Understand the socio-cultural and historical contexts that influenced the creation of the selected novels and poems, and evaluate how these contexts shaped the themes and perspectives within the texts.	BL 3 and 4
PO 2 PO 3	CO 4 - Evaluating the literary techniques, themes, and philosophical underpinnings of the chosen novels and poems, highlighting the unique contributions of each author to the broader landscape of 20th-century literature.	BL 4 and 5
PO 4 PO 7	CO 5 - Creating competence in reflecting on the impact of modernist literature on society, reflecting on how these works challenge traditional norms, offer new perspectives,	BL 6

and contribute to the ongoing dialogue about human experiences.

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1):

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	3	2					
CO 2	3, 4	3	2	2				
CO 3	3, 4		3	3				
CO 4	4, 5		3	3				
CO 5	6				2			3
		6/2	10/4	8/3	2/1			3/1
		3	2.5	2.6	2			3

CO- PO Attainment = 13.1/5 = 2.62

Reading List

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in The Modern Tradition, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559– 63.

T.S. Eliot, 'Tradition and the Individual Talent', in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in The English Novel from Dickens to Lawrence (London: Hogarth Press, 1984) pp. 9–27.

Major Discipline-Specific Core Course

World Literature (4 Credits)

Course Description: The course has been designed keeping in view the current trends in the field of New Literatures, most of them coming from countries which were erstwhile European colonies. This course will offer an understanding of emergent issues concerning world literatures through the study of both canonical and non-canonical texts. The course will also allow students to understand how literatures from different margins fit into the postcolonial discourse, reclaim and/ or affirm their creative identity, and invite a planetary perspective into the assessment of literary value. On successful completion of this course students will be enriched in their

knowledge of postcolonial literature, further enhance their theoretical knowledge, develop critical thinking, and learn about the scope of research in the field of world literatures.

Syllabus

Module	Texts	Credit
Module 1: Japanese	Select haikus by Basho Hayao Miyazaki, *Spirited Away*	1
Module 2: Canadian	Margaret Atwood, *The Handmaid's Tale* Margaret Lawrence, *The Stone Angel* (Any one to be taught)	2
Module 3: African	Chinua Achebe, *Anthills of the Savannah* J. M. Coetzee, *Disgrace* Buchi Emecheta, *In the Ditch* (Any one to be taught)	1

Course Outcomes

PO 1 PO 2	CO 1 - Understand the role of world literature in diversifying the canon and its cultural and linguistic plurality..	BL 2, 4, and 6
PO 1 PO 3 PO 4	CO 2 - Evaluate the cultural, historical and social contexts to enhance critical understanding of the recommended texts.	BL 4 and 5
PO 1 PO 2 PO 5	CO 3 - Apply interdisciplinary critical thinking via debates, discussions regarding how world literature has evolved in a globalized world.	BL 2 and 3
PO 1 PO 2	CO 4 - Evaluate possibilities of intercultural exchanges between the different 'English Literatures' that exist, focusing on the politics of translation.	BL 2, 4,
PO 1 PO 3 PO 4	CO 5 - Develop a penchant to democratize English and understand particularities of writing in the English language from different cultural locations.	BL 2, 3, and 5

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2,3,6	3		2				
CO2	4,5	2	2			2		
CO3	2,3		3	3				
CO4	2,4	2		2		2		3
CO5	2,3,5		2	2		2		2
		7/3	7/3	9/4		6/3		5/2
		2.3	2.3	2.2		2		2.5

CO- PO Attainment = 11.3/5 = 2.26

Reading List

Hutcheon, Linda *The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction,* Oxford University Press, 1989.

Tolan, Fiona. *Feminism and Fiction*, Rodopi, 2007.

Macpherson, Heidi Slettedahl. *The Cambridge Introduction to Margaret Atwood*, CUP.

Pierce, Peter. *The Cambridge History of Australian Literature*, Cambridge University Press (2009).

Amitrano, Giorgio. *The New Japanese Novel: Popular Culture and Literary Tradition in the Work of Murakami Haruki and Yoshimoto Banana*. Boston: Cheng and Tsui (1996)

David Damrosch, ed. Wo*rld Literature in Theory*, Wiley-Blackwell (2014)

Iwamoto, Yoshio. "A Voice from Postmodern Japan: Haruki Murakami." *World Literature Today* 27.2 (1993)

Rubin, Jay. *Haruki Murakami and the Music of Words.* London: Vintage (2005)

Napier, Susan. "The Dystopian Imagination: From the Asylum through the Labyrinth to the End of the World."*The Fantastic in Modern Japanese Literature: The Subversion of Modernity*. London: Routledge, (1996)

Seats, Michael. M*urakami Haruki: The Simulacrum in Contemporary Japanese Culture*. Plymouth: Lexington Books (2006)

Suter, Rebecca. *The Japanization of Modernity: Murakami Haruki Between Japan and the United States*. Cambridge, Mass.: Harvard University, Asia Center (2008)

Major Discipline-Specific Core Course

Science Fiction and Detective Literature (Credits 4)

Course Description: This course consists of an analysis of detective novels and stories, tracing its evolution, from the genre's invention in the nineteenth century to its contemporary representations. It also explores and identifies the conventions, formulas, themes and styles located within detective fiction. It aims to encourage the student to critically examine the ways in which detective literature represents, resolves, or perhaps even deepens

the tensions and conceptions of cultural "otherness." Additionally, this course consists of readings of science-fiction film and literature, dealing with generic considerations and responding to key texts from multiple loci, including feminism and posthumanism. It researches the influence of these works in the field of literature as well as on popular culture.

Module	Details	Credits
Module 1	HG Wells: *The Time Machine* OR Issac Asimov:"The Last Question" OR Satyajit Ray: *Professor Shonku and Robu* (Any one to be taught)	1
Module 2	Arthur Conan Doyle: *The Hound of the Baskervilles* OR Sharadindu Bandyopadhyay:*The Menagerie* (Any one to be taught)	1
Module 3	Agatha Christie: *Murder of Roger Ackroyd*, OR H. R. F. Keating: *Inspector Ghote Goes by Train* OR Raymond Chandler: *The Big Sleep* (Any one to be taught)	1
Module 4	Christopher Nolan *Inception* OR Wachowski *Matrix* (Any one to be taught)	1

Course Outcomes

PO 1 PO 2	CO 1 - Students will be able to identify and comprehend key elements of mystery and detective fiction and science fiction film genres, including narrative structures, thematic motifs, and stylistic features..	BL 1 BL 2

PO 1 PO 2 PO 3	CO 2 - Critical thinking will also foster skills to analyze plot intricacies, character motivations, and narrative techniques within mystery and detective fiction works, as well as critically assess the visual storytelling techniques employed in the science fiction film.	BL 2 BL 3
PO 2 PO 3	CO 3 - Evaluating narrative adaptations across different mediums, assessing how cinematic interpretations impact the portrayal of characters, themes, and atmosphere, and how they relate to the original texts.	BL 3 BL 4
PO 7	CO 4 - Students can understand the cultural, historical, and political contexts and trace the historical evolution of mystery and detective fiction genres, understanding how they have evolved over time and their lasting impact on literary and cinematic traditions.	BL 1 BL 3
PO 4 PO 5 PO 7	CO 5 – Students will also be able to discuss and create meaningful interpretations of how mystery and detective fiction genres, as well as science fiction films, engage with societal concerns, human psychology, and philosophical questions, reflecting on their relevance and implications.	BL 6

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1,2	H	M					
CO 2	2,3	H	M	M				
CO 3	3,4		H	H				
CO 4	1,3							M
CO 5	6				M	L		H
		6/2	7/3	5/2	2/1	1/1		5/2
		3	2.3	2.5	2	1		2.5

CO-PO Attainment: 13.3/6 = 2.21

Reading List

Julian Symons,Bloody Murder: From the Detective Story to the Crime Novel. New York: Mysterious Press, 1993.

Ernest Mandel,Delightful Murder: A Social History of the Crime Story. Minneapolis: Univ. of Minnesota Press, 1984.

George Orwell, "Raffles and Miss Blandish", in *Decline of the English Murder*, 1946. Available at

W. H. Auden, "The Guilty Vicarage: Notes on the Detective Story, by an Addict", in Harper's Magazine, May 1948. Available at

Raymond Chandler, "The Simple Art of Murder", in The Simple Art of Murder, 2006.

J. Edmund Wilson, "Who Cares Who Killed Roger Ackroyd?", Mass Culture: The Popular Arts in America.

Damon Knight (ed.), Turning Points: Essays on the Art of Science Fiction. New York: Harper & Row, 1977.

Robert P. Kolker, Stanley Kubrick's 2001: A Space Odyssey: New Essays. Palo Alto, Calif: Ebrary, 2007.

Stephanie Schwam, The Making of 2001, A Space Odyssey. New York: Modern Library, 2000.

SYLLABI OF MINOR PAPER OFFERED BY DEPT. OF MASS COMMUNICATION

Radio Jockeying and TV Anchoring (Credits: 4)

Course Outcomes

The course intends to

CO1: Understand- to understand about role and responsibility of Radio Jocky & TV Anchor.

CO2: Apply- To apply different verbal and non-verbal skill in RJing and Anchoring.

CO3: Analyse-To train students in the field of Radio Jockeying & Television Anchoring so that they can analyse analyse the situation.

CO4: Develop-To be able to develop engaging content for radio and TV audiences.

Syllabus

Module 1: Introduction to Radio Jockeying
Basic concepts of radio, Role and responsibilities of an RJ, Important skills in RJ; Different types of Radio Programmes; Scripting and Content Development; Radio Studio Setup (Microphone, Mixer, Console), Radio studio, acoustics, recording equipment; Humour, Storytelling, and Improvisation; Structuring Live and Pre-recorded Segments; Building a Personal Style; Connecting with the Audience (Direct Communication); Time Management and Filler Techniques; Managing Listener Interaction (Call-Ins, Social Media).

Module 2- Practical of Radio Jockeying (Practical)
Operate a basic radio console, Breathing Techniques; Tone, Pitch, and Intonation; Clarity and Diction; Using Pauses and Emphasis; Voice Modulation; Different presentation styles, Tips for effective presentation; Creating a project.

Module 3 Introduction to TV Anchoring
Basics of TV, Different types of TV Programmes; TV Studio Setup (Camera, Light, Teleprompter); Effective TV Anchoring skills; Types of Anchoring, Research and Preparation; Scripting and Content Development; Asking the Right Questions; Handling Guests; Managing Panel Discussions.

Module 4 Practical of TV Anchoring (Practical)
Body Language and Facial Expressions; Eye Contact with camera; Handling Teleprompterand Cue Cards; Ad Lib,TV Interviewing, presenting and reporting techniques; Crisis Communication (Breaking News and Emergency Situations); Operating Teleprompter; Conducting Interviews and Debates; Project work.

Reference Books:

- Richa Jain Kalara.The ABC of News Anchoring, Pearson, 2024.
- Simran Kohli. Radio Jockey Handbook, Fusion Books,2015.
- Dibyanshu Kumar. Encyclopaedia of Radio Jockeying and News Anchoring, Anmol Publications Pvt Ltd, 2009.
- Boyd, Andrew. Broadcast Journalism: Techniques of Radio and Television News.
- Sharma, P. The Art of Radio Jockeying.
- Porter, Vincent. Television Journalism.
- Langford, Simon. Digital Audio Editing: Correcting and Enhancing Audio in Pro Tools, Logic Pro, Cubase, and Studio One;Focal Press.
- Caulfield, Annie. Writing for Radio (A Practical Guide); The Crowood Press Ltd.
- MacLoughlin, Shaun. Writing for Radio; How to Books Ltd.
- Stewart, Peter; Chantler, Paul. Basics of Radio Journalism; Focal Press.
- McHugh, Siobhan. The Power of Podcasting, October 2022, Columbia University Press.
- Cridland, James. Podcasting: The New Audio Frontier.

CO-PO mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning
CO 1							H
CO 2	M	H	M		M		
CO 3	M	M					H
CO 4	M	H	M		M		M
CO 5							

TOTAL	2	2.67	2		2		2.67

H- High relevance

M- Medium relevance

L- Low relevance

CIA PLAN (out of 30 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
CIA Written +Other Component (Assignment/Presentation/project)	Individual	15+15	PO1, PO2, PO3, PO5, PO7
TOTAL		30	

END SEMESTER EXAMINATION (out of 70marks)(35 Theory and 35Practical)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
End Semester Exam (Exam to be conducted by COE) Practical Viva on Project	Individual	100 35	PO1, PO2,PO5, PO3, PO7