

SEMESTER V
AD COPY WRITING
PRACTICAL

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSE/501/P	Hours per week	: 2
Course Type	: Discipline Specific Elective	Max.Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objectives:

1. To gain practical knowledge of advertising
2. To enable the students to write for advertisements

3. Course Outcomes

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

- CO1: Outline basics of ad copy writing and planning
CO2: Execute various types of advertisements of different forms

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects

Exercise I

(05 M)

- Introduction to Ad Copy Writing
- Hierarchy of Effects, Needs, Appeals
- Identifying Ads related to each of the appeals

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Exercise II

(10 M)

- Elements of Print Ad Copy
- Creating a Print Copy incorporating all the elements

Exercise III

(05 M)

- Radio Advertisement, Elements.
- How to create a jingle
- Record a radio advertisement that includes a jingle and call to action

List of External Projects

Exercise I

(10 M)

- Script a Video Ad and produce a PSA


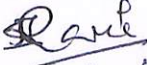
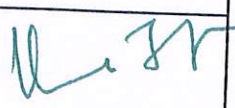
Exercise II


(10 M)

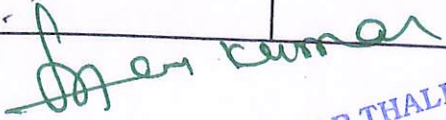
- Produce a logbook with all the assignments mentioned, creative brief and a digital ad campaign plan.

Viva Voce

(10 M)

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
NEELA . C 	K. Ravi Kumar 	


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SEMESTER - V
ADVERTISING

1. Course Description

Programme : B.A.

Max. Hours 60

Course Code : U24/MCJ/DSE/501

Hours per week : 4

Course Type : Discipline Specific Elective

Max. Marks 100

No. of credits : 4 Crs

2. Course Objectives:

1. Explore the concepts and practices of advertising.
2. Prepare the students for the Advertising agency industry.

3. Course Outcomes

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

CO1: Define the History and list out the types of Advertising & its importance.

CO2: Discuss various aspects of an Advertising agency and advertising campaign.

CO3: Apply various concepts of advertising in preparing an ad copy.

CO4: Analyze various aspects of advertising media and its planning

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4. Course Content

MODULE I : BASICS OF ADVERTISING

(15 Hrs)

Definition – Nature – Scope – History of Advertising. Analyzing Advertisements – Advertising vs. Publicity – Propaganda – A.I.D.A - Types of Advertising – Product – Institutional – Consumer based – Public services – Selective and Primary Demand – Trade – Direct Action and Indirect Action – Geographical Coverage – Product Life Cycle

MODULE II : MEDIA PLANNING & STRATEGY

(15 Hrs)

Advertising Media –Types of Media: Print, Television, Radio, Outdoor Transit, Internet and Social Media, Direct mailers etc. – Merits and Demerits - Copy Writing Visuals - Layouts - Media planning - Media Scheduling - Media Strategy – Creative Strategy – Case studies.

MODULE III :AD AGENCY

(15 Hrs)

Advertising Agency – Types of ad agencies –Factors to choose an ad agency – Functions of an agency– Structure of a National Advertising Agency – Functions of each department in an Ad Agency – Roles and functions of an Account Executive – Copywriter – Visualizer - Process of Ad campaign planning – Objectives and principles of advertising campaign planning.

MODULE IV : AD COPY PREPARATION AND RESEARCH

(15 Hrs)

Elements of a copy – Types of Ad Copy – Print – Headlines – Slogans – Body Copy – Radio Spots – Jingles – Television Advertisements – Product Placements (In Film Advertising) - Market Research – Focus Group Discussions and other methods. Market Targets – Measuring effectiveness of Ad planning – Advertising Ethics – Advertising Council of India – DAVP

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5. Reading Books:

1. S. A. Chunawalla, Advertising Sales and Promotion Management
2. Sethia and Chuunnawala, Foundations of Advertising – Theory and Practice –Himalaya Publishing House.
3. Piyush Pandey, Pandeymonium: Piyush Pandey on Advertising
4. David Ogilvy, Ogilvy on Advertising (Vintage)
5. Moriarty, Wells Advertising: Principles and Practice.

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Module	FOCUS Local /Regional/National / Global Development	Relevance
Module I	Global	The module is designed to understand the basic concepts of Advertising
Module II	Global	The module is designed to introduce the working of an Ad agency and the process of an Ad campaign
Module III	Global	The module is designed to understand the various advertising media along with their strengths and weaknesses
Module IV	Global	The module is designed to understand the different ad copies drafted for different media and the Ad research process.

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b) Components of Skill Development/ Entrepreneurship Development/Employability

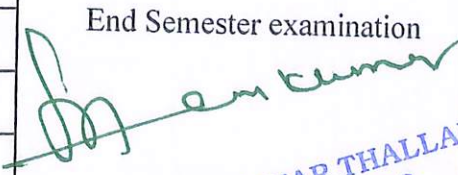
FOCUS		
Skill Development/ Entrepreneurship Development/ Employability	Syllabus Content	Description of Activity
Skill Development	Module I	Dissection of a popular Video ad according to AIDA model
Skill Development	Module II	Activity on Media mix on a selected product
Skill Development	Module III	Role play
Employability	Module IV	Quiz and Group discussion

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Audio Visual Presentation	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	CIA-1	End Semester examination 
CO2	CIA-1	
CO3	CIA-2 Presentation	
CO4	CIA-2 Quiz/ Objective type test	

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b) Question Paper pattern

SEMESTER – V

ADVERTISING

MODEL QUESTION PAPER

Course Code : U24/MCJ/DSE/501

Max Marks: 60

Credits : 4 Crs

Time : 2 Hrs

SECTION A - INTERNAL CHOICE			4 Q X 10 M = 40 M	
Q.No	Question	Question	CO	BTL
1	Module 1	Write the history of Indian advertising in detail. (OR)	CO 1	I
2	Module 1	Describe why advertisements are/not wasteful, discuss?	CO 1	I
3	Module 2	Explain the different types of media with suitable examples.(OR)	CO 2	II
4	Module 2	Demonstrate with an example on media selection and media planning while advertising for a prickly heat talcum powder product.	CO 2	II
5	Module 3	Model the structure of a National ad agency explaining its functions.(OR)	CO 3	III
6	Module 3	Identify and explain the objectives of planning an ad campaign process.	CO 3	III
7	Module 4	Examine the role of ASCI in practicing Advertising ethics.(OR)	CO 4	IV
8	Module 4	What conclusions can you draw from ASCI's code of self-regulation?	CO 4	IV

SECTION B - ANSWER ANY 4 OUT OF 6			4 Q X 5 M = 20 M	
(To compulsorily Answer ONE question from each module)				
11	Module 1	What is the AIDA model? Give an example?	CO 1	I
12	Module 2	Describe Media Mix outlining its features?	CO 2	II
13	Module 3	How would you apply the principles of ad campaign planning for Jewellery brand?	CO 3	III
14	Module 4	Analyze the role of the Focus group discussion method used in evaluative research?	CO 4	IV
15	Module 1	What is Product Life Cycle? give an example.	CO 1	I
16	Module 4	Classify the aspects of a Radio Spot?	CO 4	IV

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	2	5
2	15	CO-2	2	10	1	5
3	15	CO-3	2	10	2	5
4	15	CO-4	2	10	1	5
1-4	-	CO 1-4	-	-	2	5

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SEMESTER - V

GENERIC ELECTIVE

CONFLICT AND PEACE STUDIES

1. Course Description

Programme: B.A
Course Code: U20/POL/GE/501
Type of Course: GE
No. of Credits: 4

Max.Hours : 60
Max.Marks: 100
Hours per week: 4

2. Course Objective

- Outline various issues, concepts and evolution of Conflict and evolution of Peace building
- Understand the context of conflict
- Understand the role of Gender in Conflict

3. Course Outcome

- CO1 -Students will understand the issues and concepts of Conflict and Peace Building
CO2 -Students will be aware of the various methods and tools of conflict resolution
CO3 -Students will be able to determine and design peace-building process is best suited for conflict situations
CO4 - Students will be able to critically evaluate the role of Gender in conflict and peace building

4. Course Content

Module I – Concepts (15 Hours)

1. Understanding Conflict
2. Peace
3. Conflict Analysis

Module II – Dimensions and Sites of Conflict (15 Hours)

1. Local, Sub-National and International sites of Conflict
2. Economic Conflict
3. Socio-cultural conflict

Module III -Strategies for Peace (15 Hours)

1. Conflict Resolution and Management
2. Non-Violence
3. Peace Movements

Module IV - Gender, Conflict and Peace building (15 Hours)

1. Women and Violence
2. Women's Role in Peacebuilding
3. Case Studies - Sri Lanka, Palestine



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5. Suggested Readings

Bell, C. and O'Rourke C. (June 2007). The People's Peace? Peace Agreements, Civil Society, and Participatory Democracy. *International Political Science*, 28(3),293-324.

Galtung, J. (1964). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3), 167-191 Retrieved from <http://jpr.sagepub.com/content/6/3/167.citation> 22.03.2014

Goodhand, J. and Lewer N. (February, 1999). Sri Lanka: NGOs and Peace-Building in Complex Political Emergencies. *Third World Quarterly*, Complex Political Emergencies, 20(1), 69-87.

Richmond, O. P. (Winter 2001).Rethinking Conflict Resolution: The Linkage Problematic Between "Track I" and "Track II". *The Journal of Conflict Studies*, XXI(2).

Carey, H.F. and Richmond O.P. (ed.) (2003). *Mitigating Conflict: The Role of NGOs*, (Portland: Frank Cass Publisher).

Ho-Won Jeong (2017). *Peace and Conflict Studies: An Introduction*. (New York: Routledge).

Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. (Washington DC: United States Institute of Peace Publication).

Maoz, I. (Spring 2006). Peace Building in Violent Conflict: Israeli-Palestinian Post-Oslo People-to-People Activities. *International Journal of Politics, Culture, and Society*, 17(3), 563-574.

Newman, E. and Richmond O. (2006).*Challenges to Peacebuilding: Managing Spoilers during Conflict Resolution*. (Tokyo:United Nations University Press).

Oberschall, A. (2007).*Conflict and Peace Building in Divided Societies: Responses to Ethnic Violence*. (Abingdon: Routledge).

Paffenholz, T. (2011).*Civil Society & Peace Building: A Critical Assessment*. (New Delhi: Viva Books Private limited).

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Local Context of Conflict
Regional	Regional Arenas of Conflict
Global	International Conflict Resolution Mechanisms

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module III	Presentation
EMP	Module IV	Case Study

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Presentation
3.	Problem Solving	Case Study

8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA -I Presentation	End Semester Exam
CO2	CIA - II Skill Test	
CO3		
CO4		

b) Model Question Paper- End Semester Exam**CONFLICT AND PEACE STUDIES**

TIME: 2 Hour

Course Code:U20/POL/GE/501

MAX.MARKS: 60

SECTION A

Marks – 4x10= 40

1. What is positive and negative peace?
OR
2. What is the difference between conflict resolution and conflict transformation?
3. Explain the various sights of conflict
OR
4. Explain economic conflict
5. What is Multi-track Diplomacy? Explain using examples
OR
6. Explain the role of women in peacebuilding using case studies
7. How can we achieve sustainable peace?
OR
8. What are the various forms of socio-cultural conflict?



SECTION B

Marks – 4x5= 20

9. Structural Violence
10. Local Conflict
11. Peace Movements
12. Role of Women in conflict resolution in Sri Lanka
13. One example of Subnational conflict
14. Nonviolence

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	10	CO1	2	15
2	10	CO2	2	15
3	10	CO3	2	15
4	10	CO4	2	15

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1		Understand	10
2		Evaluate	10
3		Create	10
4		Evaluate	10

Prepared by	Checked & Verified by	Approved by
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		of research		
7	Module 2	How to format a Thesis writing according to MLA style	CO 2	III

SEMESTER - V**CONTENT WRITING AND SCRIPT WRITING****1. Course Description**

Programme: B.A

Course Code: U24/LIT/SEC/501

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks: 50

2. Course Objectives

- To introduce learners to the basic concepts of creative writing and Content development skills.
- To sensitize them to the various styles and techniques of writing and editing

3. Course Outcomes

CO1- Explain the principles and elements of effective content writing
(Evaluate)

CO2- Assess the readability, coherence, and persuasiveness of written content.
(Apply)

4. Course Content

MODULE I: CONTENT WRITING

(15 Hrs)

1. Content Writing: Definition and scope
2. Types and importance of content writing
3. Skills required for writing quality content
4. Editing and proofreading- company style sheets, grammar, research, infographics and images.
5. Corporate communication- Writing for Business to Business(B2B), Business to consumer(B2C), Newsletters, Blogs

MODULE II: SCRIPT WRITING

(15 Hrs)

- 1) Process and creativity in scriptwriting (craft and technique)
- 2) Writing for film
- 3) Plot, story and writing for television

5. References

1. Bell, Julia and Magrs, Paul, The Creative Writing Course-Book. London: Macmillan, 2001.

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2. Bailey, Tom. On Writing Short Stories. USA: OUP, 2010. Print. Morley, David. The Cambridge
3. Companion to Creative Writing. Pune: Cambridge University Press India Ltd., 2012. Print.
4. Clark, Peter Roy. Writing Tools. USA: Hachette Book Group, 2008. Print.
5. Davidson, Chad. Writing Poetry: Creative and Critical Approaches. USA: Palgrave Macmillan, 2009. Print.
6. Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007
7. Field, Syd. The Screen Writer's Problem Solver. New York: Random House Publishing, 1998. Print.

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8. Kundera, Milan. The Art of the Novel. London: Harper Perennial Modern Classics, 2003. Print.
9. Lajos, Egri. The Art of Dramatic Writing. USA: Merricat Publications, 2009. Print.
10. Spiro, Jane. Creative Writing Poetry. USA: Oxford University Press, 2004. Print. Web Resources: <https://www.entrepreneur.com/article/247908>
11. <https://www.locationrebel.com/b2b-writing/> 12. <https://wordpress.com/support/prevent-content-theft/> 13. <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-for-blog-writing/> <https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/> 14. <https://www.clearvoice.com/blog/10-types-content-writers-use/> https://study.com/articles/What_is_a_Content_Writer.html

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National Developmental Needs	Learners can understand the basics of developing content on their own which aligns with fulfilling needs

	such as building a national identity.
Global	Along with this, learners can also contribute to industry, innovation and improving infrastructure.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Modules 1 and 2	World building activity helps the learned hone their content skills and makes their writing more believable.
ED	Module 1	A content creation activity helps the learners to start developing content on their own thus developing an essential skill to pioneer new ideas.
EMP	Modules 1 and 2	Script writing and enactment

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Writing activity	Learners are asked to write content based on certain prompts to test their writing skills.
2.	Group discussion	Discussion on what makes a compelling script for film and TV.
3.	Creative writing workshop	A workshop to help the students hone their creative writing skills.

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination - 60%
CO1	CIA I- Written exam	Written Exam
CO2	CIA I- Written exam	

b) Model Question Paper- End Semester Exam

CONTENT WRITING AND SCRIPT WRITING

SEMESTER-III 5

CourseCode: U24/LIT/SEC/501

Max.Marks:30

Credits:2

MaxTime: 2 Hrs

SECTION-A

Answer any 5 of the following

1. Define content writing and explain its fundamental principles. Discuss the key elements that make content effective.
2. List three types of content with their unique characteristics and with suitable examples for each.
3. Why is the editing and proofreading process crucial in content writing? Discuss three specific strategies you can use to improve the quality of your content during the editing and proofreading phase.
4. Identify the significance of conflict and resolution in scriptwriting. Explain with the help of an example from TV or film.

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5. What role does dialogue play in scriptwriting? Suggest two strategies to ensure that dialogue serves both character development and plot progression.
6. Explore the use of non-linear narratives in scriptwriting. Explain one strategy to employ timelines that deviate from the chronological order.
7. Assess the role of understanding the target audience in content writing? Explain how understanding the audience's needs, concerns and interests can improve content creation.

CONTENT WRITING AND SCRIPT WRITING

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks

SEMESTER – V
DIGITAL PHOTOGRAPHY

1. Course Description

Programme : B.A.	Max. Hours	60
Course Code : U24/MCJ/GE/501	Hours per week :	4
Course Type : Generic Elective	Max. Marks	100
No. of credits : 4 Crs		

2. Course Objectives:

1. To enable students to gain an insight into the digital photography
2. To gain knowledge on technical aspects of photography

3. Course Outcomes

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

CO1: Defining the different parts of digital camera and use camera professionally

CO2: Discuss framing and composition techniques and interpret the working of various types of photography.

CO3: Demonstrate different technical settings on a digital camera

CO4: Develop skills of photo editing for image enhancement by using the editing software.

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4. Course Content

MODULE I : INTRODUCTION TO DIGITAL CAMERA**(15 Hrs)**

Introduction to the digital camera, overview of digital camera technology, how a digital camera works and its advantages. Camera features. Type of Shots. Types of Lenses - Fixed, Zoom, Wide-angle, Telephoto lenses, Macro lenses; Ethics of Photography.

MODULE II : COMPOSITION AND TYPES OF PHOTOGRAPHY**(15 Hrs)**

Resizing the Image and formats: JPEG, PNG, RAW, TIFF. Resolution. Composition, Framing, White Balance. Portraits, Landscapes. Fashion Photography: high fashion, street fashion, catalog, Art Photography. Event Photography. Photojournalism.

MODULE III : APERTURE, ISO & SHUTTER SPEED**(15 Hrs)**

F-stop, focal lengths, Exposure, ISO, Iris, Shutter Speed, Depth of Field, Black and White Photos, Colour Tones, Contrast, Lighting, Balance, Types of Flash. Three-point lighting.

MODULE IV : PHOTO EDITING & DIGITAL MANIPULATION**(15 Hrs)**

Image Editing Software: Introduction to Photoshop, Adjustment of brightness, contrast, tonal, colour values, hue/saturation and lighting. Digital manipulation: Crop tools, Red Eye Removal, Sharpen. Layer Menu, Creating a Layer, Layer Palette, New Fill Layer, New Adjustment Layer. Incorporation of text into picture.

5. Reference Books:

1. Doug Harman, The Digital Photography Handbook, Quercus Publishing Plc, 2010
2. Tomang, Digital Photography and Introduction, by Dorling Kindersley Limited, 2018.
3. Kim Doty & Cindy Snyder, The Digital Photography, 2012, Peachpit Press

6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local, Regional, National and Global Development Needs	
Module I	Global, National, Regional	The module is designed to understand the features of digital camera
Module II	Global, National, Regional	The module is designed to classify the types of photography
Module III	Global, National, Regional	The module is designed to understand the elements of color Tones, speed and Lighting.
Module IV	Global, National, Regional	The module is designed to understand photo editing and manipulation.

b) Components of Skill Development/ Entrepreneurship Development/ Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Practical class on 'how to use a camera'
Employability	Module II	Opportunities checklist/ Brainstorm activity
Skill Development	Module III	On-field practicals
Employability	Module IV	Photo-album

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Group discussion	Participative Learning
3	Camera and Photoshop software handling sessions	Experiential Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	IA I	End Semester examination
CO2		
CO3	CIA-2 Photo Album-10 M	
CO 4	CIA-2 Display of 2 pictures per student in Chittaranjan- Photography exhibition on the occasion of World Photography Day (in August) - 10 M	

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b) Question Paper Pattern

DIGITAL PHOTOGRAPHY
MODEL QUESTION PAPER

Paper code: U24/MCJ/GE/501

Total Marks: 60 Marks

No. of Credits: 4 Crs

Time: 2 Hrs

SECTION A - Answer ALL the questions.				4Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL	
1	Module 1	Define a DSLR camera and enumerate different parts of the camera? (OR)	CO 1	I	
2	Module 1	List out different camera shots? Explain graphically	CO 1	I	
3	Module 2	Explain different types of photography. (OR)	CO 2	II	
4	Module 2	Discuss any five elements of composition.	CO 2	II	
5	Module 3	Describe flash? Explain different conditions in which you use it or avoid it? (OR)	CO 3	III	
6	Module 3	Assess three-point lighting and write about its importance in photography.	CO 3	III	
7	Module 4	Discuss the techniques and skills required for fashion photography. (OR)	CO4	VI	
8	Module 4	Analyze exposure, explain aperture, shutter speed and ISO and their relationship.	CO4	VI	

SECTION B - ANSWER ANY 4 OUT OF 6			4 Q X 5 M = 20 M	
(To compulsorily Answer ONE question from each module)				
9	Module 1	Describe Camera features.	CO 1	I
10	Module 1	What are lenses? Name two types of Lenses .	CO 1	I
11	Module 2	Describe image formats JPEG, PNG and TIFF.	CO 2	II
12	Module 2	How would you explain image resolution?	CO 3	II
13	Module 3	How can you make use of Depth of Field in photography?	CO 3	III
14	Module 4	Elaborate layer menu and layer palette.	CO4	VI

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	2	5
2	15	CO-2	2	10	2	5
3	15	CO-3	2	10	2	5
4	15	CO-4	2	10	2	5

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SEMESTER- V

GE-ENGLISH FOR COMPETITIVE EXAMS

1. Course Description

Programme: BA

Course Code: U24/ENG/GE/501

Course Type: General Elective

No. of credits: 4

Max. Hours: 60 hrs

Hours per week: 4hrs

Max. Marks: 100

2. Course Objectives

- To prepare learners to face the challenges of regular/online competitive exams in the English language globally.
- To train learners in effective time management.

3. Course Outcomes

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

CO1: Illustrate their points of view, frame an argument and draw it to an effective conclusion with appropriate use of grammar and vocabulary. (Understanding)

CO2: Interpret the information given in a context and represent the same in an organized and sequenced manner. (Understanding)

CO3: Describe the context of various texts with precision and clarity. (Remembering)

CO4: Analyze various logical reasoning problems and come up with speedy solutions. (Analysing)

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4. Course Content**MODULE I:****(15 Hrs)**

1. Types of Sentences
2. Sentence correction
3. Odd Sentence Out
4. Sentence sequence
5. Essay

MODULE II:**(15 Hrs)**

1. Information transfer types
 - Tree Diagram
 - Flow Chart
2. Concord (Agreement of Subject with verb)
3. Tenses
4. Paragraph writing
5. Voice

MODULE III:**(15 Hrs)**

1. Reading Comprehension Passage
2. Idioms and Phrases
3. Homonyms and Homophones
4. Collocation
5. Spellings

MODULE IV:**(15 Hrs)**

1. Identification Common Errors
2. One-word substitutes
3. Foreign words and expression
4. Logical reasoning (blood relations, syllogisms)
5. Picture composition

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5. References

1. Borror, Donald Joyce. *Dictionary of Word Roots and Combining Forms Compiled From the Greek, Latin, and Other Languages: With Special Reference to Biological Terms and Scientific Names*. Mayfield publishing. 1960.
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6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Ability to converse and write in English
Regional	Understand and assess problems in a systematic manner
National	Able to interpret and assess the happenings of the country
Global	Analyze the position of the country with respect to the rest of the world and improve upon it

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Essay	Essay writing on topics of social relevance
ED	Paragraph Writing	Picture composition paragraphs
EMP	Identifying common errors	Editing exercises to develop a keen eye for mistakes in writing

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Classroom games Sentence Correction
2.	Experiential Learning, Participative Learning	Quiz ,One Word Substitutes, group discussion.

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA 1	Written Exam
CO2	CIA 1, CIA 2- MCQs test	
CO3	CIA 2- MCQs test	
CO4	CIA 2	

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b) Model Question Paper- End Semester Exam

ENGLISH FOR COMPETITIVE EXAMS

SEMESTER V

Code: U24/ENG/GE/501

Max Marks: 60

Credits: 4

Time: 2 Hrs

SECTION A

I. Answer any ONE of the following: (10x1=10 m)

1. Write an essay in about 300 words on the advantages and disadvantages of social media use.

OR

2. Write an essay in about 300 words on the influence of contemporary cinema on the present generation of young adults.

II. 3. Draw a tree diagram that contains the main points and important supporting details from the following text about Coral reefs. (10x1=10)

Imagine you are a marine biologist conducting research on a coral reef ecosystem. The reef is a dynamic and biodiverse environment, hosting a wide array of marine life. The key components of this ecosystem include Coral Polyps, Fish Species, Invertebrates, and Algae. Coral Polyps serve as the foundation, providing habitats for various species. Within the Fish Species category, there are Herbivorous Fish, Carnivorous Fish, and Omnivorous Fish, each playing a unique role in the food web. Invertebrates encompass organisms like Crustaceans, Mollusks, and Echinoderms, contributing to the reef's diversity. Algae, including both Macroalgae and Microalgae, form the primary producers, contributing to the reef's overall productivity.

For example, within the category of Coral Polyps, there are Hard Corals and Soft Corals, each displaying distinct characteristics and ecological functions. Hard Corals, belonging to the Scleractinia order, form the reef's structural framework with their calcium carbonate skeletons. Soft Corals, on the other hand, belong to the Alcyonacea order and provide additional habitats and biodiversity. Within the Fish Species, Herbivorous Fish like Parrotfish play a crucial role in controlling algae growth, while Carnivorous Fish such as Groupers are apex predators in the reef ecosystem.

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4. Biodiversity, the variety of life forms on Earth, is crucial for the health and stability of our planet's ecosystems. It encompasses the rich tapestry of plants, animals, microorganisms, and their intricate interactions. Biodiversity provides a wide range of ecosystem services, including pollination of crops, clean water, air purification, and climate regulation. Additionally, it supports human livelihoods by offering resources like food, medicine, and raw materials. Beyond practical benefits, biodiversity holds immense cultural and aesthetic value, shaping our identities and providing inspiration for art, literature, and spirituality. Unfortunately, human activities such as deforestation, habitat destruction, pollution, and climate change are accelerating biodiversity loss at an alarming rate. This loss not only threatens countless species but also undermines the resilience of ecosystems and jeopardises our own well-being. Recognizing the vital role of biodiversity is essential for sustainable development and the well-being of future generations. It calls for concerted efforts to conserve, restore, and wisely manage our planet's biological heritage.

III. Choose any ONE passage and answer the following (10x1=10)

5. Unemployment is the problem of every modern nation. The government is not able to ensure a job for everyone. Following the conventional strategy of creating employment, governments of many developing countries try to attract employers (business houses/industrialists) by offering tax rebates and many other facilities so that they locate their upcoming plants on their soil, and thereby create industrial employment. But there is a limit to what industry can bring. Also, industrial plants often create toxic waste which results in air and water pollution and environmental problems which can outweigh whatever benefit industrial employment may bring as substantial relief to the dwindling economy of the host country and the profits of such foreign investments are carried back to the parent company and foreign shareholders abroad. Self-employment has none of these drawbacks. The problem is that self-employment is not as obviously glamorous as a shiny new factory. But profits from self-employment remain in the country where they are produced. It is too small to create environmental hazards. It also puts the poor person in charge of his or her own working hours and conditions. The hours are flexible and can be adapted to fit any family situation. It allows people to choose between running a business full time and part time when they face a crisis, or to put their business on hold and work full time for a salary. Self-employment is tailor-made for anyone who is street-smart and has many acquired and inherited traditional skills, rather than learning acquired from books and technical schools. This means the illiterate and the poor can exploit their strengths, rather than be held back by their weaknesses. It allows a person to turn their hobbies into gainful employment.

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It allows individuals who cannot work well in a rigid hierarchy to run their own show. Financing the poor to start their own little ventures elevates their sense of pride and self-respect. It offers a way out of welfare dependency, not just to become wage slaves, but to open a store or start a manufacturing business. It can help those who have found a job and are still nonetheless poor. It gives the victims of prejudice who would not be hired because of their colour or national origin a chance to earn a living. The average cost of creating self-employment is ten, twenty or hundred times less than creating industry-based employment. It helps isolated poor people gain self-confidence, step by step. Obviously self-employment has limits, but in many cases it is the only solution to help those whose economies refuse to hire and taxpayers do not want to carry on their shoulders. The policy needed for the eradication of poverty must be much wider and deeper than the policy for the provision of mere employment. Real eradication of poverty begins when people are able to control their own fate. Poor people are like bonsai trees. When you plant the best seed of the tallest tree in a flower pot, you get a replica of the tallest tree, only inches tall. There is nothing wrong with the seed you planted; only the soil base that is too inadequate. Poor people are bonsai people. There is nothing wrong with their seeds. Simply society never gave them the base to grow. All it takes to get the poor people out of poverty is for us to create an enabling environment for them. Once the poor are able to unleash their energy and creativity, poverty will disappear very quickly.

1. The most opposite meaning of the RIGID.
2. What does the paragraph say to strengthen the economies of host nations?
3. What are the advantages that self-employment has over industry-based employment?
4. Identify the true or false statements
 - a. Self-employed slowly but steadily strengthens the economy of the country.
 - b. Self-employed does not check unemployment.
5. The author claims that self-employment is 'tailor-made' for people with certain qualities. Identify which of the following are the qualities of such people?
 - a. They have an unconventional approach to all things.
 - b. They are street smart.
 - c. They possess many acquired and traditional skills

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6. Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle, called a draisienne, was invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the draisienne wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground. In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers. In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a vélodipède, but most people called it a "bone shaker" because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the vélodipède was a hit. After a few years, the Michaux family was making hundreds of the machines annually, mostly for fun-seeking young people. Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment. It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H. J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tires, a diamond-shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world.

1. Who used the gear system on bicycles first and what purpose his bicycles are used for?
2. What does the paragraph discuss?
3. According to the passage, How did the evolution of bicycles help the world?
4. Do the words 'invented' and 'discovered' mean the same? If not, what is the difference?
5. Identify the true of false statements
6. James Starley's design was not clumsy and ridden for transportation.
7. The safety bicycles are with uneven and lighter wheels.

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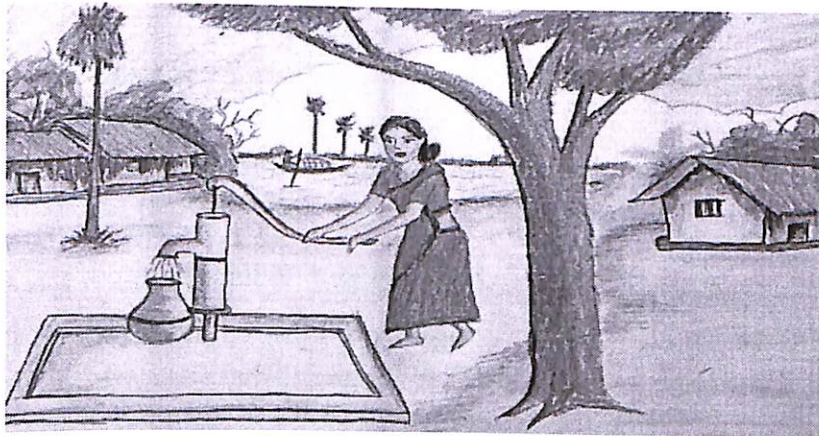
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IV. 7. Look at any ONE of the following pictures and attempt a brief write-up on it.



8.

OR



SECTION B

Answer any FOUR of the following:

(4x5=20 marks)

I. Correct the following sentences:

(5x1=5 marks)

1. Rajeev believed that Suresh will turn out to be the culprit.
2. Why he smiled is difficult to understand.
3. I cannot say that she has passed.
4. He told me that he saw his brother last month.
5. All the novels what you bought are not up to the mark.

II. Choose the correct verb form from those in the brackets:

(5x1=5 marks)

1. He _____ asleep while he was driving. (fall)
2. I _____ him for a long time now. (know)
3. I _____ English for five years. (study)
4. He fell off the ladder when he _____ the roof. (mend)
5. The headmaster _____ to speak to you. (want)

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III. Find the correct meaning for the underlined idioms: (5x1=5 marks)

1. She has done her job. Now everyone else should get off her back.
 - a) Situation is reversed
 - b) Leave someone alone
 - c) Getting back somewhere
 - d) Providing correct information

2. She had been working so hard and her manager was unnecessarily putting her down. Now she has a bone to pick with him.
 - a) Change of tone
 - b) Timing issue
 - c) Last possible choice with someone
 - d) Confront someone who annoyed you

3. He had to bite his tongue in front of his relatives when they asked if his life was going well.
 - a) to stop oneself from saying something
 - b) to self harm
 - c) to say something out loud
 - d) to regret saying something

4. Hari decided to take a leave on the day the team needed his help the most. When he found out he was taken off the project, he flared up.
 - a) Rare and special occurrence
 - b) Sudden outburst of anger
 - c) Dejected feeling
 - d) Upset

5. I heard through the grapevine that Swetha doesn't like the new set of rules that the office has.
 - a) be nice to someone
 - b) try to anger someone
 - c) information got through friends
 - d) wants to be friends

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IV. Choose the correct one word substitution for the given sentences/phrases. (5x1=5 marks)

1. Cessation of arms before a formal treaty is signed during war
 - a) Armistice
 - b) Truce
 - c) Accord
 - d) Retreat
2. A place that provides refuge
 - a) Asylum
 - b) Sanatorium
 - c) Shelter
 - d) Orphanage
3. That which cannot be corrected
 - a) Indelible
 - b) Inflammable
 - c) Illegible
 - d) Incurable
4. An unconventional style of living
 - a) Cacography
 - b) Bohemian
 - c) Contemporaries
 - d) Hypochondriac
5. One who is unable to pay his debts
 - a) Insolvent
 - b) Lunatic
 - c) Amateur
 - d) Arbitrator

V. Choose the correct homonym -

(5 x 1= 5 marks)

1. Your perfume has a wonderful _____
 a. cent
 b. sent
2. I had an apple and a _____ for lunch
 a. pair
 b. pear

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3. The _____ from my boss cheered me up.
 a. compliment
 b. complement
4. The SWAT team _____ the bomb.
 a. defuse
 b. diffuse
5. The _____ in the movie is most transparent.
 a. allusion
 b. illusion

**VI. Give suitable meanings for the following foreign words borrowed by English:
 (5x1=5 marks)**

1. The family wished him *bon voyage* on his maiden trip to the US.
 a) Hello
 b) See you again
 c) Goodbye
 d) Safe trip
2. That hat she wore on Tuesday was a major *faux pas*, everyone was talking about it.
 a) Embarrassment
 b) Error
 c) Trendy
 d) Dull
3. We have to maintain our *status quo* if we want to be respected in the company.
 a) Manners
 b) As it is
 c) Commotion
 d) Cool
4. The audience raised their hands *en masse*.
 a) Altogether
 b) Diverse
 c) Quietly
 d) Defiantly

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5. She saw that restaurant and felt a *deja vu*.
- Unnerving
 - Common
 - Strangely familiar
 - Seemingly odd

ENGLISH FOR COMPETITIVE EXAMS

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	10	CO1	2 (1 out of 2)	10	4 out of 6	4x5= 20
2	10	CO2	2(1 out of 2)	10		
3	10	CO3	2(1 out of 2)	10		
4	10	CO4	2(1 out of 2)	10		

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SEMESTER - V**DISCIPLINE SPECIFIC ELECTIVE
GLOBAL POLITICS****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/501

Type of Course: DSE

No. of Credits: 5

Max Hours : 75

Max Marks: 100

Hours per week: 5

2. Course Objective

- To acquaint students with various issues
- To examine the importance of international political economy and its institutions
- To critically analyze security issues of current importance

3. Course Outcome

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

CO1 - Understand the changes in international relations post the end of Cold War (**Understand**)

CO2 - Identify the various institutions in world politics and justify their importance in the context of globalization (**Analyze**)

CO3 - Evaluate the critical issues in contemporary IR (**Evaluation**)

CO4 - Critically analyse the basis of India's Foreign Policy (**Analysis**)

CO5 - Evaluate the critical issues in India's Foreign policy concerns (**Evaluation**)

4. Course Content

MODULE I: Conceptualization of Contemporary World Politics (15 Hours)

1. International Relations in the Post-Cold War Era.
2. Globalization – Social, Political, Cultural and Economic.
3. Neo-Colonialism

MODULE II: International Political Economy (IPE) (15 Hours)

1. Rise of IPE in IR
2. The Bretton Woods System - The World Bank, IMF and WTO.
3. North-South Dialogue, G20

MODULE III: Issues in International Relations (15 Hours)

1. Environment and Climate change.
2. Terrorism
3. Human Rights

MODULE IV: Basics of India's Foreign Policy (15 Hours)

1. Determinants of India's Foreign Policy
2. Objectives and Principles

MODULE V: Evolution of India's Foreign Policy (15 Hours)

1. Look East to Act East
2. India's Engagement with multipolar world
3. Nuclear Policies



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5. Suggested Readings

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvacoressi, Peter. (2009) – *World Politics since 1945* (9th edition) New Delhi. Longman
3. Chatterjee, Anik. (2010) – *International Relations today: Concepts and Applications*. New Delhi. Pearson.
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6. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
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9. Nicholson, M. (2002) – *International Relations: A concise Introduction*. New York: Palgrave.
10. Tailor, A.J.P (1961) – *The Origins of the Second World War*. Harmondsworth: Penguin .
11. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	India's Foreign Policy Perspective
Regional	India's Role in Regional Bilateral and Trilateral initiative
Global	The international economic relations and issues in international politics

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Presentation
EMP	Module IV and V	Research

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Seminar
3.	Problem Solving	Case Study

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CA-I	End Semester Exam
CO2	CA-I	
CO3	CIA I - Skill Test	
CO4	CIA II - Assignment	
CO5		

GLOBAL POLITICS

TIME: 2Hr

Course Code: U20/POL/DSE/501

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. Do you believe that in a globalized world the role of states has decreased? Justify your answer

OR

2. Critically examine the changes in global politics post-cold war.
3. Evaluate the rise and fall of the Bretton woods system

OR

4. Explain the various traditional and alternative approaches to the study of IPE
5. Examine the major steps taken to combat climate change induced treats at the global level

OR

6. Critically examine the role of UN in protecting Human rights
7. India's foreign policy is a culmination of its history, geography and many related factors. Do you agree? Comment.

OR

8. Do you think the core values of India's foreign policy hold true even today? Analyze.
9. Comment on the evolution of India's foreign policy from Look East Act East

OR

10. Critically examine India's engagements with various intergovernmental organizations .



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Answer Any Five of the following

Marks – 5x2=10

11. Neocolonialism
12. TRIPS
13. Energy Security
14. NAM
15. NPT
16. IMF
17. Narco Terrorism

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	1	2
2	15	CO-2	2	10	1	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	1	2



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SEMESTER - V

INDIA AND THE WORLD

1. Course Description

Programme : B.A

Course Code: U24/POL/DSE/502

Type of Course: DSE

No. of Credits: 5

Max.Hours : 75

Max.Marks: 100

Hours per week: 5

2. Course Objective

- To understand the emergent issues of India's foreign policy
- To critically evaluate India's relations with big powers and neighbours

3. Course Outcome

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

CO1 -Identify, explain and evaluate determinants of India's foreign policy (Understand)

CO2 -Critically evaluate India's relation with major powers of the world India's position in various multilateral platforms (Evaluate)

CO3 -Determine the key issues that affect India's relation with its neighbours (Analyze)

CO4- Critically look at the key areas of interest for India's foreign policy (Analyze)

CO5 - Evaluate the importance of multilateralism in India's foreign policy (Analyze)

4. COURSE CONTENT**MODULE I: Determinants and Principles of India's Foreign Policy (15 Hours)**

1. Domestic and International sources of India's Foreign Policy.
2. Objectives and Principles.
3. NAM: India and Non-Alignment; Relevance of the NAM.

MODULE II: India's Relations with major States (15 Hours)

1. India's relations with the US and Russia.
2. India's Relations with China and Japan.

MODULE III: India and South Asian States (15 Hours)

1. India's Relations with Afghanistan, Bangladesh, Bhutan, Maldives, Nepal Pakistan and Sri-Lanka, Myanmar: Main Issues

MODULE IV: India's Security Challenges (15 Hours)

1. Terrorism.
2. Energy Security.
3. Nuclear Policy.

MODULE V: India and Multilateralism (15 Hours)

1. India and the EU
2. India and the ASEAN.
3. BRICS and its aspirations
4. India in the UN

5. Suggested Readings

1. Bandopadhyay, J. (1970) – *Making on India's Foreign Policy*. New Delhi: Allied Press.
2. Bajpayee, Kanti and Pant, Harsh V. (ed) (2013) – *Critical Analysis of India's Foreign Policy*. New Delhi: Oxford University Press.
3. Cohen, Stephen (2001) – *India: Emerging Power*. US: Brookings Institution Press.
4. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
5. Ganguly, Sumit (ed) (2003) – *India as an Emerging Power*. London: Frank Cass.
6. Mishra, K.P. (ed) (1969) – *Studies in India's Foreign Policy*. New Delhi: Vikas Publications.
7. Nayar, B.R. and Paul, P.V. (2003) – *India in the World Order*. New York: Cambridge University Press.

8. Bertsch, G.K. and Gahlaut, S. (ed) (1999) – *Engaging India: US – Strategic Relations with the World's largest Democracy*. New York: Routledge.
9. Dutt, V.P. 2002 – *India's Foreign Policy in a Changing World*. New Delhi: Vikas Publications.
10. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
11. Man Singh, Lalit (ed) (1997) – *India's Foreign Policy: Agenda for the 21st Century*. New Delhi: Konark Publications.
12. Dixit, J.N (2001) - *India's Foreign Policy – Challenge of Terrorism Fashioning Interstate Equations*. New Delhi: Gyan Publishing.
13. Singh, V.K. (2010) – *India's Energy Security: The Changing Dynamics*. New Delhi: Pentagon Energy Press.
14. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
15. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	The Course addresses India's foreign policy principles, objectives
National	The national determinants of India's foreign policy
Regional	The Course helps understand India's relation with regional powers
Global	The Course addresses India's relations with global powers and its interests at the internati

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II, III	Research
EMP	Module V	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester Exam
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Presentation	
CO5		

b) Model Question Paper- End Semester Exam

India and the World

TIME: 2Hr

Course Code: U24/POL/DSE/502

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. What are the objectives and principles of India's foreign policy?

OR

2. Critically analyse the relevance of NAM in current global politics
3. Critically evaluate the changes in India-US relations

OR

4. Post-colonial Sovereignty has played a major role in shaping India-China relations - Elaborate
5. What are the major factors determining relations between India and Sri Lanka?

OR

6. Pakistani irredentism and India's postcolonial sovereignty have played major roles in shaping Indo-Pakistan relations - Justify
7. Critically evaluate India's counter-terrorism policy

OR

8. Identify the major issues in India's energy security
9. India-EU relations is a story of missed opportunities - explain

OR

10. India's look east and act east policies have had a major impact on its position as a regional superpower - justify

Section B

Answer Any Five of the following

Marks – 5x2=10

11. Objective of India's foreign policy
12. Indo-Japan relations



13. Indo-Myanmar relations
14. Nuclear Policy
15. India-BRICS relations
16. India-Afghanistan Relations
17. Indo-Bhutan Relations

c) Question Paper Blueprint

Module s	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	2	10	1	2
2	15	2	2	10	1	2
3	15	3	2	10	1	2
4	15	4	2	10	1	2
5	15	5	2	10	1	2

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1		Understand	15
2		Evaluate	15
3		Examine	15
4		Analyse	15
5		Interpret	15

Prepared by	Checked & Verified by	Approved by
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SEMESTER - V

INTERGOVERNMENTAL ORGANIZATIONS

1. Course Description

Programme: BA
Course Code: U24/POL/SEC/501
Course Type: SEC
No. of credits: 2

Max. Hours: 30
Hours per week: 2
Max. Marks: 50

2. Course Objectives

- To acquaint students with the United Nations
- To acquaint students various regional and intergovernmental organizations

3. Course Outcomes

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

- CO1: Illustrate the role and importance of UN in global politics
CO2: Demonstrate the importance of regional and intergovernmental

4. Course Content

MODULE I: UNITED NATIONS

- Organs - Structure and Functions
- Role and significance in global politics

MODULE II: Regional and Intergovernmental Organizations

- ASEAN
- SAARC
- BRICS

5. References

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Chatterjee, Anik. (2010) – *International Relations today: Concepts and Applications*. New Delhi. Pearson.
3. Ghosh, Peu. (2013) – *International Relations*. New Delhi. PHI Learning Pvt. Ltd
4. Keohane, R.O. and Nye, (1991) – 'Transgovernmental Relations and the International Organization' in Smith, M. and Little, R (ed) *Perspectives on World Politics*. New York: Routledge.

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	The syllabus addresses the importance of regional organizations
Global	The Syllabus addresses the role and functions of the UN



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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I and II	Case Study
EMP	Module I and II	Research

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Project
2.	Participative Learning	Group Discussion

8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	Presentation	Written Exam
CO2	Project	

b) Model Question Paper- End Semester Exam

INTERGOVERNMENTAL ORGANIZATIONS

TIME: 1 Hour
MAX.MARKS: 30

Course Code:U24/POL/SEC/501

Answer Any Five Marks – 5x6 = 30

1. Critically evaluate the role of Security Council in global politics
2. Examine the organization and functions of International Court of Justice
3. Is the UN able to fulfil its role of maintaining peace and security? Comment.
4. What are the main goals of ASEAN? Examine its functioning.
5. What are the main reasons for the non-performance of SAARC?
6. Examine the effect of BRICS expansion.
7. What is the role of the General assembly in global politics?

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	15	1	3	15
2	15	2	3	15

9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1		Analyze	15
2		Analyze	15

Prepared by	Checked & Verified by	Approved by
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SEMESTER V

INTRODUCTION TO FILM MAKING

1. Course Description

Programme: B.A.

Max. Hours: 60

Course Code: U24/MCJ/DSE/502

Hours per week: 4

Course Type: Discipline Specific Elective

Max. Marks: 100

No. of credits: 4 Crs

2. Course Objectives:

1. To equip students with the knowledge to watch and analyze films
2. To learn the skills related to filmmaking

Satish Kumar

3. Course Outcome:

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Head & Chairman, B.O.S.
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After the successful completion of the course, the student will be able to:

CO1: Define the basics of filmmaking

CO2: Explain the role of different film movements in shaping filmmaking

CO3: Demonstrate theoretical knowledge of direction and creation of shots.

CO4: Dissect in the final stages of filmmaking.

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4. Course Content

MODULE I: INTRODUCTION TO FILM**(15 Hrs)**

Film : Evolution and History; Golden Age of Hollywood, Evolution of Indian Cinema. Satyajit Ray. Dadasaheb Phalke. Genres and Subgenres. Departments and Personnel. Types of Conflict, 7 Basic Plots.

MODULE II: FILM THEORY AND MOVEMENTS**(15 Hrs)**

Film Theories and Movements : Formalism, Structuralism, Realism, Auteur, Marxist, Feminist, Queer. Parallel Cinema. Film Movements: German Expressionism, Surrealism, Soviet Montage, French New Wave, Italian Neorealism, Postmodernism.

MODULE III: PRE-PRODUCTION AND PRODUCTION**(15 Hrs)**

Elements of Narrative Structure: Plot, Story, Theme, Setting. 3 Act Structure. Elements of Screenplay, Scripting Format. Character Arc, Celtx- Scripting. Introduction of Characters, Text and Subtext. Mise-En-Scene, Mise-En-Shots, Visual Grammar : Camera Shots, angles, Movements; 180 Degree Rule, 30 Degree rule; Aspects of Composition; Colours and their implications. Lighting – Three Point lighting, High and Low key Lighting; Single camera Production and Multi camera Production.

S. Anurag

MODULE IV: POST PRODUCTION (EDIT, SOUND, VFX)**(15 Hrs)**

Edit: Principles of Editing, Types of Cuts and Transitions, Linear and Non-Linear Editing, Parallel Editing, Sound: Diegetic and Non diegetic Sound. Sound and Emotion, VFX Production Process: Asset Creation, (Modelling, Texturing, Rendering) Animation, Compositing. Colour Correction and DI.

Ravi

5. Reading Books

1. Cinema Studies: The Key Concepts - Susan Hayward

<https://cpb-ap-se2.wpmucdn.com/thinkspace.csu.edu.au/dist/5/1410/files/2015/10/Cinema-Studies-Key-Concepts-1-289afca.pdf>

2. Film Studies: An Introduction - Ed Sikov

http://blog.richmond.edu/mediacultureidentity/files/2018/09/FilmStudies_Sikov1_2.pdf

3. Screenplay - Syd Field

4. The 5 C's of Cinematography: Motion Picture Filming Techniques - Joseph V. Mascelli

https://specialcomp.com/users/The_Five_Cs_of_Cinematography.pdf

5. Grammar of the Edit - Christopher J Bowen

<https://dl.icdst.org/pdfs/files3/7388089e5b244fc19f502fe2ff6aedfe.pdf>

1. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global ,National	The module is designed to understand the development of filmmaking
Module II	Global	The module is designed to understand the international theories of filmmaking
Module III	Global, National, Regional,Local	The module is designed to equip the students with skills of filmmaking
Module IV	Global, National, Regional,Local	The module is designed to equip the students with knowledge of post production

Raees

Dr. Satish Kumar

b) Components of Skill Development/ Entrepreneurship Development/Employability

FOCUS		
Skill Development/ Entrepreneurship Development/ Employability	Syllabus Content	Description of Activity
Skill Development	Module I	Case Studies
Skill Development	Module II	Case Studies and Group Discussion
Employability	Module III	Role Play
Entrepreneurship	Module IV	Ideations

2. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Audio Visual Presentation	Problem Solving
3	Interactive Games	Experiential Learning

3. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	CIA-1	End Semester examination <i>Satish Kumar</i>
CO2	CIA-1	
CO3	CIA-2 - Project Assignment - Identifying Visual Grammar of various filmmakers	
CO4	CIA-2 Skill Test - Identifying Diegetic and Nondiegetic Sound	

b) Question Paper Pattern

SEMESTER V
INTRODUCTION TO FILMMAKING
MODEL QUESTION PAPER THEORY

Course Code: U24/MCJ/DSE/502

Credits: 4

Max Marks: 60

Time: 2 Hrs

SECTION A - Answer ALL the questions. (Internal Choice)				4 Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL	
1	Module 1	Describe the Golden Era of Hollywood. (OR)	CO 1	I	
2	Module 1	Define the 7 Basic Plots?	CO 1	I	
3	Module 2	Summarize Formalism, Structuralism and Realism. (OR)	CO 2	II	
4	Module 2	Explain French New Wave and German Expressionism	CO 2	II	
5	Module 3	Identify the Elements of Narrative Structure. (OR)	CO 3	III	
6	Module 3	Identify the different types of Camera Angles?	CO 3	III	
7	Module 4	Categorize the types of cuts in editing? (OR)	CO4	IV	
8	Module 4	Distinguish the stages in Asset Creation.	CO4	IV	

SECTION B - ANSWER ANY 4

4Q X 5 M = 20 M

(To compulsorily Answer ONE question from each module)

9	Module 1	Who is Satyajit Ray?	CO 1	I
10	Module 2	What classifies as Parallel Cinema?	CO 2	II
11	Module 3	What elements would you consider for your Mise-En Scene?	CO 3	III
12	Module 4	Compare Digetic and Nondiegetic Sound	CO 4	IV
13	Module 1	What does the Comedy Genre consist of?	CO 1	I
14	Module 2	Describe the aspects of Feminist Cinema?	CO2	II

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	2	5
2	15	CO-2	2	10	2	5
3	15	CO-3	2	10	1	5
4	15	CO-4	2	10	1	5

SEMESTER - V

INTRODUCTION TO WOMEN'S WRITING

1. Course Description

Programme: B.A

Course Code: U24/LIT/DSE/501

Course Type :DSE

No. of credits: 5

Max. Hours: 75 hrs

Hours per week: 5 hrs

Max. Marks: 100

2. Course Objectives

- To sensitize learners to various issues pertaining to women, their role and treatment in a patriarchal society cutting across race, class, culture and ethnicity.
- To prepare the learners to comprehend, assess and analyse the role of women in the relatively changing world.
- To sensitize learners to the exploitation and the predicament of women down the ages through women's writing.

3. Course Outcomes

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

CO1: Analyse and critically think about the status of women in the society, their role and treatment. (Analyse)

CO2: Illustrate the predicament of women writers in patriarchal literary canon and final independence as prerequisite to writing. (Apply)

CO3: Critically analyse the implications of gender sensitization in a society afflicted with discrimination and marginalization (caste, class) with a subtle allusion to myth and aspects of Eco-feminism. (Analyse)

CO4: Describe the different phases of feminism and the implications of women's liberation and identity in the Indian patriarchal set up through reading of the prescribed text. (Apply)

CO5: Demonstrate strength of faith and optimistic attitude to face the challenges of life. (Synthesis)

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4. Course Content**MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS (15 hrs)**

Feminism, Revisionist Myth-making, Dalit Feminism, Black Feminism

MODULE II: POETRY (15 hrs)

“Still I Rise” - Maya Angelou

“No Coward Soul is Mine” - Emily Bronte

MODULE III: PROSE (15 hrs)

“A Room of One’s Own”- Virginia Woolf

MODULE IV: SHORT STORY/ESSAY (15 hrs)

“The Fisherman’s Wife”- Suniti Namjoshi

“Problems for a Contemporary Theory of Gender” - Susie Tharu and Tejaswini Niranjana

MODULE V: ONE ACT PLAY (15 hrs)

“Matsyagandhi” - M. Sajitha

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5. References

1. Angelou, Maya. (1978). "And Still I Rise." New York: Random House.
2. Bell, Quentin. (1974). Virginia Woolf. US: Mariner Books.
3. Bhat, Yashoda. (1993). The Image of Women in Indian Literature. New Delhi: B R Publishing Corporation.
4. Dass, Veena Noble (ed.). (1996). Feminism and Literature. New Delhi: Prestige.
5. Deshpande, Shashi. (2004). Collected Stories (vol 2). New Delhi: Penguin Books, India.
6. Dhawan, R.K. (1991). Indian Women Novelists. New Delhi: Prestige Books.
7. Jain, Jasbir. (1996). Women's Writing. Delhi: Raawat Publications.
8. Leaska, M.A. (1977). The Novels of Virginia Woolf from Beginning to End. New York: John Jay Press.
9. Madathil, Sajitha. (2013). Matsyagandhi (V. C. Harris, Trans.). In S. Kumar, B. Yadava Raju, & C. Muralikrishna (eds.), Skills in English: A Coursebook for Language Learning (pp. 145-148). Hyderabad: Orient Blackswan.
10. Mepham, John. (1991). Virginia Woolf: A Literary Life. New York: St. Martin's Press.
11. Pandey, Birendra. (2001). Indian Women Novelists in English. New Delhi: Sarup and Sons.
12. Sandhu, Sarabjeet. (1991). The Novel of Shashi Deshpande. New Delhi: Prestige Books.
13. Seshadri, Vijayalakshmi. (1995). The New Woman in Indian-English Women Writers. New Delhi: B R Publishing Corporation.
14. Singh, Sushila. (1991). Feminism and Recent Fiction in English. Delhi: Prestige Books.
15. Vijayashree. C. (2001). The Artful Transgressor: Suniti Namjoshi. New Delhi: Raawat Publications.
16. Woolf, Virginia. (1929). A Room of One's Own. New York & London: The Fountain Press.

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6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National Development Needs	Understanding intersectional feminism and the diverse needs of women in India contributes to NDN and patriotism.
Global Development Needs	Understanding black feminism and struggles of African and African-American women creates a multicultural understanding.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Feminism, Revisionist Myth-making, Dalit Feminism	Art Projects, Interactive Quiz to enhance presentation skills.
Entrepreneurship Development	“A Room of One’s Own”- Virginia Woolf, “Still I Rise” - Maya Angelou	Organize a symposium where students present research papers or projects on the intersection of literature and entrepreneurship.
Employability	“The Fisherman’s Wife”- Suniti Namjoshi, “Matsyagandhi” - M. Sajitha	Conduct a workshop focusing on professional writing skills. Assign students to create resumes, cover letters, and professional emails. Use examples from Indian authors' biographies or fictional characters to make the exercise more engaging and relevant.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive crossword puzzles and quizzes
2.	Participative Learning	Group Discussion, Presentation
3.	Problem Solving	Forum/Interactive sessions

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA 2- Oral Presentation	Semester End Written Exam
CO2	CIA 1	
CO3	CIA 1	
CO4	CIA 2 - MCQ/Objective Type	
CO5	CIA 2- MCQ/Objective Type	

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b) Model Question Paper- End Semester Exam

INTRODUCTION TO WOMEN'S WRITING

Code: U24/DSE/LIT/501

Max Marks: 60

Credits: 5

Time: 2 hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Write a short note on Revisionist Myth Making

OR

2. Write a short note on Dalit Feminism

3. Comment in your own words the central theme of the poem, "No Coward Soul is Mine" by Emily Bronte.

OR

4. What impact does the repetition of the phrase "I rise" create in the poem: "Still I rise" by Maya Angelou

5. In "A Room of One's Own", Woolf talks of several factors of discrimination (social, economic, artistic etc) concerning women. Do you think they are relevant in the present scenario?

OR

6. What are the symbols and motifs used in Woolf's "A Room of one's own"

7. Write about Feminist fabulation with reference to "The Fisherman's Wife".

OR

8. How do Tharu and Niranjana use the concept of caste, class, and community to challenge traditional feminist inquiry? Provide examples from their essay that illustrate their perspective.

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9. Comment on the implications of the myth on Matsyagandhi with reference to the one-act play by Sajitha Madathil.

OR

10. Write about the representation of women in Sajitha Madathil's play "Matsyagandhi".

SECTION - B

II. Answer any 5 out of 7 questions:

2 x 5 = 10 M

11. Discuss the concept of revisionist mythmaking.
12. Annotate the following- "Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave. I rise I rise I rise."
13. Annotate the following: "O God within my breast Almighty ever-present Deity Life, that in me hast rest, As I undying life, have power in thee"
14. Comment in your own words the central theme of the poem, "No Coward Soul is Mine" by Emily Bronte
15. What myth is the playwright alluding to in the concluding lines of the one act play "Matsyagandhi"
16. How do the authors of "Contemporary Theory of Gender" argue that "woman" is not a homogenous category?
17. In what ways would the emergence of a new port affect the lives of the fisher folk in Sajitha Madathil's play "Matsyagandhi".

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SEMESTER - V

INTRODUCTION TO WORLD LITERATURE

1. Course Description

Programme: B.A.	Max. Hours: 75 Hours
Course Code: U24/LIT/DSE/502	Hours per week: 5 Hours
Course Type: DSE-2	Max. Marks: 100
No. of credits: 5	

2. Course Objectives:

- To introduce learners to a global view through the study of national literatures across the world.
- To demonstrate ability to show an understanding of cultural exchange processes as represented through literature from different parts of the world.
- To enable learners to relate socio-economic development to the historic development of the Nation through various literary texts.

3. Course Outcomes:

On completion of the course learners will be able to:

CO1: Learners are acquainted with the major literary concepts/movements to comprehend and interpret the prescribed texts of World Literature. (Understand)

CO2: Learners gain a perspective of the post-colonial Nigerian society afflicted by the conflicts between tradition and modernity. (Evaluate)

CO3: Learners emerge conscious of the illusions pertaining to national identity and the status of an individual in a given geographical area.(Comprehend)

CO4: Learners construct ideas on multiculturalism, disconnect from native land and the challenges faced by the indigenous tribes of Australia. (Apply)

CO5: Learners are familiarized with the genre of embedded fantasy narrative and the contrasting harsh reality of Russian society. (Analyse)

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4. Course Content**MODULE I: CONCEPTS/MOVEMENTS (15 Hours)**

Colonialism, Post colonialism, Marxism, Embedded Narratives

MODULE II: POETRY (15 Hours)

Oodgeroo Noonuccal - "Namatjira, The Aboriginal Man"

Wole Soyinka - "Dedication"

MODULE III: FICTION (15 Hours)Amitav Ghosh - *The Shadow Lines***MODULE IV: SHORT STORY (15 Hours)**

Anton Chekov - "Vanka"

Arabian Nights - "The Tale of Three Apples"

MODULE V: DRAMA (15 Hours)Derek Walcott - *Dream on a Monkey Mountain*

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5. References:

1. Burton, Richard. (2009). The 1001 Arabian Nights. Charleston: BiblioBazaar.
2. Chekhov, Anton. (1973). Stories. Moscow: Progress Publishers.
3. Chowdhary, Arvind. (2013). Amitav Ghosh's The Shadow Lines: Critical essays. Chennai: Atlantic Publishers and Distributors Pvt. Ltd.
4. Damrosch, David. (2008). "Toward a History of World Literature." Retrieved from <http://www.jstor.org/stable/20533098?origin=JSTOR-pdf>. ---. (2003).
5. Dimock, Wai Chee. (2006). "Genre as World System: Epic and Novel in Four Continents." Retrieved from <http://www.jstor.org/stable/20107382?origin=JSTORpdf>.
6. Ghosh, Amitav. (2011). The Shadow Lines. London: John Murrey Publishing Division.
7. Hornstein, Percy and Brown. (2002). The Reader's Companion to World Literature (Classics). New York: Signet Classic. Original date 1956.
8. Neruda, Pablo. (1924). "The Saddest Poem." Retrieved from <http://www.poemhunter.com/poem/the-saddest-poem/>.
9. Walcott, Derek. Dream on Monkey Mountain and Other Plays. New York: Farrar, Strauss and Giroux. 1970.
10. "What is World Literature?" Retrieved from <http://press.princeton.edu/chapters/i7545.pdf>. de Zeptenik, ST. (2007). "The New Humanities: The Intercultural, the Comparative and the Interdisciplinary." Retrieved from <http://www.jstor.org/stable/40339272?origin=JSTOR-pdf>.
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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National development needs.	Learners are able to appreciate Indian Writing in English and analyze them, adding to patriotism and national cohesion.
Global development needs.	Learners are able to understand and analyze different kinds of literature from around the world and address global concerns and multicultural understanding.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	The Shadow Lines	Group activity that can enhance research, teamwork, and presentation skills.
EMP	“Vanka”, “The Tale of Three Apples”	Book review assignments. This activity sharpens critical thinking, analytical writing, and the ability to provide constructive feedback – valuable skills in many professions.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type /Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Interactive activity
3.	Participative Learning	Audio Visual
4	Participative Learning	Presentations
5	Experiential Learning	Discussions

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	CIA (40%)	End Semester Examinations (60%)
CO1	CIA-2 -MCQs/ Presentation	End Semester Examination
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2- MCQs/ Presentation	
CO5	CIA-2 -MCQS/ Presentation	

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b) Model Question Paper- End Semester Exam

INTRODUCTION TO WORLD LITERATURE

SEMESTER - V

Code: U20/DSE/LIT/502

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION – A

I. Answer the following (250 words)

5 x 10 = 50 Marks

1. Explain the concept of Embedded Narratives.

OR

2. What is Marxism?

3. Discuss the title of the poem "Aboriginal Man".

OR

4. Explain in detail the themes of the poem "Dedication" by Wole Soyinka.

5. Examine the theme of nationalism in Amitav Ghosh's "Shadow Lines".

OR

6. What, according to you, constitute(s) the "shadows" and the "lines" in Amitav Ghosh's novel "Shadow Lines"?

7. Discuss and appreciate the use of the element of pathos in the text "Vanka" by Chekhov.

OR

8. How does "The Tale of Three Apples" demonstrate the techniques of an embedded narrative?

9. How does "Dream on Monkey Mountain" explore identity from a postcolonial perspective?

OR

10. What is the significance of the "journey" and "home" motifs in Dream on a Monkey Mountain?

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SECTION – B

II. Answer any 5 out of 7 questions:

5 x 2 = 10 Marks

11. List out the names of two texts (other than the ones prescribed in your syllabus) which can be read as embedded narrative.
12. Who is the character Moustique in Dream on a Monkey Mountain?
13. What is the name of the doll that Ila used to play with as a child? What is the doll symbolical of?
14. Annotate the following briefly:
“What did their loud acclaim avail
Who gave you honour, then gave you jail?”
15. Who does Vanka write the letter to? Why do you think the letter would never reach the intended person?
16. With reference to “Shadow Lines” mention the incident that triggered the riots in Kashmir.
17. Explain the line in the context of the poem:
“They called you a genius and broke your heart”.

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SEMESTER V
SEC III – RESEARCH METHODOLOGY

1. Course Description

Programme	: B.A.	Max. Hours	: 30
Course Code	: U24/MCJ/SEC/501	Hours per week	: 2
Course Type	: Skill Enhancement Course	Max. Marks	: 50
No. of Credits	: 2 Crs		

2. Course Objective:

1. To enable students to understand the basic concepts of mass media research
2. To enable students to learn the Academic writing skills

3. Course Outcomes:

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

- CO1: Explain the concepts of mass media research
- CO2: Demonstrate the academic writing skills

4. Course Content**MODULE I : BASIC CONCEPTS OF MASS MEDIA RESEARCH (15 Hrs)**

Definition, Relevance, Scope of Mass Media Research, Role of research in media, Elements of research, Steps involved in the Research Process, Types of research-Qualitative and Quantitative Research, Types of variables, Hypothesis and its types, Research Designs: concept, types and uses – Exploratory, Descriptive, Causal.

MODULE II: ACADEMIC WRITING (15 Hrs)

Critically reading and evaluating relevant literature, Summarising and synthesising research articles, Paraphrasing techniques, Quoting, in-text citation and referencing, Ethical considerations in Academic Writing – Plagiarism, Thesis writing and Manuscript formatting.

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5. Reference Books

1. Roger D Wimmer and Joseph R Dominick, Mass Media Research: An Introduction – 2010
2. Berger, Arthur Asa. (2005). Media Analysis Techniques. (Third Edition).California: Sage Publications.
3. Jeffrey R. Wilson,Academic Writing, 2022
4. Stephen Bailey, Academic Writing - a Handbook for International students,Fourth edition,2015

6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	National and Regional	The module is designed to understand the basic concepts of Mass Media Research
Module II	Global,National and Regional	The module is designed to understand the concepts of Academic Writing

b) Components of Skill Development/ Entrepreneurship Development/ Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Presentation
Employability	Module II	Ideation and Writing

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Research Proposal Writing	Problem Solving
3.	Case studies	Problem Solving

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	Project Proposal Writing -10 M	End Semester examination
CO2	Project Proposal Presentation- 10 M	

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b) Question Paper Pattern

SEMESTER V
SEC III- RESEARCH METHODOLOGY
MODEL QUESTION PAPER

Course Code : U24/MCJ/SEC/501

Max. Marks : 30

No. of Credits : 2 Crs

Time : 1 Hour

SECTION A - Answer any FIVE of the following					5 Q X 6 M = 30 M
Q.No.	Module	Question	CO	BTL	
1	Module 1	Define Research and discuss the relevance of Mass media reseach.	CO 1	I	
2	Module 1	What are the steps involved in the research process?	CO 1	I	
3	Module 1	Define research design and discuss its types.	CO 1	I	
4	Module 1	Describe the types of research in Mass Media.	CO 1	I	
5	Module 2	How would you summarize the importance of review of literature in research?	CO 2	II	
6	Module 2	How would you classify the types of Plagiarism?	CO 2	II	
7	Module 2	How can you explain the reference formats in thesis writing?	CO 2	II	

SEMESTER VI
SHORT FILM PRODUCTION
PRACTICAL

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSE/502/P	Hours per week	: 2
Course Type	: Discipline Specific Elective	Max.Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objective:

- a. Students will acquire skills of film production.
- b. Students will use the skills to produce Short films.

3. Course Outcome:

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

CO1: Demonstrate the skills of film production

CO2: Implement this gained knowledge in the creation of a film.

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects**Exercise I**

- Celtx Basics
- Introduction of Characters
- Write a Scene introducing your protagonist

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Exercise II

(05 M)

- Lighting – Three Point lighting, High and Low key Lighting;
- 180 Degree Rule
- Single camera Production and Multi camera Production.
- **Continuity Exercise**

Exercise III

(10 M)

- Linear, Non-Linear Editing. Parallel Editing.
- FCP : Import and export, create and manage projects, Edit visuals, Edit audio resources, Add transitions, titles, effects, and generators.
- **Shoot and execute the 1-2 minute scene written in the first exercise, keeping in mind the learnings so far**

List of External Projects

Exercise I

(10 M)

- Produce a production docket of all the required documents in producing a film (Screenplay, Breakdown, Budget, Schedule, Shot Division, Continuity Logs)

Exercise II

(10 M)

- Produce a short film

Viva Voce

(10 M)

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
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