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<b>FACULTY OF HUMANITIES – CBCS</b>				
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**G 101.4E HISTORY AND TOURISM IN INDIA**

Total 30 hours

**Unit I :****6 hours**

Tourism-Concept and meaning – Nature-Scope-types of tourism-Tourism as an industry-Socio- Economic impact of Tourism-History of tourism development in India

**Unit II:****12 hours**

History and culture as tourism products-Monuments, religious and secular-Historical Sites-Historical and cultural events-Impact of tourism development on Protection and conservation of historical monuments and sites- National Parks and Wild Life Sanctuaries of India.- Festivals of India.

**Unit III****12 hours**

Tourism and Karnataka : Historical Sites -World Heritage Sites -Hampi -Pattadakal- Adventure Tourism - Beaches Resorts- Wild Life Sanctuaries in Karnataka Prospects of Tourism in Karnataka

KSTDC –Establishment –Aims & Objective-Activities Facilities –Jungle Lodge and Resorts, Home stays

**Suggested Readings**

- A.K. Bhatia, International Tourism Management, Sterling Publishers, New Delhi, 2011
- D.S Bharadwaj and Others (Ed), Domestic Tourism in India, Indus Publishing company, New Delhi, 1998
- K VijayaBabu (Ed), Tourism in India, Zenon Academic Publishing, Hyderabad, 2014.
- Kevin Hannam, Anya Diekmann, Tourism and India: A Critical Introduction, Routledge, 2011
- PranNath Seth, SushmaShethBhat, An Introduction to Travel and Tourism – Sterling Publishers, New Delhi, 1998
- Rabindra Seth, Tourism in India- An Overview, Kalpaz Publications, New Delhi, 2005

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**G102.4E**  
**QUANTITATIVE ECONOMICS**  
**2 hours per week (Total: 30 hours)**

**LEARNING OBJECTIVES:**

- To acquaint the students with elementary knowledge of mathematical techniques in Economics.
- To train them to use mathematical techniques in economics.

**LEARNING OUTCOMES:**

- The Student will be able:
- To Apply some mathematical methods to economic theories
- Using calculus and differential equations in the economic models
- Use economic integration in applications

**MODULE I: LINEAR FUNCTIONS AND THEIR APPLICATION IN ECONOMIC ANALYSIS ( 10 hours)**

Linear Function - Demand Function – Supply Function – Market Equilibrium – Taxation – Subsidy – Elasticity of Demand- National Income Determination.

**MODULE II: NON- LINEAR FUNCTIONS AND THEIR APPLICATION IN ECONOMIC ANALYSIS. (10 hours)**

Quadratic Function – Simple and General market Market Equilibrium – Production Possibility Curves – Power Function – Pareto's Distribution of Income – Logarithm and Anti- Logarithms- Exponential Function – Interest Compounding, Discounting

**MODULE III: DIFFERENTIAL AND INTEGRAL CALCULUSAND THEIR APPLICATION IN ECONOMIC ANALYSIS. (10 hours)**

Application of Derivatives in Economics – Cost – Average and Marginal Cost Relationship – Revenue – Average and Marginal Relationship –Equilibrium of the Firm under perfect competition, monopoly, price discrimination. Integral Calculus Definite Integration – Application to Economics – Consumers Surplus – Producers Surplus - – Indefinite Integration – Cost and Revenue Analysis , National Income Analysis

**BOOKS FOR REFERENCES:**

1. Allen, R.G.D. , 2007. : *Mathematical Analysis for Economists*, Macmillan, Mumbai
2. Bhardwaj, R.S., 2007: *Mathematics for Economics and Business*, 2<sup>nd</sup> Ed. Excell Books, NewDelhi.
3. Chiang, A.C. ,1985: *Fundamental Methods of Mathematical Economics*, 3<sup>rd</sup> Ed. McGraw Hill Mumbai.
4. Dinwiddy, C., 1967, *Elementary Methods of Mathematical Economics*, Oxford University Press
5. Dowling, E.T, 2005: *Introduction to Mathematical Economics*, 2<sup>nd</sup> Ed. Schaum's Outline Series, MacGraw Hill, Mumbai.
6. Halden, K. and A.W. Pearson, ( 2002): *Introductory Mathematics for Economics and Business*, Macmillan Press Ltd, Delhi.
7. Mehta & Madnani : 1992: . *Mathematics for Economists*, S. Chand, New Delhi.
8. Simon, Carl P. and Lawrence Blume, 2007 : *Mathematics for Economics*, Viva Books Pvt Ltd, NewDelhi.
9. Veerachamy, R., 2008 : *Quantitative Methods for Economists*, New Age International Publications, New Delhi.
10. Weber, Jean E. ,1982: *Mathematical Analysis* , Harper International.
11. Yamane, T., 2011: *Mathematics for Economists*, 2<sup>nd</sup> Ed. PHI Learning, NewDelhi.

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**G103.4E**  
**ECOLOGY AND SUSTAINABLE DEVELOPMENT**

**Total Teaching Hours:- 30**

**Teaching hours per week: 02**

**Total Marks:-50**

**Learners Outcome:**

1. To understand the meaning and significance of ecological sustainability.
2. To be aware of the Interrelationship between resource use, politics and environment
3. To evaluate the way development impacts on people – women, tribal population
4. To develop skills required for analyzing and developing strategy to address ecological and environmental issues by taking into consideration the political and social perspectives.

**UNIT- I PERSPECTIVES ON ECOLOGY AND SUSTAINABILITY.**

**10Hrs**

- An Introduction to Ecology and Sustainable Development –meaning and scope
- Global Initiatives and Perspectives -Rio Declaration and Sustainable Development, Think Globally Act Locally.
- Millennium Development Goals of the UN: Sustainable Developmental Goals (SDG) – Agenda 2030
- *Laudato Si*- Papal Encyclical- a Document on Ecological Justice

**UNIT-II ENVIRONMENTAL CHALLENGES IN INDIA**

**6hrs**

- Levels of environmental impacts of human activities- Shrinking diversity and threat of extinction to various biological communities in the regions of Western Ghats and Himalayas
- Need for Human capital: Improved ecological health and Knowledge; Sustainable opportunities for people

**Unit III ECOLOGICAL MOVEMENTS IN INDIA AND PUBLIC POLICY**

**14hrs**

- Various Ecological Movements: Tehri Dam, Appiko, Chipko, Narmada Bachao Andolan
- Recent Ecological Policies and Reports: Gadgil Committee Report; Kasturi Rangan Report
- **Skill Development Assessment:** (Field Study) Environmental Impact assessment; Environment Campaign / Programmes – Designing, Implementation and Evaluation; Environment Friendly Technologies.

**Case Studies:**

1. Tehri Dam Project, <https://www.youtube.com/watch?v=-cj0cDXCljU>
2. Kudankulam Protest
3. People's Initiatives for Environment and Forest Management in India

## BIBLIOGRAPHY:

- Baviskar, A. (1997). Ecology and Development In India: A Field And Its Future. *Sociological Bulletin*, 46(2), 193-207. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/23619589>
- Chokar, K.B., Pandaya, M. and Raghunathan, M. (2004). *Understanding Environment*. New Delhi: Sage Publications & CEE.
- Gadgil, M. and Guha, R. (1995) *Ecology and Equity*. New Delhi, Penguin Books
- Haas, P. (1996). Is "Sustainable Development" Politically Sustainable? *The Brown Journal of World Affairs*, 3(2), 239-247. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/24590153>
- Haque, M. (2000). Environmental Discourse and Sustainable Development: Linkages and Limitations. *Ethics and the Environment*, 5(1), 3-21. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/27766052>
- Holdgate, M. (1995). How Can Development Be Sustainable? *RSA Journal*, 143(5464), 15-29. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/41376905>
- Jaswal P.S., (2006). *Environmental Law*. Faridabad: Allahabad Law Agency
- Karnad, D., Krishnadas, M., & NAIR, T. (2013). Budgeting for Nature: Economic Growth and Ecosystem Conservation in India. *Economic and Political Weekly*, 48(25), 22-26. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/23527967>
- Kothari, Ashish. (1997). *Understanding Biodiversity: Life, Sustainability and Equity*. Hyderabad: Orient Longman.
- Madhusudan, M., & Shankar Raman, T. (2003). Conservation as if Biological Diversity Matters: Preservation versus Sustainable Use in India. *Conservation and Society*, 1(1), 49-Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/26396450>
- Moellendorf, D. (2011). A Right to Sustainable Development. *The Monist*, 94(3), 433-452. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/23039153>
- Narayanan P., & Hanjagi, A. (2009). *Land Transformation: A Threat On Bangalore's Ecology - A Challenge to Sustainable Development: Theoretical and Empirical Researches in Urban Management*, 4(1S), 38-47. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/24872407>
- On Development and Ecology. (2000). *Economic and Political Weekly*, 35(14), 1153-1154. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/4409105>
- Patel, S. (1997). Ecology and Development. *Economic and Political Weekly*, 32(38), 2388-2391. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/4405866>
- Sharma, P.D. (1995). *Ecology and Environment*. Delhi: Rasthogi Publishes
- Shiva, Vandana. (1998) *Earth Democracy, Justice Sustainability and Peace*. London.

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## **SOCIOLOGY OF HEALTH**

### **G. 104.4E**

#### **Objectives:**

1. To introduce students to the Sociology of health
2. To expose the students to various theoretical approaches in health
3. To explore the inter-relation between society and health
4. To understand the health care systems in India.

#### **Unit1: Introduction**

- a. Origin and development of Sociology of health
- b. Four dimensions of health- Physical, Mental, Spiritual and Social
- c. Social components of Health- Housing, Potable, Nutrition and Waste Management

**(5 Hours)**

#### **Unit 2: Theoretical Approaches in Health**

- a. Social Approaches
- b. Cultural Approaches
- c. Feminist Approaches

**(5 Hours)**

#### **Unit 3: Society and Health**

- a. Attitudes, beliefs and values associated with disease
- b. Interpersonal relationship in hospital system, changing doctor–patient relationship
- c. Inequalities and Health- gender, class

**(10 Hours)**

#### **Unit 4: Health Care System in India**

- a. Functions of hospitals – co-ordination and supervision in hospitals
- b. Health system in India -Ayurvedic, Homeopathic and Allopathic
- c. Programmes and Policies - social legislations for health care in India

**(10 Hours)**

**Total 30 hours**

## References

1. Annandale, E. (1988) *The Sociology of Health and Medicine*. Cambridge: Polity Press.
2. Boorse, C. (1999) On the distinction between disease and illness. In J.L. Nelson and H.L.Nelson(eds.), *Meaning and Medicine: A Reader in the Philosophy of Healthcare*. New York: Routledge, pp. 16–27.
3. Fruend, P.E.S., McGuire, M.B. and Podthurst, L.S. (2003) *Health, Illness and the Social Body*. New Jersey: Prentice Hall, pp. 195–223.
4. Good, B. (1994) *Medicine, Rationality and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press, pp. 135–165.
5. Kleinman, A. (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books, pp. 3–30.
6. Morgan, L.M. (1987) Dependency theory and the political economy of health: An anthropological critique. *Medical Anthropology Quarterly*, New Series, **1**(2), 131–154.
7. Parsons. T. (1951) *The Social System*. London: Routledge, pp. 428–479.
8. Turner, B.S. (1995) *Medical Power and Social Knowledge*. London: Sage, pp. 1–54.

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## **G 105.4E Media and Gender issues**

### **Objectives**

- To introduce the students to gender studies
- To sensitize the students on gender stereotyping in media and developing critical thinking
- To enable the students to develop media evaluation in terms of representation of gender

### **Unit 1**

#### **Introduction to Gender:**

**(5hrs)**

Gender and Sex, Femininity and Masculinity, LGBTQ. Framing and stereotyping gender. Cultural determinism and gender roles. Socio-cultural perspectives of body and sexuality; Gender sensitivity.

### **Unit 2**

#### **Portrayal of Gender in media:**

**(7hrs)**

Print- newspaper, magazine; Electronic media- soaps, reality shows, talk shows, game shows, comedy; Film; New media; Case studies. Gender bias; Heteronormativity.

### **Unit 3**

#### **Gender roles and exposure to media:**

**(10 hrs)**

Media as a work place for different genders, Women and transgender and their roles in News and Entertainment industry- news room, music, dance, film – Hollywood and Bollywood; gender issues by male, female and transgender film directors; gender in theatre, art and literature.

### **Unit 4:**

#### **Analysing portrayal of gender in advertisements**

**(8hrs)**

Advertisements – gender stereotypes; Objectification and commodification; beauty and fairness ads; home appliances ads; office ads; family ads; automobile ads; Gender appeals in ads – emotional appeal, sex appeal, scarcity appeal, rational appeal.

### **Recommended Books**

- Mohanthy, M (2004) Caste, Class and Gender. New Delhi: Sage.
- Berger, Arthur Asa (2003) Media and Society: a Critical Perspective. USA: Rowman & Little Field Publishers.
- John, Mary (ed) (2008) Women's studies in India: a Reader. New Delhi: Penguin. (Introduction).
- Rege, Sharmila (ed). (2003) Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.
- Kasturi, Leela & Mazumdar, Vina (1994) Women and Indian nationalism. New Delhi: Vikas Pub. House.
- Dutt, Bishnupriya (2010) Engendering Performance: Indian Women Performers in Search of an Identity. New Delhi: Sage.
- Krishnan, Prabha & Dighe, Anita (1990). Affirmation and Denial: Construction of Femininity on Television. New Delhi: Sage.
- Prasad, Kiran (ed.) (2005). Women and Media: Challenging Feminist Discourse. New Delhi: The Women Press.

### **Course outcome**

- Greater awareness about gender related issues in media
- Sensitivity towards gender issues in general and media in particular.

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**G 106.4E PSYCHOSOCIAL COMPETENCIES FOR BETTER LIVING**

**Objective:** To enhance the well being by coping effectively with the demands and challenges of everyday life.

**Unit I- Self awareness**

Self concept, self esteem, self confidence, coping with emotions, fears and concerns

**Unit II- Communication**

Five components to effective communication, barriers, anger management, Interpersonal bonding, working in teams.

**Unit III- Entrepreneurial competencies**

Problem solving , Decision making, risk taking , management of time .

**References:**

Manual will be developed and followed for the course

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**G 110.4E****Video Editing****UNIT I:**

Over view of the editing process, Advantages, elements of editing, Principles of editing, Non-linear versus linear editing, video capture, formats and resolution, Analog versus Digital - the difference, Titles and credits, safe titles, Transitions-Fades, Cuts, Dissolves, Wipes, Keying & Layering, formats- Avi, MPG-2, Mov, Wmv, VCDs and DVDs, Internet formats, VHS , 3D compositing, DI process in films. **(12 Hrs)**

**UNIT II:**

Video and audio editing softwares, Capturing and gathering media Build and organizing, importing, Rough cut, Trim the story, Motion Effects Text, Multiclip Filtering and Keying, Organizing Clips In The Browser, THE Creation of Sequences and BINS, The Icon View and Columns View, Marking Controls. **(12 Hrs)**

**References:**

1. The Art and Science of Digital Compositing, Morgan Kaufmann by Ron Brinkmann, 1999
2. Digital Compositing for film and Video, Focal Press, 2006
3. PC Audio Editing, Focal Press, by Roger Derry, 2003
4. Editing Digital Video (Digital Video and Audio Series),
5. Adobe Premiere Pro CC Classroom in a Book, By Maxim Jago. By Adobe

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**G 111.4E****DISASTER MANAGEMENT: PREPAREDNESS AND RESPONSE****OBJECTIVES:**

- To provide basic conceptual understanding of disasters and its relationships with development.
- To gain understand approaches of Disaster Risk Reduction (DRR) and the relationship between vulnerability, disasters, disaster prevention and risk reduction.
- To provide broad understanding about the basic concepts of Disaster Management

**UNIT I:****10 Hours****Concepts and Types of Disaster**

Understanding the Concepts and Definitions of Disaster, Hazard, Vulnerability, Risk, Capacity – Disaster and Development, and Disaster Management

Types of disasters

Geological Disasters (earthquakes, landslides, tsunami, mining);

Hydro-Meteorological Disasters (floods, cyclones, lightning, thunder-storms, hail storms, avalanches, droughts, cold and heat waves)

Biological Disasters (epidemics, pest attacks, forest fire); Technological Disasters (chemical, industrial, radiological, nuclear)

Manmade Disasters (building collapse, rural and urban fire, road and rail accidents, nuclear, radiological, chemicals and biological disasters)

**UNIT II:****10 Hours**

**Disaster preparedness:** Earthquake, Cyclone, Floods, fire Accidents, landslides

Risks of future Disasters: a) Possible future pandemics, b) over population, c) food, d) Land, e) Fresh water, f) energy g) clean air

Emergency planning:

Disaster plan

Disaster supply kit: water, food, first aid supplies, tools emergency supplies

**UNIT III****10 Hours****Disaster response:** Search, Rescue, Evacuation and Logistics management

Psychological Response and Management (post-traumatic stress and disorder) Relief and Recovery

Rehabilitation of victims of the Disaster

Case study: Indian Ocean Earthquake (2004)

Cyclone Disaster Management

## References

- Murthy, D.B.N. (2008). Disaster Management: Text and Case Studies. Deep Deep Publications Pvt. Ltd, New Delhi
- Reza, B.K. (2010). Disaster Management. Global Publications Delhi
- Karunanidhi, K.(2015). Disaster Management: Relief, Rehabilitation and Mitigation. Alfa Publications. New Delhi.
- Sphere Project (2011). Humanitarian Charter and Minimum Standards in Disaster Response.
- Geneva: Sphere Project. <http://www.sphereproject.org/handbook/>
- Satapathy S. (2009) Psychosocial care in Disaster management, A training of trainers manual (ToT), NIDM publication.
- Prewitt Diaz, J.O (2004). The cycle of disasters: from Disaster Mental Health to Psychosocial Care. Disaster Mental Health in India, Eds: Prewitt Diaz, Murthy, Lakshmi Narayanan, Indian Red Cross Society Publication.
- Sekar, K (2006). Psychosocial Support in Tsunami Disaster: NIMHANS responses. Disaster and Development, 1.1, pgs 141-154.
- Inter-Agency Standing Committee (IASC) (Feb. 2007). IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC.
- Alexander David, 2000 Introduction in 'Confronting Catastrophe', Oxford University Press. 12. Andharia J. 2008 Vulnerability in Disaster Discourse, JTCDM, Tata Institute of Social Sciences Working Paper no. 8,

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## **G 135.4E Introduction to Cultural Studies**

### **Unit I: Theory of Culture**

**- 10 Hrs**

“Culture and Anarchy”: Matthew Arnold

“Culture is Ordinary” – Raymond Williams

Recommended Text:

Cultural studies: A Critical Introduction - Simon During

### **Unit II Visual Cultural text**

**- 10 Hrs**

Film: Lagaan

Critical Essay on the Film Lagaan

Stable URL: <http://www.jstor.org/stable/65075>

Politics of Leisure in Colonial India: 'Lagaan': Invocation of a Lost History? Author(s): BoriaMajumdar. Source: Economic and Political Weekly, Vol. 36, No. 35 (Sep. -7, 200), pp. 3399-3404 Published by: Economic and Political Weekly

Stable URL: <http://www.jstor.org/stable/4406>

Additional Reading: Cricket and Politics in Colonial India. Author(s): RamachandraGuha Source: Past & Present, No. 6 (Nov., 1998), pp. 55-90 Published by: Oxford University Press on behalf of The Past and Present Society

### **Unit III Literary Text**

**- 10 Hrs**

Text: The Reluctant Fundamentalist by Mohsin Hamid,

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## G 136.4E Translation Course

**Translation Hindi to English/Kannada/Tulu/Konkani vice-versa**

### **Preamble**

The modern age is the era of communication revolution and information technology. The relevance and utility of translation in this context is unambiguous today. In the field of knowledge and technology, a continuous advancement and progress is being achieved, the entire world knows its importance. The concept of 'globalization' and concept of 'Vishwa Gram' is being considered as communication and 'translation'. 'Translation' proves useful to present the expression of 'world-brotherhood' and mutual sensibilities.

**St. Aloysius College (Autonomous) Mangaluru, Hindi, Dept.  
Translation Course - 2019**

The intensive time of each unit is 6 hours.

Perception time-2 / week (24) Experimental study - time 6 hours

- |   |  |
|---|--|
| First Unit -  | Translation: Definition and Meaning -<br>1. As translator.<br>2. Glossary of Terms.  |
| Second Unit-  | Theory of Translation.<br>Translator's properties and liabilities.<br>Translator Problems and Connection.  |
| Third unit -  | types and samples of translation<br>Literary translation.<br>Practical translation<br>Official translation   |
| Fourth unit-  | translation process and experimentation<br>Source language reading and interpretation<br>Translation in the target language<br>Comparison and editing of both languages. |
| Experimental Study - (time 6 hours)                   |  |
| Visit to various institutions related to translation. |  |

Reference Books –

1. Hindi,prayojanmulak Hindi aur anuvad - Dr.Purnachand Tandon, Book House, Ansari Road, Dariaganj,New Delhi, 2012
2. Anuvad vignan- Bholanath Tiwari, Bookhouse Publications, New Delhi
3. Prayojanmulak Hindi- Dr. Madhav Sontakke, Lok Bharti, 15-A, Mahatma Gandhi Marg, Allahabad.
4. Anuvad ki samsyaye- No. Gopinathan and S. Kandaswamy, Lok Bharati Publications, first floor,davrbhari building, Mahatamgandhi marg, Allahabad - 1
5. Karyalayi Hindi evamkaryalyi anuvad takanik- No. Dr. Suresh Maheshwari, Vikas Publications Kanpur
6. Anuvad vijnan ki bhumika- Krishna Kumar Goswami, Rajkamal Publications, Pvt. Lee 1-B,Netaji Subhash Marg, New Delhi-110 002
7. Anuvad siddanta aur samagrapatrachar- Dr. Shambhunath Dwivedi, Pooja Publications, Kanpur-208 021
8. Mulyankan shabdavali prabodhika Hindi –General Editor PonSubbiah, CIIL, Manasagangotri, Mysore – 570006.

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<p style="text-align: center;"><b>ಸಂತ ಅಲೋಶಿಯಸ್ ಕಾಲೇಜು(ಸ್ವಾಯತ್ತ), ಮಂಗಳೂರು 575003</b></p> <p style="text-align: center;"><b>ಪದವಿ ಪಠ್ಯಕ್ರಮ - ಕನ್ನಡ - (ಆಯ್ಕೆ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕ ಪದ್ಧತಿ) 2019-20</b></p> <p style="text-align: center;"><b>ಆಯ್ಕೆ ವಿಷಯ (ಇಲೆಕ್ಟಿವ್ ಕೋರ್ಸ್)- ಎರಡನೆಯ ಚರ್ತುಮಾಸ</b></p>	
<p><b>ಪಠ್ಯ : ತೆನೆ 4 ಮಾಧ್ಯಮ ಕನ್ನಡ</b>  <b>ಬೋಧನಾ ಅವಧಿ: ವಾರಕ್ಕೆ 2 ಗಂಟೆ ಮೌಲ್ಯಾಂಕ: 01</b></p>	<p>ಒಟ್ಟು ಅಂಕಗಳು : 50  ಅಂತಿಮ ಪರೀಕ್ಷೆ : 40  ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ : 10</p>
ಕ್ರ.ಸಂ	ಪಾಠ
<b>ಘಟಕ:1 : ಮಾಧ್ಯಮ ಮತ್ತು ಕನ್ನಡ</b>	
1.	ಮಾಧ್ಯಮಗಳ ಸ್ವರೂಪ, ಉದ್ದೇಶ, ವೈವಿಧ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಜವಾಬ್ದಾರಿ.
2.	ಮಾಧ್ಯಮ ಪ್ರಕಾರಗಳು: ಪತ್ರಿಕೆ, ಬಾನುಲಿ, ದೂರದರ್ಶನ, ಬ್ಲಾಗ್, ಇ -ಪತ್ರಿಕೆ.
<b>ಘಟಕ:2 - ಕನ್ನಡ ಮತ್ತು ಕಂಪ್ಯೂಟರ್</b>	
1.	ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕನ್ನಡ
2.	ಗಣಕಗಳಲ್ಲಿ ಕನ್ನಡ ತಂತ್ರಾಂಶದ ಅಳವಡಿಕೆ ಮತ್ತು ಬಳಕೆ
3.	ಯುನಿಕೋಡ್ ಮತ್ತು ಕನ್ನಡ : ನುಡಿಯಿಂದ ಯೂನಿಕೋಡ್-ಯೂನಿಕೋಡ್‌ನಿಂದ ನುಡಿಗೆ ಪರಿವರ್ತನೆ
4.	ಕನ್ನಡದಲ್ಲಿ ಎಂ ಎಸ್ ಆಫೀಸ್ ಮತ್ತು ಪವರ್ ಪಾಯಿಂಟ್ ಬಳಕೆ
5.	ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಅಂತರ್ ಜಾಲ ಹಾಗೂ ವಿದ್ಯುನ್ಮಾನ ಅಂಚೆಯ ಬಳಕೆ
6.	ಕನ್ನಡ ಮತ್ತು ವಿಕಿಪೀಡಿಯಾ ಲೇಖನ ಬರವಣಿಗೆ
7.	ಕಂಪ್ಯೂಟರ್‌ನಲ್ಲಿ ಅಂತರ್ಜಾಲ ತಾಣಗಳು ಹುಡುಕಾಟ
8.	ಕಂಪ್ಯೂಟರ್‌ನಲ್ಲಿ ಕನ್ನಡ ಬ್ಲಾಗ್ ಬರಹ ತಯಾರಿ
9.	ಕಂಪ್ಯೂಟರ್‌ನಲ್ಲಿ ಕನ್ನಡದ ಪದಕೋಶಗಳು ಮತ್ತು ಅವುಗಳ ಉಪಯೋಗ

<p style="text-align: center;"><b>ಸಂತ ಅಲೋಶಿಯಸ್ ಕಾಲೇಜು(ಸ್ವಾಯತ್ತ), ಮಂಗಳೂರು 575003</b></p> <p style="text-align: center;"><b>ಪದವಿ ಪಠ್ಯಕ್ರಮ - ಕನ್ನಡ - (ಆಯ್ಕೆ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕ ಪದ್ಧತಿ) 2019-20</b></p> <p style="text-align: center;"><b>ಆಯ್ಕೆ ವಿಷಯ (ಇಲೆಕ್ಟಿವ್ ಕೋರ್ಸ್) ಎರಡನೆಯ ಚರ್ತುಮಾಸ</b></p> <p style="text-align: center;"><b>ಪ್ರಶ್ನೆ ಕೇಳುವ ವಿಧಾನ - ಅಂಕಗಳ ವಿಂಗಡಣೆ ಒಟ್ಟು ಅಂಕಗಳು - 40</b></p>		
1.	ವಿವರಣಾತ್ಮಕ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು: 2 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ 1 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು	8X1 = 08
2.	ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು: 3 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಒಟ್ಟು 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು	4X2 = 08
3.	ಟಿಪ್ಪಣಿ ರೂಪದ ಉತ್ತರ - 6 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಒಟ್ಟು 4 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು	2X4 = 08
4.	ಎಲ್ಲಾ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ಆಯ್ಕೆ ಮಾಡಿ ಉತ್ತರಿಸುವುದು	1X5 = 05
5.	ವಾಕ್ಯ ರೂಪ/ಪದ ಅನುವಾದ	2X3 = 06
6.	ಎಲ್ಲಾ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ವಸ್ತುನಿಷ್ಠವಾಗಿ ಉತ್ತರಿಸುವುದು	1X5 = 05

<p>ಸಂತ ಅಲೋಶಿಯಸ್ ಕಾಲೇಜು(ಸ್ವಾಯತ್ತ), ಮಂಗಳೂರು 575003</p> <p>ಪದವಿ ಪಠ್ಯಕ್ರಮ - ಕನ್ನಡ - (ಆಯ್ಕೆ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕ ಪದ್ಧತಿ) 2019-20</p> <p>ಆಯ್ಕೆ ವಿಷಯ (ಇಲೆಕ್ಟಿವ್ ಕೋರ್ಸ್)- ಎರಡನೆಯ ಚರ್ತುಮಾಸ</p> <p>ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ವಿಧಾನ - ಅಂಕಗಳ ವಿಂಗಡಣೆ ಒಟ್ಟು ಅಂಕಗಳು - 40</p>		
I	ವಿವರಣಾತ್ಮಕ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು: 2 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ 1 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು	8X1 = 08
1.	ಮಾಧ್ಯಮಗಳ ಸ್ವರೂಪ, ಉದ್ದೇಶವನ್ನು ವಿವರಿಸಿ	
2.	ನುಡಿಚಿತ್ರ ಎಂದರೇನು? ನುಡಿಚಿತ್ರವೊಂದನ್ನು ಬರೆಯಿರಿ	
II	ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು: 3 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಒಟ್ಟು 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು	4X2 = 08
3.	ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕನ್ನಡ ಕುರಿತು ಬರೆಯಿರಿ	
4.	ಅಭ್ಯರ್ಥನ ಪತ್ರ ಎಂದರೇನು? ಮಾದರಿ ಪತ್ರ ಬರೆಯಿರಿ	
5.	ಗಣಕಗಳಲ್ಲಿ ಕನ್ನಡ ತಂತ್ರಾಂಶದ ಅಳವಡಿಕೆ ಮತ್ತು ಬಳಕೆ ಕುರಿತು ಬರೆಯಿರಿ	
III	ಟಿಪ್ಪಣಿ ರೂಪದ ಉತ್ತರ - 6 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಒಟ್ಟು 4 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು	2X4 = 08
6.	ವಿದ್ಯುನ್ಮಾನ ಅಂಚೆಯ ಬಳಕೆ	
7.	ಯೂನಿಕೋಡ್‌ನಿಂದ ನುಡಿಗೆ ಪರಿವರ್ತನೆ	
8.	ಪವರ್ ಪಾಯಿಂಟ್ ಬಳಕೆ	
9.	ಕನ್ನಡ ತಂತ್ರಾಂಶಗಳು	
IV	ಎಲ್ಲಾ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ಆಯ್ಕೆ ಮಾಡಿ ಉತ್ತರಿಸುವುದು	1X5 = 05
10.	ಇ-ಅಂಚೆ ಎಂದರೆ ----- [ವಿದ್ಯುನ್ಮಾನ ಅಂಚೆ, ಮಿಂಚಂಚೆ, ಇಲೆಕ್ಟ್ರಾನಿಕ್ ಅಂಚೆ]	
11.	ವಿಕಿಪೀಡಿಯಾ----- [ಸಾಮಾಜಿಕ ಜಾಲತಾಣ, ವಿಶ್ವಕೋಶ, ಅರ್ಥಕೋಶ]	
12.	ನುಡಿಚಿತ್ರ ----- [ಫೀಚರ್, ಚಿತ್ರ ಬರವಣಿಗೆ, ಛಾಯಾಚಿತ್ರ]	
13.	ತಂತ್ರಜ್ಞಾನ ----- [ಮಾಹಿತಿ ಕೋಶ, ಸಾಫ್ಟ್‌ವೇರ್, ವಿಜ್ಞಾನ]	
14.	ಅಂತರ್ ಜಾಲ ----- [ವೆಬ್‌ಸೈಟ್, ಟೆಲಿಫೋನ್, ಇಂಟರ್‌ನೆಟ್]	
ಗಿ	ಕೆಳಗೆ ನೀಡಿರುವ ಸಾಲುಗಳಲ್ಲಿರುವ ಇಂಗ್ಲಿಷ್ ಪದಗಳನ್ನು ಕನ್ನಡಕ್ಕೆ ಅನುವಾದಿಸಿ	2X3 = 06
15.	ಇಂಗ್ಲಿಷ್‌ನ 'Ordinance' ಕನ್ನಡದಲ್ಲಿ ----- ಆಗಿದೆ. [ಸುಗ್ರೀವಾಜ್ಞೆ]	
16.	ಆಂಗ್ಲಪದ 'Short Story'ಗೆ ಕನ್ನಡದಲ್ಲಿ ----- ಎನ್ನುವರು.[ಸಣ್ಣಕತೆ]	
17.	'Cold War' ಎಂಬುದು 'ಹೊರಗಡೆ ಕಾಣಿಸದೆ ಒಳಗಿಂದೊಳಗೆ ನಡೆವ ಸೆಣಸಾಣ' ಎಂಬ ಅರ್ಥದ ಆಂಗ್ಲಪದ. ಇದಕ್ಕೆ ಕನ್ನಡದಲ್ಲಿ ----- ಎನ್ನುವರು. [ಶೀತಲ ಸಮರ]	
VI	ಎಲ್ಲಾ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ವಸ್ತುನಿಷ್ಠವಾಗಿ ಉತ್ತರಿಸುವುದು	1X5 = 05
18.	ಶೋಧಕ ಯಂತ್ರಗಳು ಎಂದರೇನು? [ಗೂಗಲ್, ಯಾಹೂ, ರೆಡಿಫ್ ಇತ್ಯಾದಿಗಳು]	
19.	ಇ-ಕಲಿಕೆ ಎಂದರೇನು? [ವಿದ್ಯುನ್ಮಾನ ಕಲಿಕೆ]	
20.	ಕಂಪ್ಯೂಟರ್ ಪದಕ್ಕೆ ಕನ್ನಡದಲ್ಲಿ ----- ಎನ್ನುವರು. [ಗಣಕಯಂತ್ರ]	
21.	ಕಂಪ್ಯೂಟರ್‌ನಲ್ಲಿ ಕನ್ನಡದ ಪದಕೋಶಗಳು ಎಲ್ಲಿ ಸಿಗುತ್ತವೆ? [ಗೂಗಲ್ ಸರ್ಚ್‌ನಲ್ಲಿ ಸಿಗುತ್ತದೆ]	
22.	ನುಡಿ ಎಂದರೆ ----- [ತಂತ್ರಜ್ಞಾನ]	

### ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

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5. ಶ್ರೀ ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಸಂಪುಟ - 10) ಪ್ರಸಾರಾಂಗ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ.
6. ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ - ಎಲ್. ಎಸ್. ಶೇಷಗಿರಿ ರಾವ್.
7. ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ, ಸಾ. ಶಿ. ಮರುಳಯ್ಯ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
8. ಕನ್ನಡ ಭಾಷಾವ್ಯಾಸಂಗ - ಡಾ. ಸಂಗಮಮೇಶ ಸವದತ್ತಿಮಠ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಕಲಬುರ್ಗಿ
9. 'ಆಡಳಿತ ಕನ್ನಡ', ಅಬ್ದುಲ್ ರೆಹಮಾನ್ ಪಾಷಾ, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು.
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11. ಕ್ರಿಯಾತ್ಮಕ ಕನ್ನಡ, ವಸಂತ ಕುಮಾರ್, ತೆಂಡುಲ್ಕರ್ ಪ್ರಕಾಶನ, ಉಡುಪಿ
12. ಕನ್ನಡದಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ: ಸುರೇಶ ಎಂ
13. ಕಂಪ್ಯೂಟರ್ ಕೈಪಿಡಿ: ಡಾ. ಶ್ರೀಧರ್, ಬೆಂಗಳೂರು ವಿ.ವಿ. ಬೆಂಗಳೂರು
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18. ಸಮೂಹ ಮಾಧ್ಯಮಗಳು: ಎಸ್. ದಿವಾಕರ

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