



SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

BA Journalism and Mass Communication (JMC) Handbook

2022-25

Rukmini Knowledge Park,
Kattigenahalli, Yelahanka, Bangalore-560064
Phone No: +91-080-66226622, Fax: 080-28478539

Content

Sl. No.	Particulars	Page No.
1	Message from the Honorable Chancellor	3
2	Message from the Vice Chancellor	4-5
3	Message from the Director	6
4	Rukmini Educational Charitable Trust	7
5	About REVA University; Vision, Mission & Objectives	8-11
6	School of Arts, Humanities and Social Sciences <ul style="list-style-type: none"> - Vision - Mission - Advisory Board 	12-19
7	Academic Regulations	20-38
8	BA – Journalism and Mass Communication Programme Overview Programme Educational Objectives Programme Outcomes Programme Specific Outcomes Typical Curriculum Map Mapping of Course Outcomes with Programme Outcomes Mapping Programme Outcomes with Programme Educational Objectives	39-41
9	BA – Journalism and Mass Communication <ul style="list-style-type: none"> ➤ Scheme of Instructions ➤ Detailed Syllabus <ul style="list-style-type: none"> - Course Description - Course Objective - Course Outcomes - Course Content (Unit - 1, 2, 3, 4) - Skill development activity, if any - Textbooks - References 	42-147
10	Career Development and Placement	148-149

Chancellor's Message

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when ‘intellectual gratification’ has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.



It is deemed virtuous to serve seekers of knowledge and as educators it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of ‘Knowledge is Power’, we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I am always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally and intellectually elite. They practise the art of teaching with a student-centered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author of the 19th century - Benjamin Disraeli, once said ‘A University should be a place of light, of liberty and of learning’. Centuries later this dictum still inspires me and I believe, it takes team-work to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom and knowledge.

Dr. P. Shyama Raju

The Founder and Honorable Chancellor, REVA University

Vice-Chancellor's Message

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter-disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.

A strong believer and practitioner of the dictum “Knowledge is Power”, REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this ‘temple of learning’ has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Benchmarked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevance to industry requirements. Structured training programs on soft skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of “Technology Incubation Centers” in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, “Intelligence plus character – that is the goal of education” (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavor to provide premium quality education accessible to all and an environment for the growth of overall personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

Vice-Chancellor, REVA University

Message from the Director of the School

“For last year’s words belong to last year’s language/ And next year’s words await another voice/ and to make an end is to make a beginning.” (T.S. Eliot) A hearty welcome to this ‘new beginning’!

The School of Arts, Humanities and Social Sciences at REVA University, one of the most sought-after schools, has cut a niche for itself by building a prominent academic record. The School offers Undergraduate, Postgraduate, and Ph.D. programs to scholars from all over the world, initiating in them the continuous urge to delve into the vast arena of creative and critical thinking.

The programs of study offered in the school foster cultural, social and political understanding and enhance the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We are at a wonderful phase when the domain of Arts, Humanities and Social Sciences all over the world is taking very meaningful and innovative turns. With various new career opportunities and specializations coming to the forefront, young enthusiasts have the boon of limitless career choices. We, at REVA University, deem it fit to channelize the potential of the young minds towards newer horizons. With the expertise of the highly qualified and committed teaching faculty members of the School, we continuously strive to provide the best practical knowledge to our students.

This academic year, keeping in mind our trend, our goals are set very high. Focusing primarily on Research and Development, the School will initiate every scholar under our wings to take a step forward in their specialized areas by engaging in collaborative and individual research projects. Research collaboration with other prestigious organizations is also in the pipeline. Many external subject specialists from the teaching fraternity as well as industry will bring in their expertise to our scholars, providing them with current scenarios of the entire world.

I invite you to participate in the many opportunities offered by the School of Arts, Humanities and Social Sciences join our hands to strengthen our participation in the international global Humanities forum.

With Best Wishes,

Dr. Payel Dutta Chowdhury
Director
School of Arts, Humanities and Social Sciences

RUKMINI EDUCATIONAL CHARITABLE TRUST

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. **Rukmini Educational Charitable Trust** (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born out of the philanthropic instincts of Dr. P. Shyama Raju to engage in public welfare, quite in keeping with his support to other socially relevant charitable works, such as, maintaining the Richmond Road Park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to Ph.D. degrees. REVA has well qualified experienced teaching faculty members of whom majority are doctorates. The faculty members are supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.

REVA UNIVERSITY

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 27th February, 2013. The University is empowered by UGC to award degrees in any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University, located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library, central computer center, a well-planned sports facility with cricket ground, running track and variety of indoor and outdoor sports activities, and facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and support staff.

The University is presently offering 26 Post Graduate Degree programs, 34 Undergraduate Degree programs in various branches of studies and has 15000+ students studying in various branches of knowledge at graduate and post graduate level and 410 scholars pursuing research leading to Ph.D. in 19 disciplines. It has 900+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to Ph.D.

The programs offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty members and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for various programs. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty members supported by the experts from industries, business sectors and such other organizations.

REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in the confidence and courage to move forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizes the fact that research, development and innovation are the important functions of any university and has therefore, established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. Interdisciplinary and multidisciplinary research is given the topmost priority. The division continuously liaisons between various funding agencies, R&D Institutions, industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Sensor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

REVA University has also given utmost importance to develop the much-required skills through variety of training programs, industrial practice, case studies and such other activities that induce various skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor and Dean, and supported by well experienced Trainers, Counselors and Placement Officers is one of the highlights of the university.

The University also has University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director facilitating skill related training to REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-on

courses in challenging areas of development. It is always active in facilitating students a variety of Skill Development Training programs.

The University has collaborations with industries, universities abroad, research institutions, corporate training organizations, and Government agencies, such as, Florida International University, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC², VMware, SAP, Apollo etc, to facilitate student exchange and teacher-scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitate students to study some of the programs partly in REVA University and partly in foreign university, viz, MS in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training the faculty members to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA University organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities, such as, Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc, and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defense Dr. Sathish Reddy, Scientific Advisor, Ministry of Defense, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of our effort in motivating and inspiring the youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such awards instituted by REVA University is **‘Life Time Achievement Award’** to be awarded to successful personalities who have made a mark in their field of work. This award is presented on the occasion of the **“Founders’ Day Celebration”** at REVA University on 6th January every year in the presence of dignitaries, faculty members and students. The first “REVA Lifetime Achievement Award” for the year 2015

has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr. K J Yesudas, renowned playback singer for the year 2017. REVA has also introduced the “**REVA Award of Excellence**” in the year 2017 and the first awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA University organizes various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTHSAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, quizzes, group discussions, seminars, exhibitions and a variety of cultural events. Another important event is the Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective sphere of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised with awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday for students, faculty members, administrative staff and their family members and organises yoga camps for villagers in the vicinity.

Recognizing the fast growth of the university and its quality in imparting higher education, the BERG (Business Excellence and Research Group), Singapore has awarded BERG Education Award 2015 to REVA University under Private Universities category. The University has also been honoured with many more such honours and recognitions.

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

The School of Arts, Humanities and Social Sciences, established in the year 2014, is one of the most sought-after Schools for Humanities programmes. At present the School offers three under-graduate programmes - B.A. in Journalism, English and Psychology; B.A. in Political Science, Economics and Journalism; B.A. in Journalism and Mass Communication and B.A. in Tourism, History and Journalism and three post-graduate programmes – M.A. in English, M.A. in Journalism and Communication and M.Sc. in Psychology. The School offers programs that prepare graduates who are aware of and can interact with contemporary thought and research in their respective specializations and utilize the same in their professional lives. The graduates will also be equipped with foundation of subjects and variety of skills required to compete in the global job market. The School also facilitates research leading to Ph.D. in humanities disciplines in English, Psychology and Journalism.

Why Arts, Humanities and Social Sciences @ REVA University?

The UG and PG programs offered by the school are designed with an extremely contemporary curriculum, where learners get a variety of choices to select electives and specializations that they desire.

In **B.A. (JEP), B.A. (PEJ) and B.A. (THJ), B.A (JMC)** programs, students can experience a contemporary curriculum in a triple major scheme. In B.A. JEP, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. Internships, research projects and placement trainings are integrated with the

program to make it a full-fledged one. In B.A. PEJ, the students will gain an understanding of three major core disciplines associated with humanities and social sciences - Political Science, Economics and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. They will also be equipped to prepare for various competitive exams for banking sector, central and state administrative government jobs. A Bachelor's Degree in Political Science, Economics and Journalism can help students to gain insights in various fields like media, management and administration in the public and private sectors. Career opportunities are available in academia, banking, economic consultancy, political campaign manager, politician, political consultant, international business specialist, PR specialist, and market researcher. The programme takes a multi-disciplinary approach to enlighten the students on the integral working of the significant three core subjects of the programme. In B.A. THJ program, the students will gain an understanding of three major core disciplines associated with humanities and social sciences - Tourism, History and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. A Bachelor's Degree in Tourism, Journalism & History addresses the requirements in the key sectors like hotels, restaurants, retailing, transportation, travel agencies, tour companies, tourist attractions, leisure, recreation and sport, and cultural industries. Besides these, students can also find scope in the industry as Travel Journalist, Travel Photographer, Blogger & Vlogger Archivist, Heritage manager, Historic buildings conservation officer, Museum or gallery curator, academia and research. The forte of this program is its multi-faceted approach to prepare skilled, confident, well-groomed and diligent aspirants who are well versed in the integral workings of the Tourism & Hospitality industry. In BA Journalism and Mass Communication programme, students are exposed to holistic learning that broadens their world-view and equips them to become effective communicators in all walks of life. This intricacy of maneuvering as a skilled communicator in both professional and personal spaces is what sets the programme apart and highlights its multi-dimensional nature.

The PG programs in English; Journalism and Communication, and M.Sc. Psychology are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which

is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on.

M.Sc. Psychology (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market. M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies of an individual which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, and Organizational Behavior.

USP of the Programmes Run by the School of Arts, Humanities and Social Sciences:

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Well-equipped Psychology Labs
- Language Labs
- Contemporary curriculum
- Ample scope to gain practical exposure through internships. Present batch students are undergoing internships at Star Sports, Adzu Advertising, Red Advertisement, and so on.
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programs, etc. in association with newspapers like *The Hindu* and other media houses.

- Training in event management – both in-house events and outside events, such as, International Film Festival conducted by Innovative Film City
- Training in anchoring for in-house events and outside events, such as, the Edu Expo by *The Hindu*
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.
- Certification programs, such as, Pearson Global English, Certification in Animation, Certification in Photography, etc.
- Certificate programs in foreign languages – French, German, Mandarin and Japanese
- Certification and training program for CBSE UGC NET exam
- Demo classes in teaching
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their research papers in reputed journals. Many students have received “Best Paper” awards during conferences.
- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

VISION

To promote excellence in advancement of Arts, Humanities and Social Sciences disciplines, professions, and services through education, research, innovation, extension and collaboration.

MISSION

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, Journalism and Psychology through student-centric learning, interdisciplinary approach and innovative pedagogies;
- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;
- To establish collaborations, promote industry-university partnership, encourage entrepreneurship, and involve in community development services;

- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and
- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.

ADVISORY BOARD

1. Dr. Magdalena Zemojzel Piotrowska
Professor & Chair, Cross Cultural Psychology Section of Polish Society of Social Psychology
Head, Cross Cultural Psychology Unit, University of Cardinal Stefan Wyszyński, Poland
2. Prof. Elizabeth Birmingham
Dean, Faculty of Social Sciences and Humanities
Lakehead University, Canada
3. Dr. Mohamad Abbas
Professor, School of Communication
University of Tehran, Iran
4. Dr. Emma Roberts
Associate Dean, Global Engagement, Faculty of Arts,
Professional and Social Studies, Liverpool John Moores University,
Liverpool, United Kingdom
5. Mr. Brijesh Kalappa
Advocate in the Supreme Court
Former Legal Advisor to the Government of Karnataka
(with the rank of Minister of State) and
Former Additional Advocate General, Haryana
6. Mr. Syed Sultan Ahmed
MD & Chief Learner @LXL Ideas
Educator | Entrepreneur | Film Maker | Publisher
7. Dr. G. Venkatesh Kumar
Dean, Science and Technology
Professor, Department of Studies in Psychology
University of Mysore, Manasagangotri, Mysore
8. Dr. Surabhi Dhahiya
Professor
Indian Institute of Mass Communication, New Delhi
9. Dr. Priyanka Tripathi
Associate Professor of English
Dept of Humanities & Social Sciences
IIT, Patna, India
10. Dr. Hitesh D. Raviya

Professor & Vice Dean, Faculty of Humanities
The Maharaj Sayajirao University of Baroda, Vadodara, Gujarat

11. Mr. T.R GopalaKrishnan
Former Editor, The Week Magazine

Board of Studies Members

Sl. No.	Name	Designation	Institutional Affiliation
1.	Dr. M. Dhanamjaya	Chairperson (Professor & Director, SoAHSS)	REVA University, Bengaluru
2.	Dr. Sapna. M.S	Member (External Expert - Academia) – Journalism	Professor and Coordinator – Radio Manasa –Community Radio Station – University of Mysore
3.	Mr. B Pradeep Nair	Member (External Expert - Industry)	News Editor at The Hindu Bengaluru, Karnataka
4.	Prof. Manjunatha M	Member (Coordinator, Media Studies, School of Arts, Humanities and Social Sciences, REVA University)	REVA University
5.	Dr. Sudeshna Das	Member (Assistant Professor, Media Studies, SoAHSS)	REVA University
6.	Dr. Divya Kumari	Member (Assistant Professor, Media Studies, SoAHSS)	REVA University
7.	Dr. Anupama B N	Member (Assistant Professor, English, SoAHSS)	REVA University
8.	Prof. Arun Kumar	Member (Assistant Professor, English, SoAHSS)	REVA University
9.	Dr. Sreenivasa Murthy K	Member (Associate Professor, Hindi, SoAHSS)	REVA University

10.	Dr. C Nagaraja	Member (Assistant Professor, Kannada, SoAHSS)	REVA University
11.	Ms. Jhanvi	Alumnus (MA Journalism & Communication)	Journalist, Deccan Herald, Bangalore
12.	Ms. Anamika	Member (Final year BA JEP student)	REVA University
13.	Ms. Pragati Shrikant Nayak	Member (Final year BA JEP student)	REVA University



REVA University Academic Regulations
Bachelor Degree (3 years) Programs
(Applicable for the programs offered from 2022-25 Batch)

1. Title and Commencement:

1.1 These Regulations shall be called **“REVA University Academic Regulations – Bachelor Degree Programs 2021-24 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management**

1.2 These Regulations shall come into force from the date of assent of the Chancellor.

2. The Programs:

These regulations cover the following Bachelor Degree Programs of REVA University offered during 2021-24:

BBA Honours in Hospital and Health Care Management
BBA Honours in Strategy and Leadership
BBA Honours in Business Analytics and Design Thinking
BBA Honours in Banking and Finance
BBA Honours in Talent Management and Marketing
B. Com Honours (Accounting and Taxation)
B. Com Honours (Banking and Finance)
B. Com Honours (Statistics and Accounting)
B. Com Honours (Economics and Finance)
Bachelor of Business Administration
Bachelor of Business Administration (Honours)
Bachelor of Business Administration (Entrepreneurship)
B. Com (Industry Integrated)
BA in Journalism and Mass Communication
BA in Tourism, History and Journalism
BA in Political Science, Economics and Journalism
BA in Journalism, English and Psychology
BA in Performing Arts, English and Psychology
BCA
BSc Microbiology Chemistry, Genetics
BSc in Nutrition and Dietetics
BSc in Medical Radiology and Diagnostic imaging
Bachelor of Science Honours in Computer Science with specialization in Multimedia and Animation
Bachelor of Science in Computer Science with specialization in Cyber Security
B.Sc. (Honours) in Computer Science (specialisation in Cloud Computing and Big Data)
B.Sc. Physics, Mathematics and Chemistry PCM
B.Sc Physics, Mathematics and Computer science (PMCs)
B.Sc. – Bioinformatics (Biology, Computer Science and Mathematics –BCsM)
B.Sc. (Biochemistry, Microbiology, Medical Laboratory Technology)
B.Sc. Mathematics, Statistics and Computer Science MStCs
B.Sc. (Biotechnology, Biochemistry and Genetics BBG)

3. Duration and Medium of Instructions:

3.1 Duration: The Bachelor Degree program is of 6 Semesters duration. A candidate can avail a

maximum of 12 semesters - 6 years as per double duration norm, in one stretch to complete the Bachelor Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, s/he has to study the prevailing courses offered by the School when s/he resumes his/her studies.

3.2 The medium of instruction shall be English.

4. Definitions:

4.1 Course: “Course” means a subject, either theory or practical or both, listed under a program; Example: “Business Research Methodology” in BBA (Honors) program, “Auditing and Corporate Governance” in B Com (Industry Integrated) program are examples of courses to be studied under respective programs.

Every course offered will have three components associated with the teaching-learning process of the course, namely:

L	Lecture
T	Tutorial
P	Practice

Where:

L stands for **Lecture** session consisting of classroom instruction.

T stands for **Tutorial** session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands for **Practice** session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies / Project Based Learning or Course end Project/Self Study/ Online courses from listed portals that equip students to acquire the much required skill component.

4.2 Classification of Courses

Courses offered are classified as: Foundation Courses, Core Courses, Hard Core Courses, Soft Core Courses, Open Elective Courses, Project work/Dissertation

4.2.1 Foundation Course: The foundation Course is a compulsory course which should be completed successfully as a part of graduate degree program irrespective of the program of study

4.2.2 Core Course: A course which should compulsorily be studied by a candidate choosing a particular program of study

4.2.3 **Hard Core Course (HC) simply core course:** The **Hard Core Course** is a Core Course in the main branch of study and related branch(es) of study, if any, that the candidates have to complete compulsorily

4.2.4 **Soft Core Course (SC) (also known as Professional Elective Course)**

A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main branch of study or from a sister/related branch of study which supports the main branch of study

4.2.5 **Mandatory Course (MC):** The mandatory course is non credited but must be passed in order to complete the Graduate Degree Program.

4.2.6 **Open Elective Course (OE):**

An elective course chosen generally from other discipline / subject, with an intention to seek exposure to the basics of subjects other than the main discipline the student is studying is called an **Open Elective Course**

4.2.7 **Project Work / Dissertation:**

School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally 26 hours of practical work/project work/dissertation work is considered to be equivalent to a credit. School can classify project as a minor or a major project depending on the credits allotted. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

“Program” means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma or such other degrees instituted and introduced in REVA University.

5. Eligibility for Admission:

5.1. The eligibility criteria for admission to **Three Years Bachelor Degree Programs** (6 Semesters) is given below:

Sl. No.	Program	Duration	Eligibility
1	Bachelor of Commerce (Industry Integrated)	6 Semesters (3 years)	Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
2	Bachelor of Commerce (Honours)		Pass in PUC/10+2 with minimum 75% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.

3	Bachelor of Business Administration (Industry Integrated)	6 Semesters (3 years)	Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
4	Bachelor of Business Administration (Honours)	6 Semesters (3 years)	Pass in PUC/10+2 with minimum 75% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
5	Bachelor of Business Administration (Entrepreneurship)	6 Semesters (3 years)	
6	Bachelor of Arts in a) Journalism, English & Psychology (JEP) b) Political Science, Economics, Journalism (PEJ) c) Tourism, History & Journalism (THJ) d) Journalism and Mass Communication (JMC)	6 Semesters (3 years)	Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to.
7	Bachelor of Arts in Performing Arts, English & Psychology	6 Semesters (3 years)	
8	Bachelor of Computer Applications	6 Semesters (3 years)	Pass in PUC/10+2 with at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council of any other qualification recognized as equivalent there to.
9	Bachelor of Science (Hons.) in Computer Science (with specialization in Cloud Computing & Big Data)	6 Semesters (3 years)	Pass in PUC/10+2 examination with Mathematics / Computer Science / Statistics as compulsory subject along with other subjects and obtained minimum 45% marks (40% in case of candidates belonging to SC/ST category) in the above subjects taken together from any Board recognized by the respective State Government /Central Government/Union Territories or any other qualification recognized as equivalent thereto.
10	B Sc in a) Physics, Chemistry and Mathematics (PCM) b) Mathematics, Statistics and Computer Science (MStCs) c) Physics, Mathematics and Computer Science (PMCs)	6 Semesters (3 years)	Pass in PUC/10+2 with Mathematics as compulsory subjects and at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council or any other qualification recognized as equivalent there to.
11	B Sc in a) Bioinformatics – Biology, Computer Science & Mathematics (BCsM)	6 Semesters (3 years)	Pass in PUC/10+2 with Biology as compulsory subject and at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council or

b) Biotechnology, Biochemistry, Genetics c) Medical Laboratory Technology (BMLT)		any other qualification recognized as equivalent there to.
---	--	---

5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, University from time to time.

6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

6.2 Each semester is for a total duration of 20 weeks, out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for IAs and final examination, evaluation and announcement of results.

6.3 The credit hours defined as below

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

1 credit = 13 credit hours spread over 16 weeks or spread over the semester

The total duration of a semester is 20 weeks inclusive of semester-end examination.

For Example: The following table describes credit pattern

Table -2: Credit Pattern					
Lectures (L)	Tutorials (T)	Practice (P)	Credits (L:T:P)	Total Credits	Total Contact Hours
4	2	0	4:1:0	5	6
3	2	0	3:1:0	4	5
3	0	2	3:0:1	4	5
2	2	2	2:1:1	4	6
0	0	6	0:0:3	3	6
4	0	0	4:0:0	4	4
2	0	0	2:0:0	2	2

a. The concerned BoS will choose the convenient Credit Pattern for every course based on size and nature of the course

7. Different Courses of Study:

Different **Courses of Study** are labeled as follows:

- Foundation Course (FC)
- Core Course (CC)
- Hard Core Course (HC)
- Soft Core Course (SC)

- e. Mandatory Course (MC)
- f. Open Elective Course (OE)
- g. Project Work / Dissertation: School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally 26 hours of practical work/project work/dissertation work is considered to be equivalent to a credit. School can classify project as a minor or a major project depending on the credits allotted. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

These are defined under Section 4 of these regulations.

8. Credits and Credit Distribution

Registered candidates are required to earn the credits stated in the scheme

The following courses are Foundation Courses. Students registering for any of the programs mentioned in the table above are required to successfully complete the courses for the award of the degree.

1. Communicative English
2. Languages K / H / Additional English

The following courses are Mandatory Courses. Students registering for any of the programs mentioned in the table above are required to successfully complete the courses for the award of the degree.

1. Indian Constitution
2. Environmental Science

8.2. The concerned BoS shall prescribe the credits to various types of courses and shall assign title to every course including project work, practical work, field work, self-study elective and classify the courses as **Foundation Course (FC), Hard Core (HC), Soft Core (SC), Mandatory Course (MC) and Open Elective (OE).**

8.3. The concerned BoS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.

8.4. A candidate can enrol during each semester for credits as prescribed in the scheme of the program.

8.5 Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to VI semester and complete successfully prescribed number of credits for the award of the degree for three year program in 6 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

8.6 Add on Proficiency Diploma / Minor degree/ Honor Degree:

To acquire Add on Proficiency Diploma/ Minor degree/ Honor Degree:, a candidate can opt to complete a minimum of 18-20 extra credits either in the same discipline /subject or in different discipline / subject in excess to prescribed number of credits for the award of 3 year degree in the registered program.

The Add on Proficiency Certification / Diploma/ Minor degree/ Honor Degree: so issued to the candidate contains the courses studied and grades earned.

9 Assessment and Evaluation

9.1 The Scheme of Assessment will have two parts, namely;

1. Internal Assessment (IA); and
2. Semester End Examination (SEE)

9.2 Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of for 3 year programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).

9.3 The 50 marks of internal assessment for 3 and 4 credit courses shall comprise:

Internal Test	30 marks
Assignments / Seminars / Quizzes / Presentations / Case Studies etc.	20 marks

9.3.1 The assessment and evaluation procedure for integrated course with theory 2 credits and practical 2 credits that has been designed.

L: T: P: C - 2-0-2-4 (Total Contact Hours 6hrs)

Total semester end theory examination and practical examination marks will be scaled down to 50

The marks distribution is - IA1 +IA2 + SEE (Theory and practical) = 25+25+50=100

9.3.2 The assessment and evaluation procedure for 1 and 2 credit courses is as follows

IA1 – 25 marks

IA2 – 25 marks

Both IA1 and IA2 will be added and 50% of the internal assessment is considered

SEE – 50 marks

The SEE marks will be reduced to 50%

The total marks for overall assessment will be $(IA1+IA2 + SEE) = 50$ marks

The SEE will be conducted for 2 hours.

9.4 There shall be **two Internal Tests** conducted as per the schedule announced below. **The Students' shall attend both the Tests compulsorily.**

- 1st test is conducted for 15 marks during **8th week** of the Semester;
- 2nd test is conducted for 15 marks during **16th week** of the of the Semester;
- Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester

9.5 The coverage of syllabus for the said tests shall be as under:

- Question paper of the **1st test should be based on first 50% of the total syllabus;**
- Question paper of the **2nd test should be based on second 50% of the total syllabus;**

9.6 The Semester End Examination for 50 marks shall be held in the 18th and 19th week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.

9.7 A test paper is set for a maximum of 30 marks to be answered as per the pre-set time duration (1 hr / 1 hr 15 minutes / 1 hr 30 minutes). Test paper must be designed with School faculty members' agreed pattern and students are assessed as per the instructions provided in the question paper. Questions must be set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document.

9.8 The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a common question paper(s). However, these question papers shall be scrutinized by School specific Question Paper Scrutiny Committee formed by the respective School Head /Director to bring in the uniformity in the question paper pattern and as well to maintain the necessary standards.

9.9 The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.

9.10 Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care

should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An assignment / Quiz or combination thereof can be set for a maximum of 20 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.

- 9.11 Internal assessment marks must be decided well before the commencement of Semester End examinations
- 9.12 Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 18th and 19th week of the semester and the entire course syllabus must be covered while setting the question paper.
- 9.13 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Each main question be set for a maximum of 25 marks, main questions can have 3-4 sub questions. A total of 8 questions are set so that students will have a choice. Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)
- 9.14 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.
- 9.15 There shall be single evaluation by the internal teachers who have taught the subject. However, there shall be moderation by the external examiner. In such cases where sufficient number of external examiners are not available to serve as moderators internal senior faculty member shall be appointed as moderators.
- 9.16 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers.
- 9.17 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well Semester End Examinations and submit reports to the Director of the respective School about the scope of the curriculum covered and quality of the questions.
- 9.18 The report provided by the **Program Assessment Committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program

- 9.19 During unforeseen situation like the Covid-19, the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC
- 9.20 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper
- 9.21 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor
- 9.22 Online courses may be offered as per BACHELOR norms.
For online course assessment guidelines would be as follows:
1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.
 2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply
 3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits
- IAs for online courses could be avoided and will remain at the discretion of the School.
- 9.23 The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.
- 9.24 Utilization of one or two credit online courses would be:
- 4 week online course – 1 credit – 15 hours
8 week online course / MOOC – 2 credits – 30 hours
12 week online course / MOOC – 3 credits – 45 hours
- 9.25 **Summary of Internal Assessment, Semester End Examination and Evaluation** Schedule is provided in the table given below.

Summary of Internal Assessment and Evaluation Schedule

S. No	Type of Assessment	when	Syllabus Covered	Max Marks	Reduced to	Date by which the process must be completed
1	Test-1	During 8 th week	First 50%	30	15	8 th week
2	Assignment / quiz / presentation / any other assessment method as	On or before 8 th week (10 marks)				

	decided by the School					
3	Test -2	During 16 th Week	Second 50%	30	15	16 th Week
4	Assignment / quiz / presentation / any other assessment method as decided by the School	On or before 16 th Week (10 marks)				
5	SEE	19/20 th Week	100%	100	50	20 th Week

- Note:** 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per the notification from COE.
2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

10 Assessment of Students Performance in Practical Courses

The performance in the practice tasks / experiments shall be assessed on the basis of:

- Knowledge of relevant processes;
- Skills and operations involved;
- Results / products including calculation and reporting.

- 10.1 The 50 marks meant for Internal Assessment (IA) of the performance in carrying out Practical shall further be allocated as under:

i	Conduction of regular practical / experiments throughout the semester	20 marks
ii	Maintenance of lab records	10 marks
iii	Performance of mid-term test (to be conducted while conducting second test for theory courses); the performance assessments of the mid-term test includes performance in the conduction of experiment and write up about the experiment.	20 marks
	Total	50 marks

- 10.2 The 50 marks meant for Semester End Examination (SEE), shall be allocated as under:

i	Conducting of semester end practical examination	30 marks
ii	Write up about the experiment / practical conducted	10 marks
iii	Viva Voce	10 marks
	Total	50 marks

The duration for semester-end practical examination shall be decided by the concerned School Board.

10.3 For MOOC and Online Courses assessment shall be decided by the BOS of the School.

11. Evaluation of Minor Project / Major Project / Dissertation:

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the project / dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

Component – I	Periodic Progress and Progress Reports (25%)
Component – II	Demonstration and Presentation of work (25%)
Component – III	Evaluation of Report (50%)

All assessments must be done by the respective Schools as per the guidelines issued by the Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

12. Requirements to Pass a Course:

A candidate's performance from IA and SEE will be in terms of scores, and the sum of IA and SEE scores will be for a maximum of 100 marks (IA = 50 , SEE = 50) and have to secure a minimum of 40% to declare pass in the course. However, a candidate has to secure a minimum of 25% (13 marks) in Semester End Examination (SEE) which is compulsory.

The Grade and the Grade Point: The Grade and the Grade Point earned by the candidate in the subject will be as given below:

Marks, P	Grade, G	Grade Point (GP=V x G)	Letter Grade
90-100	10	v*10	O
80-89	9	v*9	A+
70-79	8	v*8	A
60-69	7	v*7	B+
55-59	6	v*6	B
50-54	5.5	v*5.5	C+
40-49	5	v*5	C
0-39	0	v*0	F
ABSENT			AB

O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.

Here, P is the percentage of marks ($P=[IA + SEE]$) secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of course. G is the grade and GP is the grade point.

a. Computation of SGPA and CGPA

The Following examples describe computation of Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e : **SGPA (Si) = $\sum(C_i \times G_i) / \sum C_i$** where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Examples on how SGPA and CGPA are computed

Example No. 1

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	3	A+	9	3X9=27
Course 2	3	A	8	3X8=24
Course 3	3	B+	7	3X7=21
Course 4	4	O	10	4X10=40
Course 5	1	C	5	1X5=5
Course 6	2	B	6	2X6=12
	16			129

Thus, **SGPA = $129 \div 16 = 8.06$**

Example No. 2

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade point)
Course 1	4	A	8	4X8=32
Course 2	4	B+	7	4X7=28
Course 3	3	A+	9	3X9=27
Course 4	3	B+	7	3X7=21
Course 5	3	B	6	3X6=18
Course 6	3	C	5	3X5=15
	20			141

Thus, **SGPA = $141 \div 20 = 7.05$**

b. Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e. : $CGPA = \sum(C_i \times S_i) / \sum C_i$
Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Example:

CGPA after Final Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	20	6.83	20 x 6.83 = 136.6
2	19	7.29	19 x 7.29 = 138.51
3	21	8.11	21 x 8.11 = 170.31
4	20	7.40	20 x 7.40 = 148.00
5	22	8.29	22 x 8.29 = 182.38
6	18	8.58	18 x 8.58 = 154.44
Cumulative	120		930.24

Thus, $CGPA = 930.24/120 = 7.75$

c. Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Example: CGPA Earned 7.75 x 10=77.5

d. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

13. Classification of Results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	Grade (Numerical Index)	Letter Grade	Performance	FGP
	G			Qualitative Index
9 >= CGPA 10	10	O	Outstanding	Distinction
8 >= CGPA < 9	9	A+	Excellent	
7 >= CGPA < 8	8	A	Very Good	First Class
6 >= CGPA < 7	7	B+	Good	
5.5 >= CGPA < 6	6	B	Above average	Second Class
> 5 CGPA < 5.5	5.5	C+	Average	
> 4 CGPA < 5	5	C	Satisfactory	Pass
< 4 CGPA	0	F	Unsatisfactory	Unsuccessful

Overall percentage=10*CGPA

- a. **Provisional Grade Card:** The grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The grade card provides **Semester Grade Point Average (SGPA)**.
- b. **Final Grade Card:** Upon successful completion of three year Degree, a grade card with **Cumulative Grade Point Average (CGPA)** will be issued by the Controller of Examinations.

14. Attendance Requirement:

- 14.1 All students must attend every lecture, tutorial and practical classes.
- 14.2 In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.
- 14.3 Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc., during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

15. Re-Registration and Re-Admission:

- 15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and S/he shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.
- 15.2 In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

16. Absence during Internal Test:

In case a student has been absent from an internal tests due to the illness or other contingencies s/he may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

17. Provision for Appeal

If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), s/he can approach the Grievance Cell with the written submission together with all facts, the assignments, and test papers, which were evaluated. S/he can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the Grievance committee is final.

18. Grievance Committee:

In case of students having any grievances regarding the conduct of examination, evaluation and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC.

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

- The Controller of Examinations - Ex-officio Chairman / Convener
- One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools / departments/sister disciplines – Member.
- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

19. Eligibility to Appear for Semester End Examination (SEE)

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

20. Provision for Supplementary Examination

In case a candidate fails to secure a minimum of 25% (13 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results. The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

21. Provision to Carry Forward the Failed Subjects / Courses:

A student who has failed in a given number of courses in odd and even semesters shall move to next semester of immediate succeeding year and final year of the study. However, s/he shall have to clear all courses of all semesters within the double duration, i.e., with six years of admission of the first semester failing which the student has to re-register to the entire program.

22. Revaluation:

- a. A student who desires to apply for revaluation shall obtain a photo copy of the answer script(s) of semester end examination by paying the prescribed fee within 10 days after the announcement of the results. This revaluation is applicable only for semester end examination.

23. With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

BA (Journalism and Mass Communication – JMC) Program

Program Overview

Passion fueled by determination is the credo of the BA Journalism and Mass Communication programme, at REVA University. BA Journalism and Mass Communication programme under the aegis by Department of Media Studies, School of Arts, Humanities and Social Sciences offers a blended approach to teaching learning in the field of media and communication studies where theoretical perspectives shapes the journalistic aptitude and is then honed by practical knowledge and hands-on demonstration. The program helps an individual attain a perfect equilibrium in intellectual sagacity supplemented by applied knowledge.

In contemporary competitive times, the requirement for achieving an early boost to your career starts with attaining quality education. BA Journalism and Mass Communication programme at REVA University adopts the latest industry practices that frames communication professionals' world much beyond the confines of the four walls of the classroom. State-of-art REVA Media Centre comprising of industry standards digital media technology, multimedia studio sets the pace for a media professional to later work in different fields in media. Well-qualified faculty members, industry exposure through internships and media visits, organizing corporate activities and media fests grooms the students to accomplish high degree of professional standards that enables them hit the ground running in terms of their career and job opportunities.

Communication strategies permeate all aspects of society presently as telecommunication media is established as the dominating factor that determines the life-style standards of people. The Media and Entertainment industry is also experiencing this rapid paradigm shifts wherein products and services of media are infused with the features of the latest media technology and the content is curated with creativity to appeal to a wide ranging preferences of the audiences and consumers of media. In this scenario, BA Journalism and Mass Communication programme at REVA University provides holistic learning that broadens students' world-view and equips them to become effective communicators in all walks of life. This intricacy of maneuvering as a skilled communicator in both

professional and personal spaces is what sets the programme apart and highlights its multi-dimensional nature.

Program Educational Objectives:

After few years of graduation, the graduates of B.A. Journalism and Mass Communication will be able to:

PEO-1: Step into Higher Education and take up research in Universities at national and global level.

PEO-2: Become a team member in Public, Private, Corporate and Government Sector as techno managers, academicians, administrator or entrepreneurs, investigative agencies with efficient Communication and ethics.

PEO-3: Set up own enterprise and communicate with customers proficiently and adapt life skills for enhancing Business.

Program Specific Outcomes

On successful completion of the program, the graduates of B.A. Journalism and Mass Communication will be able to:

PSO – 1: Demonstrate the knowledge in Journalism and Mass Communication.

PSO - 2: Analyze and apply skills in Journalism with effective communication by understanding the psychology of the people.

PSO - 3: Use different techniques to gather information in Journalism and report effectively.

Program Outcomes

After successful completion of the program, the graduates the graduates of B.A. Journalism and Mass Communication will be able to:

- **PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge and in understanding Journalism and Mass Communication study.
- **PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.

- **PO 3: Problem solving:** Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one's learning to real life situations using curriculum content knowledge.
- **PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **PO 5: Research-related skills:** Be inquisitive with a sense of inquiry and capability for asking relevant/appropriate questions, and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
- **PO 6: Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- **PO 7: Cooperation/Team work:** Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **PO 8: Communication Skills:** Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups
- **PO 9: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

B.A. Journalism & Mass Communication (B.A. JMC)
Scheme of Instructions (2022-2025)

Sl. No	Course Code	Title of the Course	Course Type	Credit Pattern and Value				Weekly Contact Hours
				L	T	P	Total	
FIRST SEMESTER								
1	B21ASM101	Environmental Science	FC	Non-credit Mandatory Course				2
2	B21AHE101	Communicative English – I	FC	1	1	0	2	3
3	B21AHK101	Language – II: Kannada-I	FC	1	1	0	2	3
	B21AHH101	Language – II: Hindi-I						
	B21AHA101	Language – II: Additional English-I						
4	B22AD0101	Visual Communication	HC	2	1	0	3	4
5	B21AD0102	Introduction to Communication	HC	4	0	0	4	4
6	B21AD0103	Reporting and Editing	HC	4	0	0	4	4
7	B21AD0104	Computer Fundamentals	HC	0	1	1	2	4
8	B21AD0105	Journalism Practical – I	HC	0	0	2	2	4
		Total Credits		12	4	3	19	28
SECOND SEMESTER								
1	B21LSM201	Indian Constitution and Human Rights	FC	Non-credit Mandatory Course				2
2	B21AHE201	Communicative English – II	FC	1	1	0	2	3
3	B21AHK201	Language – II: Kannada-II	FC	1	1	0	2	3
	B21AHH201	Language – II: Hindi-II						
	B21AHA201	Language – II: Additional English-II						
4	B21AD0201	Mass Communication Theories	HC	2	1	0	3	4
5	B21AD0202	Online Journalism	HC	2	1	0	3	4
6	B21AD0203	Introduction to AV Media	HC	3	0	1	4	5
7	B21ADS111	Communication in Peace and Conflict Management	SC	1	0	1	2	3
	B21ADS112	Contemporary Politics & Challenges Of Globalization						
8	B21AD0204	Journalism Practical – II	HC	0	0	2	2	4
9	B21ADON01	MOOC - I	ON	Non-credit Mandatory Course				Self-Study
10	B22AS0208	Tree Plantation in Tropical Region: Benefits and Strategic Planning	FC	1	0	0	1	1

		Total Credits		11	4	4	19	29
	THIRD SEMESTER							
1	B21AHK301	Language – II: Kannada-III	FC	1	1	0	2	3
	B21AHH301	Language – II: Hindi-III						
	B21AHA301	Language – II: Additional English-III						
2	B21AD0301	Advertising	HC	3	1	0	4	5
3	B21AD0302	Public Relations	HC	2	1	0	3	4
4	B21AD0303	Photography Techniques	HC	2	0	1	3	4
5	B21ADS311	Business Journalism	SC	2	1	0	3	4
	B21ADS312	Political Communication						
6	B21ADS321	Media and Human Rights	SC	2	0	1	3	4
	B21ADS322	Media and Gender						
7	B21AD0304	Journalism Practical - III	HC	0	0	2	2	4
8		Open Elective	OE	2	1	0	3	4
		Total Credits		14	5	4	23	32
	FOURTH SEMESTER							
1	B21AHK401	Language II: Kannada-IV	FC	1	1	0	2	3
	B21AHH401	Language II: Hindi-IV						
	B21AHA401	Language II: Additional English-IV						
2	B21AD0401	Media Laws	HC	3	1	0	4	5
3	B22AD0402	User Interface & User Experience Design	HC	2	1	0	3	4
4	B21JN0401	Fundamentals of Media Research	HC	4	0	0	4	4
5	B21ADS411	Feature and Magazine Writing	SC	2	0	0	2	2
	B21ADS412	Documentary Production						
6	B21ADS413	Journalism Practical – IV (Feature and Magazine Writing Lab)	SC	0	0	2	2	4
	B21ADS414	Journalism Practical – IV (Documentary Production Lab)	SC					
7	B21ADS421	Event Management	SC	2	0	0	2	2
	B21ADS422	Creative Advertisement Design						
8	B21ADS423	Journalism Practical – V (Event Management Lab)	SC	0	0	2	2	4
	B21ADS424	Journalism Practical – V (Creative Advertising Design Lab)						
		Total Credits		14	3	4	21	28

	FIFTH SEMESTER							
1	B21AD0501	Digital Media Marketing	HC	3	1	0	4	5
2	B21AD0502	Film Appreciation	HC	4	0	0	4	4
3	B21AD0503	Corporate Governance and Entrepreneurship	HC	2	1	0	3	4
4	B21ADS511	Data Journalism	SC	2	0	0	2	2
	B21ADS512	Brand Communication						
5	B21ADS513	Journalism Practical – VI (Data Journalism Lab)	SC	0	0	2	2	4
	B21ADS514	Journalism Practical – VI (Brand Communication Lab)						
6	B21ADS521	News Production Techniques	SC	2	0	0	2	2
	B21ADS522	Corporate Social Responsibility						
7	B21ADS523	Journalism Practical – VII (News Production Techniques Lab)	SC	0	0	2	2	4
	B21ADS524	Journalism Practical – VII (Corporate Social Responsibility Lab)						
8	B21ADM501	Skill Development Course – I (Non-credit Mandatory Course)	MC	0	0	0	0	2
		Total Credits		13	2	4	19	27
	SIXTH SEMESTER							
1	B21AD0601	International Communication	HC	2	1	0	3	4
2	B21AD0602	Environmental Communication	HC	2	1	0	3	4
3	B21JNS612	Development Communication	SC	2	0	0	2	2
	B21ADS612	Media Criticism						
4	B21JNS613	Journalism Practical – VIII (Development Communication Lab)	SC	0	0	2	2	4
	B21ADS613	Journalism Practical – VIII (Media Criticism Lab)						
5	B21ADS621	Technical Writing	SC	2	0	0	2	2
	B21ADS622	Writing for Television						
6	B21ADS623	Journalism Practical – IX (Technical Writing Lab)	SC	0	0	2	2	4
	B21ADS624	Journalism Practical – IX (Writing for Television)						
7	B21AD0603	Major Research Project	HC	0	0	5	5	10
8	B21AHM601	Skill Development Course – II	MC	0	0	0	0	2

		(Non-credit Mandatory Course)						
		Total Credits		8	2	9	19	32
		Total Credits of All Semesters		72	20	28	120	176

Semester-wise Summary of Credit Distribution

Semesters	No. of Credits
First Semester	19
Second Semester	19
Third Semester	23
Fourth Semester	21
Fifth Semester	19
Sixth Semester	19
Total Credits	120

Distribution of Credits Based on Type of Courses

Semester	HC	SC	OE	FC	Credits
I	15	0	0	4	19
II	12	2	0	5	19
III	12	6	3	2	23
IV	11	8	0	2	21
V	11	8	0	0	19
VI	11	8	0	0	19
Total	72	32	3	13	120

Distribution of Credits Based on L:T:P

Semester	L	T	P	Credits
I	12	4	3	19
II	11	4	4	19
III	14	5	4	23
IV	14	3	4	21
V	13	2	4	19
VI	8	2	9	19
Total	72	20	28	120

TYPICAL CURRICULUM MAP

Sl. No.	Course	Effective Communication	Ethics, Values and Social Responsiveness	Critical Thinking, Analysis ,Problem solving	Global Exposure and cross cultural understanding	Domain Knowledge	Self-Development, Leadership and Team work	Entrepreneurial thinking , creativity and Innovation	Research Orientation
1.	Environmental Science		√		√				
2.	Communicative English – I	√	√	√	√	√	√	√	
3.	Language – II: Kannada-I	√							
4.	Language – II: Hindi-I	√							
5.	Language – II: Additional English-I	√							
6.	History of Journalism		√	√		√			
7.	Introduction to Communication	√	√	√	√	√			
8.	Reporting and Editing	√	√	√	√	√	√	√	
9.	Computer Fundamentals	√				√			
10.	Journalism Practical – I	√	√	√	√	√	√	√	
11.	Indian Constitution and Human Rights	√	√	√					
12.	Communicative English – II	√							
13.	Language – II: Kannada-II	√							
14.	Language – II: Hindi-II	√							
15.	Language – II:	√							

	Additional English-II								
16.	Mass Communication Theories		√	√	√	√			
17.	Online Journalism	√		√	√	√		√	
18.	Introduction to AV Media	√		√	√	√		√	
19.	Communication in Peace and Conflict Management	√	√	√					√
20.	Contemporary Politics & Challenges Of Globalization	√	√	√	√				√
21.	Journalism Practical – II	√	√	√	√	√	√	√	
22.	MOOC - I	√							
23.	Language – II: Kannada-III	√							
24.	Language – II: Hindi-III	√							
25.	Language – II: Additional English-III	√							
26.	Advertising	√	√	√	√	√		√	
27.	Public Relations	√	√	√	√	√	√	√	
28.	Photography Techniques	√	√	√	√	√	√	√	
29.	Business Journalism	√	√	√	√	√	√	√	
30.	Political Communication	√	√	√	√	√	√	√	
31.	Media and Human Rights	√	√	√	√	√	√	√	
32.	Media and Gender	√	√	√	√	√	√	√	
33.	Journalism Practical - III	√	√	√	√	√	√	√	
34.	Open Elective	√							
35.	Language II: Kannada-IV	√							
36.	Language II: Hindi-IV	√							
37.	Language II: Additional English-IV	√							
38.	Media Laws	√	√	√					

39.	Basics of Visual Communication	√					√	√	
40.	Fundamentals of Media Research	√	√	√	√	√	√	√	√
41.	Feature and Magazine Writing	√	√	√	√	√	√	√	
42.	Documentary Production	√	√	√	√	√	√	√	
43.	Journalism Practical – IV (Feature and Magazine Writing Lab)	√	√	√	√	√	√	√	
44.	Journalism Practical – IV (Documentary Production Lab)	√	√	√	√	√	√	√	
45.	Event Management	√	√	√	√	√	√	√	
46.	Creative Advertisement Design	√	√	√	√	√	√	√	
47.	Journalism Practical – V (Event Management Lab)	√	√	√	√	√	√	√	
48.	Journalism Practical – V (Creative Advertising Design Lab)	√	√	√	√	√	√	√	
49.	Digital Media Marketing	√	√	√	√	√	√	√	
50.	Film Appreciation	√	√	√	√	√	√	√	√
51.	Corporate Governance and Entrepreneurship	√	√	√	√	√	√	√	
52.	Data Journalism	√	√	√	√	√	√	√	
53.	Brand Communication	√	√	√	√	√	√	√	
54.	Journalism Practical – VI (Data Journalism Lab)	√	√	√	√	√	√	√	
55.	Journalism Practical – VI (Brand Communication Lab)	√	√	√	√	√	√	√	
56.	News Production Techniques	√	√	√	√	√	√	√	
57.	Corporate Social Responsibility	√	√	√	√	√	√	√	

58.	Journalism Practical – VII (News Production Techniques Lab)	√	√	√	√	√	√	√	
59.	Journalism Practical – VII (Corporate Social Responsibility Lab)	√	√	√	√	√	√	√	
60.	Skill Development Course – I	√	√	√	√	√	√	√	
61.	International Communication	√	√	√	√	√	√	√	
62.	Environmental Communication	√	√	√	√	√	√	√	
63.	Development Communication	√	√	√	√	√	√	√	√
64.	Media Criticism	√	√	√	√	√	√	√	√
65.	Journalism Practical – VIII (Development Communication Lab)	√	√	√	√	√	√	√	
66.	Journalism Practical – VIII (Media Criticism Lab)	√	√	√	√	√	√	√	
67.	Technical Writing	√	√	√	√	√	√	√	
68.	Writing for Television	√	√	√	√	√	√	√	
69.	Journalism Practical – IX (Technical Writing Lab)	√	√	√	√	√	√	√	
70.	Journalism Practical – IX (Writing for Television)	√	√	√	√	√	√	√	
71.	Major Research Project	√	√	√	√	√	√	√	√
72.	Skill Development Course – II	√							

B.A. Journalism and Mass Communication Program

DETAILED SYLLABUS

(Effective from Academic Year 2022-2025)

FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ASM101	Environmental Science	MC	Non-Credit Mandatory Course				2

Course Description:

This course caters to the students to engage in resolving the current environmental issues in the world and develop a positive approach towards environmental protection. Eventhough it does not have any credits as per the course curriculum it helps the students to understand the multidimensional nature of the issues and respond to the most important challenges that the world is facing today.

Pre-requisites:Basic knowledge of Environmental Science studied at higher secondary & school level.

Pedagogy:Direct instruction method

Course Objectives:

1. Graduates will be familiar with current and emerging environmental trends and global issues, and have an understanding of ethical and societal responsibilities.
2. Will find the need of various types of energy(conventional & non-conventional) resources and natural resources.
3. Acquire knowledge with respect to biodiversity, threats, conservation and appreciate the concept of ecosystem.
4. Explore the ways for protecting the environment.

Course Outcomes:

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

1. Analyze the environmental conditions and protect it.

2. Examine the role of individual, government and NGO in environmental protection.
3. Analyze the ecological imbalances and protect it.
4. Design pollution controlled products.

Course Content:

Unit-I

7 Hours

Multidisciplinary Nature of Environmental Studies: Introduction to Environment, objectives and guiding principles of environmental education, Components of environment, Structure of atmosphere, Sustainable environment/Development, Impact of technology on the environment in terms of modern agricultural practices and industrialization, Environmental Impact Assessment

Environmental protection – Role of Government-Assignments of MOEF, Functions of central and state boards, Institutions in Environment and People in Environment, Initiative and Role of Non-government organizations in India and world.

Self study: Need for public awareness on the environment, Gaia Hypothesis

Unit-II

6 Hours

Environmental pollution, degradation & Waste management: Environmental Pollution – Definition, sources and types, Pollutant-Definition & classification, Concepts of air pollution, water pollution, Soil pollution, Automobile pollution-Causes, Effects & control measures.

Self study: Case studies of London smog, Bhopal gas tragedy, marine pollutions and study of different waste water treatment processes.

Environmental degradation – Introduction, Global warming and greenhouse effect, Acid rain-formation & effects, Ozone depletion in stratosphere and its effect.

Solid Waste management – Municipal solid waste, Biomedical waste, Industrial solid waste and Electronic waste (E-Waste).

Self study: Disaster management, early warning systems-bio indicators for Tsunami and other natural disasters.

Unit-III

7 Hours

Energy & Natural resources: Energy – Definition, classification of energy resources, electromagnetic radiation-features and applications, Conventional/Non-renewable sources – Fossil fuels based (Coal, petroleum & natural gas), nuclear energy.

Non-conventional/renewable sources – Solar, wind, hydro, biogas, biomass, geothermal, ocean thermal energy, Hydrogen as an alternative as a future source of energy.

Self study: Remote sensing and its applications, Chernobyl (USSR) nuclear disaster and Fukushima (Japan) nuclear disaster.

Natural resources – water resource (Global water resource distribution, Water conservation methods, Water quality parameters, Uses of water and its importance), Mineral resources (Types of minerals, Methods of mining & impacts of mining activities), Forest wealth (Importance's, Deforestation-Causes, effects and controlling measures)

Self study: Hydrology & modern methods adopted for mining activities.

Unit-IV

6 Hours

Ecology and ecosystem: Ecology-Definition, branches, objectives and classification, Concept of an ecosystem – Structure and functions, Characteristics of an Ecosystem-Ecosystem Resilience,

Ecological succession and productivity, Balanced ecosystem, Components of ecosystem-abiotic and biotic, biological diversity.

Biogeochemical cycles and its environmental significance – Carbon, nitrogen and phosphorus cycle, Energy flow in ecosystem, food chains –types, food web & Ecological Pyramids.

Self study: Need for balanced ecosystem and restoration of degraded ecosystems.

References:

- Daniels, R.J. Ranjit, Krishnaswamy, Jagadish. *Environmental Studies*. Wiley India Private Ltd., 2009.
- Benny, Joseph. *Environmental Science and Engineering*. Tata McGraw Hill, 2006.
- Dr. Prakash, S.M. *Environmental Studies*. Elite Publishers, 2007.
- Rajagopalan, R. *Environmental Studies –from Crisis to cure*. Oxford University Press, 2005.
- Walia, Arvind. *Environmental Science*. Kalyani Publications, 2009.
- Dey, Anilkumar and Dey, Arnab Kumar. *Environmental Studies*. New Age International, 2007.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AHE101	Communicative English – I	FC	1	1	0	2	3

Course Description:

This course focuses on improving the spoken and written communication of the learners. The course develops personal, inter-personal and group skills among learners. It also addresses the functional aspects of language usage while providing specific linguistic tools through professional language learning software. The widespread reach of this course makes it highly practical and applicable.

Pre-requisites: The student must have knowledge of intermediate English Grammar and LSRW skills.

Pedagogy: Direct method, ICT, Collaborative learning, Flipped Classroom.

Course Objectives:

1. To enhance functional communication skills.
2. To develop functional use of language in professional contexts.
3. To utilize oral presentations in multiple contexts.
4. To apply effective written skills in formal communication.

Course Outcomes:

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

1. Identify pressing issues relating to society, environment and media.
2. Develop a process-oriented approach to writing.
3. Apply the grammatical skills developed during the course aptly.
4. Demonstrate a good command over language usage and refined interpersonal skills.

Course Content

Unit-I: Functional English

7 Hours

Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs

Writing Skills: Paragraph Writing

Activities: Conversations; Leaving Phone Messages

Literature: Chief Seattle – The End of Leaving and Beginning of Survival

Unit-II: Interpersonal Skills

6 Hours

Remedial Grammar: Present Simple & Present Continuous; Activity & State Verbs

Writing Skills: Official Letters

Activities: Making Apologies; Invitations & Making Arrangements

Literature: Ruskin Bond – Tiger in the Tunnel

Unit-III- Multitasking Skills

7 Hours

Remedial Grammar: Present Perfect; For, Since & How Long; -ed & -ing adjectives; Prefix & Opposites of Adjectives

Writing Skills: Note Making

Activities: Agreeing & Disagreeing with Opinions

Literature: Jesse Owens - My Greatest Olympic Prize

Unit-IV: Communication Skills

6 Hours

Remedial Grammar: Collocations; Prepositions

Writing Skills: Precise Writing

Activities: Offers, Suggestions & Requests

Literature: Avijit Pathak – Onscreen Magic41

References:

- Green, David. *Contemporary English Grammar Structures and Composition*. MacMillan, 2010.
- Thorpe, Edgar and Showick Thorpe. *Basic Vocabulary*. Pearson Education India, 2012.
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.
- Rizvi, M. Ashraf. *Effective Technical Communication*. Tata McGraw-Hill, 2005.
- Riordan, Daniel. *Technical Communication*. New Delhi: Cengage Publications, 2011.
- Sen et al. *Communication and Language Skills*. Cambridge University Press, 2015.

Course Outcomes:

dÉÀ¶ÀzÀ, ¶ÁæaÃÆÀ, ¢ÀÄzsÀPÁ°ÃÆÀzÀ «zsÀ ¶ÀæPÁgÀzÀ PÁªÀaUÀ¼ÄÄ, °ÉÆ, ÀUÀÆÀBqÀzÀ, ÀtÚPÀxÉUÀ¼ÄÄ °ÁUÀÄ £ÁIPÀ, Á»vÀa PÀ°PÉAiÄÄ ¢ÀÄÆ®PÀ PÁ®zÀ ¹ÜvÀaAvÀgÀUÀ¼ÄÆÄÄB CzÀgÀ M¼ÄÆÉÆÄIUÀ¼ÄÆÄÄB "É¼É, ÄÄvÀÛzÉ.

- ÁªAiÁfPÀ, gÁdQÃAiÄÄ, zsÁ«ÄðPÀ, ÁÁ, ÀìøwPÀ, ¶Áj, ÀgÀ °ÁUÀÆ °ÁUÀ, ÁAŞAçü «ZÁgÀUÀ¼ÉqÉ UÀªÄÄÆÀ °Áj, ÄÄªÄÄzÀgÉÆAçUÉ «zÁÿðUÀ¼À°è ZAZÁð ¢ÀÄÆÉÆÄÄ"sÁªÀaUÀ "É¼ÉAiÄÄvÀÛzÉ.
- fÃªÆÀzÀ°è §gÄÄªÀ C©ü¶ÁæAiÄÄ "ÉÄzsÀUÀ¼ÄÄ, ÁªÄÄ, ÉaUÀ¼ÆÄÄB DzsÄÄªPÀ, ÁAzÀ"sÀðzÀ°è ¢AiÁÆÀ"ÄAiÄÄvÉAiÉÆAçUÉ ¢ªÀð», ÄÄªAvÉ ¶ÉæAgÉÄ, ÄÄvÀÛzÉ.
- GvÀÛªÄÄ, ÁAªÀ°ÆÀ PÀ-ÉAiÄÄÆÄÄB "É¼É, ÄÄªÀ GzÉÝÄªªÆÄÄB FqÉÄj, ÄÄvÀÛzÉ.
- ÁA±ÉÆÄzÀÆÀ ¢ÀÄÆÉÆÄÄ"sÁªÀ ¢ÄÄvÀÄÛ, ÀzsÁðvÀäPÀ ¶ÁjÄPÉèUÀ½UÉ «zÁÿðUÀ¼ÆÄÄB, ÄdÄÓUÉÆ½, ÄÄvÀÛzÉ.

Course Content:

Unit I	dÉÀ¶ÀzÀ ¢ÄÄvÀÄÛ ¶ÁæaÃÆÀ PÁªÀa	7
Hours	<ol style="list-style-type: none"> 1. ÁvÀªªAvÉ °ÀqÉzÀªÉ dÉÀ¶ÀzÀ VÄvÉ 2. £É®QjªÉ£ÉAzÄÄ §UÉ«gÉ bÀ®QjªÉA gÀ£ÄB 3. avÀæªÄ¶ÁvÉæ gÀªÄÄvÉ £Áj dÉÄB 	
Unit II	ªÀÄzsÀPÁ°ÃÆÀ PÁªÀa	6 Hours
	<ol style="list-style-type: none"> 1. C©PAiÄÄªªÉÆªÉÄð PÁ®ªÀ±ÀçA ¢ÀÄgÁázÉAiÄÄA zÁAiZÉÄ.... £ÁUÀZÄAzÀæ 2. ¢ÄZÀ£ÄUÀ¼ÄÄ §, ÁªÄtÚ 3. wgÄÄªª®PÀAoÀgÀ gÀUÀ¼É °Áj°ÀgÀ 	
Unit III	ÀtÚ PÀxÉUÀ¼ÄÄ	7 Hours
	<ol style="list-style-type: none"> 1. PÀ-ÄärAiÄÄ PÉÆÄt ¢AiÁ¹Û 2. AiÄiÁgÀÆ CjAiÄÄzÀ «ÃgÀ PÄªªÉA¶ÄÄ 3. ÁªÄÄ, ÉaAiÄÄ ¢ÄÄUÄÄ wªªÉÄtÄ 	
Unit IV	£ÁIPÀ	6 Hours
	<ol style="list-style-type: none"> 1. mÉÆ¼ÄÄiUÄnÖ n.l. PÉÈ- Á, ÄA 	

References:

- ¢ÄÄUÀ½ gÄA.ªæÄ., PÀ£ÄBqÀ, Á»vÀa ZÄjvÉæ, ¶ÀæPÁ±ÀPÀgÄÄ VÄvÁ §ÄPĩ °Ë, ĩ, ¢ÉÄË, ÄÆgÄÄ. 2014
- ÁAUÄª°Ä. £ÁUÉÄUËqÀ JZĩ.J-ĩ., ZÄjwæPÀ dÉÀ¶ÀzÀ PÀxÆÀ PÁªÀaUÀ¼ÄÄ, ¶ÀæPÁ±ÀPÀgÄÄ PÀ£ÄðIPÀ ¢ÆÀ¶ÀzÀ ¶ÁjAvÀÄÛ, "ÉAUÀ¼ÆgÄÄ. 2008

- 1^āā^āiāwā^vā Pā^ēā^ēqā^ā „ā^vā^ā Zā^jvē^ē „ā^āā^āi 1,2,3,4,5 ā^āvā^āū 6, Pā^āā^āē^āā^ā Pā^ēā^ēqā^ā Czsā^āāiā^āē^ā „ā^āē^ū, ā^ēē^ē „ā^ēē^ā „±ā^ē«zā^āā^āāiā^ā, ā^ēē^ē „ā^ēē^ā. 2014
- „ā^ūā^ūā^ūā^ū. ē^āū^ēē^ūē^qā JZī.J^ī.ī., Pā^ēā^ēqā^ā dē^āā^āzā^ā Pā^xā^āē^ā Pā^āā^āū^āā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā Pā^ēā^ēōiPā^ā ē^āē^āā^āzā^ā ā^ājū^āvā^āū, “ē^āū^āā^āā^āē^āgā^ā. 2007
- ē^āgā^āiā^āt ī.«, Zā^āā^āē^ā Pā[«]ū^āā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā „ā^ēā^ā šā^āPī ō^ēī, “ē^āū^āā^āā^āē^āgā^ā. 2010
- Pā^āē^āū^ēqā^ā ē^āū^āā^āgā^ā, wā^āā^āā^ā, gā^ūū^āā^āē^ā ā^āā^āvā^āū ē^āē^āā^āzā^ā „ā^vā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā „ā^ēā^ā šā^āPī ō^ēī, “ē^āū^āā^āā^āē^āgā^ā. 2010
- „ā. “ē^ēā^ūā^ī gā^āā^ā gā^āī ā^āā^āvā^āū ā^āē^āā^ā „ā^āzā^āgā^ā ±ā¹ū^āā^ā, ā^āā^āgā^t ē^āā^āā^ā Zā^ēqā^āā^ātā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā ā^āā^āgā^āū^ā, ā^ēē^ē „ā^ēē^ā „±ā^ē«zā^āā^āāiā^ā. 2010
- qā. ā^zē^āā^āzā^ā ā^āā^āē^wō, ā^āzā^ēā^ā „ā^vā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā „ā^ēā^ā šā^āPī ō^ēī, “ē^āū^āā^āā^āē^āgā^ā. 2013
- „ā ā^āā^āgā^āā^āzā^āYā^āā^ā Pē, ē^āū^āgā^d Q.gā^ā. ā^āzā^ēā^ā Pā^āā^āā^āi, ā^āā^āPā[±]ā^āPā^āgā^ā „ā^ēā^ā šā^āPī ō^ēī, “ē^āū^āā^āā^āē^āgā^ā. 2016
- ā^āā^āgā^āā^āzā^āYā^āā^ā Pē, μā^āā^āā^ā „ā^vā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā „ā^ēā^ā šā^āPī ō^ēī, “ē^āū^āā^āā^āē^āgā^ā. 2010
- „ā. ē^āā^āvā^āā^āgā^āā^ā gā^āī C.gā^ā, 2^āā^ā Qē^ōōā^āā^āē^āā^ā ē^ēē^ā«ā^ā “sā^āgā^vā^ā(ā^āā^āē^ā®-vā^āvā^āāiā^āā^āō-ā^āvā^āā^ā), ā^āā^āPā[±]ā^āPā^āgā^ā Pā^āā^āz^ēē^āē^āā^ā ā^āā^āū^āPā^ā “sā^āā^āē^ā, “ē^āū^āā^āā^āē^āgā^ā. 2010
- „ā. ē^āā^āvā^āā^āgā^āā^ā gā^āī C.gā^ā, 2^āā^āē^āā^āā^ā ±ā^jā^āā^āsā^āgā^ā ē^āē^āgā^āgā^ā vā^āvā^āē^āā^āzā^āū^āā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā Pā^āā^āz^ēē^āē^āā^ā ā^āā^āū^āPā^ā “sā^āā^āē^ā, “ē^āū^āā^āā^āē^āgā^ā. 2007
- „ā. f.J.ī.“sā^āmī., Pā^āā^āiā^āgā^āā^āē^āā^ā Pā^ūā^āōī “sā^āgā^vā^ā Pā^xā^āā^āā^āadj ā^āā^āē^ā±ā^ā, ā^āā^āPā[±]ā^āPā^āgā^ā CPā^ēgā^ā ā^āā^āPā[±]ā^āē^ā, ō^ēū^ēē^āiā^āqā^ā, „ā^ūū^āgā^ā. 2006
- gā^āē^āē^āī zā^ūā^āō, ±ā^āgā^tgā^ā „ā^āā^āū^āā^ā Pā^āā^āw, ā^āā^āPā[±]ā^āPā^āgā^ā. “ē^āē^ā»āiā^āiā^ā ā^āā^āPā[±]ā^āē^ā, §^āā

Course Description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का विकास करने हेतु तथा विभिन्न साहित्यिक प्रक्रियाओं द्वारा समाज, संस्कृति एवं जीवन के मूल्यों को समझने हेतु अभिकल्पित है।

Pre-requisites/Pre reading for the course: पूर्वपेक्षा:

- अध्येता, पी.यु.सी के स्तर पर द्वितीय भाषा के रूप में हिन्दी का अध्ययन करना चाहिए।
- हिन्दी साहित्य के इतिहास का संक्षिप्त ज्ञान की आवश्यकता है।
- हिन्दी व्याकरण का अवबोधन आवश्यक है।
- अंग्रेज़ी – हिन्दी अनुवाद से संबंधित जानकारी जरूरी है।

Pedagogy: शिक्षाशास्त्र :

- Direct method
- ICT and Digital support
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives: पाठ्यक्रम उद्देश्य :

1. संदर्भानुसार उचित भाषा का प्रयोग करने की दक्षता को छात्रों में उत्पन्न करना।
2. साहित्य के माध्यम से समाज एवं मानवीय मूल्यों को समझाकर, उन मूल्यों की रक्षा हेतु प्रेरित करना।
3. छात्रों में पुस्तक पठन एवं लेखन की अकृतिम प्रवृत्ति स्थापित करना।
4. अध्येताओं में साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करना।

Course Outcomes: अधिगम परिणाम :

अध्ययन की समाप्ति पर अध्येता –

1. सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
2. साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।
3. समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।
4. साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास कर सकता है।

Course Content : अध्ययन विषय सूची / पाठ्यक्रम

इकाई –1 : कहानी, संस्मरण

7 hours

1. कहानी – नशा – प्रेमचंद
2. कहानी – सुखमय जीवन – चंद्रधर शर्मा गुलेरी
3. संस्मरण – शरत के साथ बिताया कुछ समय – अमृतलाल नागर

इकाई –2: कहानी, आत्मकथा

6 hours

4. कहानी – मरने से पहले – भीष्म साहनी
5. कहानी – लाल हवेली – शिवानी

6.. रेखाचित्र – घीसा – महादेवी वर्मा

इकाई –3:एकांकी, व्यंग्य रचना

7 hours

7. एकांकी – आवाज का नीलाम – धर्मवीर भारती

8. व्यंग्य रचना – भेड़े और भेड़ियें – हरिशंकर परसाई

इकाई –4:अनुवाद, संक्षेपण

6 hours

अनुवाद : अंग्रेज़ी – हिन्दी(शब्द एवं अनुच्छेद)

संक्षेपण : परिच्छेद का एक तिहाई भाग में ।

Text book/s:पाठ्य पुस्तक :

1. हिन्दी पाठ्य पुस्तक – रेवा विश्वविद्यालय ।

References:सन्दर्भ ग्रन्थ :

1. सुबोध व्यवहारिक हिन्दी – डॉ. कुलदीप गुप्त
2. अभिनव व्यवहारिक हिन्दी – डॉ. परमानन्द गुप्त
3. हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
4. आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
5. हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
6. शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
7. कार्यालय अनुवाद निदेशिका
8. संक्षेपण और पल्लवन - के.सी.भाटिया&तुमन सिंग

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHA101	Language - II: Additional English - I	FC	1	1	0	2	3

Course Description:

This course designed to help the learner gain competency in language through the introduction of various genres of literature. The course aims to inculcate a critical view among learners while sensitizing them to the contemporary issues around. It facilitates creative learning and helps to appreciate, assimilate and research on the various dimensions of society, culture and life.

Pre-requisites: The student must possess fundamentals of language skills and be aware of social issues.

Pedagogy: Direct method / ICT / Collaborative Learning / Flipped Classroom.

Course Objectives:

1. To develop linguistic prowess of the students.

2. To appraise different genres of literature.
3. To illustrate the fundamentals of creative language.
4. To enhance consistent reading habits.

Course Outcome:

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

1. Demonstrate a thorough understanding of sensitive and critical social issues.
2. Develop reading skills and a wide range of vocabulary.
3. Critically analyze a piece of prose or poetry.
4. Explain their opinion in a coherent and communicable manner.

Course Content

Unit-I: Values & Ethics

7 hours

Literature: Rabindranath Tagore - Where the Mind is Without Fear

Saki – The Lumber-room

William Shakespeare – Extract from *Julius Caesar* (Mark Antony's Speech)

Language: Vocabulary Building

Unit-II: Natural & Supernatural

6 hours

Literature: John Keats – La Belle Dame Sans Merci

Charles Dickens – The Signal Man

Hans Christian Anderson - The Fir Tree

Language: Collective Nouns

Unit-III: Travel & Adventure

7 hours

Literature: R.L. Stevenson – Travel

H.G. Wells – The Magic Shop

Jonathan Swift – Excerpt from *Gulliver's Travels* Book – I

Writing Skills: Travelogue

Unit-IV: Success Stories

6 hours

Literature: Emily Dickinson – Success is Counted Sweetest

Dr. Martin Luther King - I Have a Dream

Helen Keller – Excerpt from *The Story of My Life*

Writing Skills: Brochure & Leaflet

References:

- Tagore, Rabindranath. *Gitanjali*. Rupa Publications, 2002.
- Wordsworth, William. *The Complete Works of William Wordsworth*. Andesite Press, 2017.
- Munro, Hector Hugh. *The Complete Works of Saki*. Rupa Publications, 2000.
- Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, ArunKolatkhar, DilipChitre, R. Parthasarathy*. Atlantic Publications, 2011.
- Dickens, Charles. *The Signalman and Other Horrors: The Best Victorian Ghost Stories of Charles Dickens: Volume 2*. Createspace Independent Publications, 2015.

- Swift, Jonathan. *Gulliver's Travels*. Penguin, 2003.
- King, Martin Luther Jr. & James M. Washington. *I Have a Dream: Writings And Speeches That Changed The World*. Harper Collins, 1992.
- Keller, Helen. *The Story of My Life*. Fingerprint Publishing, 2016.
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B22AD0101	Visual Communication	HC	2	1	0	3	4

Course Description:

This course is framed to fundamentally examine and appropriate the skills needed to succeed in the world of communications technology, like Designing and Graphics, the principles of Visual Communication, and the use of Internet-based resources for the latest communications.

Pre-requisites: A basic understanding of computer graphics and to operate a computer system (Windows or Mac OS)

Pedagogy: Direct Instruction, ICT based Learning

Course Objectives:

1. To enable the students an understanding of the basic technology related to Visual communication
2. To enable the students an understanding of various attributes of visual communication
3. To enable the students visualize in terms of design parameters and visual grammar
4. To help students understand Designing tools, Photoshop, InDesign

Course Outcomes:

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

1. learn how to explore and investigate visual representation through a range of image-making techniques
2. Develop familiarity with Photoshop and other designing tools.
3. Demonstrate creating and viewing documents as well as navigating your workspace in Adobe InDesign.
4. Develop skills to demonstrate page creation, working with type, printing and publishing with Adobe InDesign.

Course Content:

Unit I- Design Basics

10 Hours

Introduction to Design, A brief history of graphic design, Content & Form, Rules for making good visual design, Organizational Structure in an Ad Agency, Vector, Raster, CMYK, RGB, Use of

Unit II- Image Editing

10 Hours

Overview of tools used in Adobe Photoshop, working with layers and Images, cropping a photo, retouch images, Basics of layers, Creating layers for print and digital media, Aligning layers with multiple images, creating vector and layer Masks, Photoshop Filters, Essential file formats, Choosing right format for print & Digital media.

Unit III- Design for Print

10 Hours

Introduction to Print advertising, Use of colors, fonts, graphics to create successful campaign, Introduction to Adobe InDesign, understanding project requirements, working with documents, working with design elements of page layouts, Setting the layout options, using presets, working with pints and paths.

Unit IV- Page Design

9 Hours

Working with text frames, formatting text, character and paragraph style, working with character panel, using story editor, alignment and indent, bullet and numbering, Text flow, using special text characters, working with advanced document features: creating captions, changing page panel, master page, Printing and publishing.

References :

- Newmann, William M. & Sproull, Robert F. *Principle of Interactive Computer Graphics*, McGraw Hill International Book Company, 1989.
- Hill, Francis S., Hill, Jr. *Computer Graphics*, Maxwell Macmillan International editions, 1990
- Farrel, James Alan. *From PIXELS to Animation: An Introduction to Graphics Programming*, AP Professional, 1994
- Lester, E *Visual Communications: Images with Messages*. Thomson Learning, 2000
- Schildgen, T *Pocket Guide to color with digital applications*. Thomsom Learning, 1998
- Picture this: Media Representation of Visual Arts and artists. University of Luton Press
- Graphic Designers, and Artists, 1982, Astragal Books. London Palmer. F: Visual Awareness (Batsford, 1972)

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0102	Introduction to Communication	HC	4	0	0	4	4

Course Description:

The course titled Introduction to Communication provides students the opportunity to explore the various elements in the communication process as well as get acquainted with communication models that explain how and why we communicate the way we do. Students explore the models that explain how communication influences our perspective of others, the world and ourselves. By examining media messages from print, electronic media and new media, students explore how the media create meaning and how technology shapes the ways we communicate

Pre-requisites: Students must possess awareness of the role of communication in society.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom

Course Objectives:

1. To help the students explore the process of communication and study the various models of communication
2. To delve into the history and aspects of print, electronic and new media
3. To generate awareness of students about the media messages and their impact on everyday life.
4. To create an understanding about the current issues in media

Course Outcomes:

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

1. Define detailed understanding about process and elements in communication
2. Explain the process, models and levels of communication
3. Relate to the various types of mass media
4. Discuss the issues in media in the present context

Course Content:

Unit I: Process and Elements of Communication

13 Hours

Communication-Definition, nature, scope, process and elements of communication; Types of communications-verbal, non-verbal, intrapersonal, interpersonal, group, mass communication; Functions of communication; Models of communication: Aristotle's Rhetoric Model, The Lasswell model, Shannon and Weaver model, Osgood and Schramm circular model, Berlo's model; Gerbner's Model of Communication

Unit II: Folk and Print Media

13 Hours

Folk media, Types of Folk Media; Print media; Content pattern and characteristics of dailies and periodicals, tabloids, magazines; Language press; News Agencies in India; Kannada Journalism.

Unit III: Broadcast Media & Films

13 Hours

Broadcast Media - Radio as a medium of communication- Brief history of radio; Programme pattern of Radio; FM Radio; Community radio; Television as a medium of communication- Brief history of

TV; Satellite communication; DTH; Cinema – Cinema as a medium of communication; Types of cinema- Documentary, Commercial Cinema, Short Films; CBFC and FTII

Unit IV: Issues in Journalism

13 Hours

Current Issues in Media - New Media – Blogs, websites and social media; Citizen Journalism; Media Convergence; Mobile Journalism; Role of Media in a Democracy- Yellow Journalism; Breaking News; Trial by media; Media Literacy; Fake News; Media and Children; Media and Youth; Media and Gender

References:

- Berlo, David. *The Process of Communication*, Holt, Rinehart, & Winston, New York, 1960.
- Schramm, Wilbur. *Mass Communication*, University of Illinois Press: Urbana, IL, 1960.
- Mcquail, Denis. *McQuail's Mass Communication Theory* (6th Edition), SAGE Publications Ltd, 2010
- Kumar, Keval J. *Mass Communication in India* (4th Revised Edition), Jaico Publishing House, Mumbai, 2014.
- Narula, Uma. *Mass Communication: Theory and Practice*, Haranand Publications Pvt Ltd, New Delhi, 2008.
- Singh, Chandrakant P. *Dictionary of Media and Journalism*, IK International Pvt. Ltd, Delhi, 2004.
- Ghosh, Subir: *Mass Communication: An Indian Perspective*, Shishu Sahitya Samsad, 2009

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0103	Reporting and Editing	HC	4	0	0	4	4

Course Description:

The course Reporting & Editing is structured to prepare students for careers in newspaper, magazine, convergence, or journalism education. It caters to students who want to gain proficiency on the content-providing side of the media. By offering hands-on, engaging courses such as Reporting, Interview, Press Conference, Computer Assisted Reporting and Design for Print media, the Reporting and Editing program readies students to be leaders in their chosen field upon graduation.

Pre-requisites: Good newspaper reading habits.

Pedagogy: Direct instruction and inquiry based learning

Course Objectives:

1. To help the students understanding the process of news gathering or print media

2. To impart skills in writing and editing media content- news story, press release, headlines, photo-captions
3. To gain knowledge about the various beats of journalism
4. To gain awareness of different issues of journalism

Course Outcomes:

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

1. Develop skill in reporting for different beats and editing
2. Develop practical knowledge on editing and proof reading
3. Demonstrate the visual elements in print media
4. Compare the workings of the different print and publishing houses in India

Course Content:

Unit I: Attributes of Print Journalism

13 Hours

Journalism- Definition, nature and scope; News- Definition, values, Structure of a news story- lead, body, tail; Methods of writing news; we will be discussing it in the methods of writing) Types of leads; Newsroom structure; Qualities of a reporter.

Unit II: Techniques of Reporting:

13 Hours

Techniques of Reporting: Types and techniques; Beats of reporting-crime investigative, development, politics, sports, court, legislature, environment, business; Sources of news: Attribution and verification; Interviews – preparation and Techniques

Unit III: Principles of Editing

13 Hours

Introduction to editing; Principles of editing- Checking facts, correcting language, rewriting news stories, condensing stories; Headlines, Functions of headlines, Types of Headlines; Editorial page: structure, purpose, middles; Editorial Writing; Letters to the editor, Opinion pieces on OP. ED page; Style sheet.

Unit IV: Design Elements in Newspapers:

13 Hours

Cartoons and Caricatures: Political and Social; Info-graphics; Photo journalism-Types of photography: news, sports, profiles; photo editing; Typography; Caption writing; Principles of Page Designing.

-

References:

- Spark, David and Geoffrey, Harris. *Practical Newspaper Reporting*. Sage Publications, 2012
- Barness, Frank. *Broadcast news writing, reporting and production*. Elsevier Inc. , 2010
- Salvaggio, Nanette. *Basic Photographic materials*. Elsevier Inc., 2009
- Desh Pandey, B.K. *Photo journalism*. New Delhi: Sonali Publication. 2007
- Rich, Carole . *Writing and Reporting news*. Wadsworth Thompson Learning Inc., 2005
- Rothstein, Arthur (Edt). . *Photo Journalism. Articles for Magazines and Newspapers*, New York: American Photographic Book Publishing Co., 2005

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0104	Computer Fundamentals	HC	0	1	1	2	4

Course Description:

The course titled Computer Fundamentals aims at providing the students with basic knowledge in computers. It helps the students gain insights in introduction to Computers, computer organisation, Word Processing & Spreadsheets and PowerPoint & Web Technologies. This course will help students overcome computer related challenges during their internships and in future workplaces. The course aims to help the students to be acquainted with the fundamentals of computers.

Pre-requisites: Students must possess basic computer skills.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. To provide basic knowledge of computer and its usage.
2. To understand how to use word processing and spreadsheet packages in day to day activities
3. To learn the importance and use of internet and basic web technology concepts that are required for web applications.
4. To comprehend how to use presentation packages in daily life

Course Outcomes:

On successful completion of this course, the student will be able :

1. To classify different varieties of arts on a computer along with their understanding of how such skills could be applied in computing environment.
2. To provide an in-depth training in use of office automation packages, internet etc. essential for common man for day to day office management, and e-governance.
3. To describe the Basics of Operating systems & computers.
4. To apply different elements of html in webpage

Course Content:

Unit-1: Introduction to Computers

7 Hours

General features of a computer – Generations of computers - Personal computer – Workstation– Mainframe computer and super computers. Computer applications – Data processing – Information processing – Commercial – Office automation – Industry and engineering – Healthcare – Education – Graphics and multimedia.

Unit-2: Computer Organization

6 Hours

Central processing unit – Computer memory – Primary memory – Secondary memory – Secondary storage devices – Magnetic and optical media – Input and output units – OMR – OCR – MICR – Scanner – Mouse - Modem. Machine language and high level language – Application software – Computer program – Operating system – Computer virus -Antivirus and computer security,

Unit-3: Word Processing& Spreadsheets

7 Hours

Typing, Editing, Proofing & Reviewing, Formatting Text & Paragraphs, Automatic Formatting and Styles, Working with Tables, Graphics and Frames, Mail Merge, Automating Your Work & printing Documents.

Spreadsheet: Working & Editing in Workbooks, Creating Formats & Links, Formatting a Worksheet& creating graphic objects, Creating Charts (Graphs), formatting and analyzing data, Organizing Data in a List (Data Management), Sharing Importing and Printing Data

Unit-4: PowerPoint& Web Technologies

6 Hours

Getting started in PowerPoint, Creating a presentation, Creating & editing slides, previewing a slide show, Adding picture & graph, Adding sound & video, Adding auto shape, Animating objects

Introduction to Web Technology: Uniform Resource Locators, Multipurpose Internet Mail Extensions, The Hypertext Transfer Protocol, Basic syntax, Basic Text Markup.

References:

- Sharma Dhiraj, Information Technology for Business, Himalaya Publishing House Pvt. Ltd, New Delhi, 2017.
- Dr. R. Parameswaran, Computer Applications In Business, SChand Publications, 6th Edition, 1996
- Fundamentals of Information Technology – Alexis and Mathews Leon, Vikas Publication House; 2nd Edition.
- Archana Kumar,” Computer Basics with Office Automation”, Dreamtech press, 2019.
- Robert W Sebesta, “PROGRAMMING THE WORLD WIDE WEB”, 8th Edition, Pearson Education, 2015.
- Alexis Leon and Mathews Leon (1999), Fundamentals of Information Technology, Leon Tech world Pub.
- Jain. S.K. (1999), Information Technology “O” level made simple, BPB Publications.
- Jain. V.K. (2000), “O” Level Personal Computer Software, BPB Publications.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0105	Journalism Practical – I	HC	0	0	2	2	4

Practical Components:

- Reporting Exercise
- Interview
- Re-writing and Editing
- Photo Editing and caption writing
- Headline writing
- Page Layout
- Newsletter
- **Media Visit:** News paper/ Television channel offices.

SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21LSM201	Indian Constitution and Human Rights	MC	Non-Credit Mandatory Course				2

Course Description:

This is a foundation course which gives a basic understanding about the various aspects of the Indian constitution. As the citizens, the students should understand the main philosophy of the constitution and the functions of the various organs of the democracy. Human Rights is the most debated issue in the world and the students will be able to gain a rudimentary knowledge about it.

Pre-requisites: A preliminary understanding of the constitution and human rights

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

1. To provide basic information about Indian constitution.
2. To identify individual role and ethical responsibility towards society.
3. To understand human rights and its implications
4. To create awareness on electoral process and its effects

Course Outcomes:

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

1. Extend general knowledge and legal literacy and thereby can take up competitive examinations
2. Outline state and central policies, fundamental duties
3. Interpret Electoral Process, special provisions
4. Summarize powers and functions of Municipalities, Panchayats and Co-operative Societies, and have an awareness about basic human rights in India

Course Content:

Unit-I: Indian Constitutional Philosophy

7 Hours

Features of the Constitution and Preamble
Fundamental Rights and Fundamental Duties
Directive Principles of State Policy

Unit-II: Union and State Executive, Legislature and Judiciary

6 Hours

Union Parliament and State Legislature: Powers and Functions
President, Prime Minister and Council of Ministers
State Governor, Chief Minister and Council of Ministers
The Supreme Court and High Court: Powers and Functions

Unit-III: Concept and Development of Human Rights

7 Hours

Meaning Scope and Development of Human Rights
United Nations and Human Rights- UNHCR
UDHR 1948, ICCR 1996 and ICESCR 1966

Unit-IV: Human Rights in India

6 Hours

Protection of Human Rights Act, 1993 (NHRC& SHRC)
First, Second and Third Generations- Human Rights
Judicial Activities and Human Rights

References:

- Seervai .*Constitutional Law of India*. 4thEdition,Universal Publications, 2013.
- Basu, DD. *Introduction to the Constitution of India*. 21stEdition,Wadhwa Publications, 2013.
- Jain, MP. *Indian Constitutional Law*. 7th Edition, Lexis Nexis Wadhwa Publications, 2014.
- Pal Singh, Mahendra. *V.N. Shukla's Constitution of India*. Eastern Book Company, 2020.
- Jain, MP. *Constitutional Law*. Lexis Nexis Wadhwa Publications, 2011.
- Rao, Mamta. *Constitutional Law*. Eastern Book Company, 2013.
- Malhotra, Anil. *India,Nrisand Law*.Universal Law Publishing Co., 2009.

- Bajwa, G.S and Bajwa DK. *Human Rights in India: Implementation and Violations*. D.K. Publishers, 1996.
- Basu, DD. *Human Rights in Constitutional Law*, Prentice Hall ,1994.
- Sehgal, B.PSingh, ed. *Human Rights in India: Problems and Perspectives*. Deep and Deep Publications, 1999.
- Avesti, S.K. and R.P.Kataria. *Law Relating to Human Rights*. Orient Publications, 2000.
- Kapoor, S.K *Human Rights under International and Indian Law*. Central Law Agency, 1999.
- Symmonides, J. *Human Right: International Protection, Monitoring and Enforcement*. Rawat publications, 2005.
- Rao, Mamata. *Law Relating to Woman and Children*. Eastern Book Co., 2008.
- Reddy, G.B. *Woman and the Law*. Gogia Law Agency, 2001.
- Tripathi, S.C. *Law Relating to Woman and Children*. Central Law Publishers, 2001.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AHE201	Communicative English – II	FC	1	1	0	2	3

Course Description:

This course focuses on enhancing written proficiency required for professional enhancement. It also polishes the spoken skills of the learners to make them effective and confident presenters. It also addresses the functional aspects of language usage while providing specific linguistic tools through professional language learning software. The practical components discussed in this course enables a fruitful transition from academia to the industry of their choice.

Pre-requisites: The student must possess functional knowledge of LSRW skills.

Pedagogy: Direct method, ICT, Collaborative learning, Flipped Classroom.

Course Objectives:

1. To build skills essential for corporate communication.
2. To enhance context specific language skills.
3. To discover the creative linguistic potential through language and literature.
4. To develop communication skills necessary for employability.

Course Outcomes:

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

1. Apply acquired skills to communicate effectively in a corporate scenario.
2. Demonstrate command over rhetoric of language.
3. Develop critical and creative thinking through assimilated language skills.
4. Utilize the communication skills learnt to match industry standards.

Course Content:

Unit-I: Language Acquisition

7 Hours

Remedial Grammar: Questions & Negatives; Questions Tags

Writing Skills: Email Writing

Activities: Group Discussions
Literature: Alphonse Daudet - The Last Lesson

6 Hours

Remedial Grammar: Past Simple & Past Perfect
Writing Skills: Report Writing
Activities: Book & Movie Reviews
Literature: Lord Alfred Tennyson – Ulysses

7 Hours

Remedial Grammar: Present & Past Passive; Conditionals
Writing Skills: Creative Writing
Activities: Role Plays
Literature: O. Henry – The Gift of the Magi

6 Hours

Remedial Grammar: Reported Speech; Idioms
Writing Skills: Cover Letter & CV
Activities: Exchanging Information
Literature: Saki – The Open Window

References:

- Bansal, R.K. and J.B. Harrison. *Spoken English*. Orient Blackswan, 2013.
- Raman, Meenakshi and Sangeeta Sharma. *Technical Communication*. Oxford University Press, 2015.
- Thorpe, Edgar and Showick Thorpe. *Objective English*. Pearson Education, 2013.
- Dixon, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
- Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.
- Samson, T. (ed.) *Innovate with English*. Cambridge University Press, 2010.
- Kumar, E Suresh, J. Savitri and P Sreehari (ed). *Effective English*. Pearson Education, 2009.
- Goodale, Malcolm. *Professional Presentation*. Cambridge University Press, 2013.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHK201	Language - II : Kannada - II	FC	1	1	0	2	3

Course Description:

"sÁµÉAiÄÄ£ÄÄß ªÄiÁvÄ£ÁqÄÄªÄ ¤gÉAiÄÄÄªÄ PË±Ä®ª, ª»vÄªZÄ ¤UEÎ
 ªÆÜ®ªÁV ¤ÄjZÄ-Ä,ÄªªÄ ªÄÄÆ®PÄ «ZÄªyðUÄ¼Ä ªÄªQÜvªÉ «PÄ,Ä °ÁUÄÄ
 ªàzsÁðvÄªPÄ ¤ÄjÄPÉëUÄ¼Ä£ÄÄß UÄªÄ£ÄZÄ°èiÄÖPÉÆAqÄÄ, ¤Äæ,ÄÄÜvÄ
 ªAZÄ"sÄðPÉi «ZÄªyðUÄ¼Ä£ÄÄß ªdÄÓUEÆ½,Ä®Ä ¤ÄoÄªª£ÄÄß
 qÄÆI,Ä-ÄVzÉ. ª»vÄª, PÄ-É, ªÄtÄdª, DqÄ½vÄvÄªPÄ ªÄvÄÄÜ «eÄÖ£ÄZÄ

«ZÁgÀUÀ½UÉ MvÀÛ£ÄÄß ¢ÃqÀ-ÁVzÉ. EzÄÄ ¢ÉÆzÀ® JgÀqÄÄ É«Ä,ÄÖgï ¢ÄÄÆgÄÄ PÉærmïUÀ¼Ä£ÄÄß; ¢ÄÄÆgÄÄ ¢ÄÄvÄÄÛ £Ä®ì£ÉÄ É«Ä,ÄÖgï JgÀqÄÄ PÉærmïUÀ¼Ä£ÄÄß °ÉÆAçzÉ.

Pre-requisites:

- PÄ£ÄßqÄ ¨sÁµÉAiÄÄ §UÉUÉ ¥ÁæxÄ«ÄPÄ w¼ÄÄªÄ½PÉ CUÄvÄä..
- ¨sÁµÉAiÄÄ£ÄÄß NzÄ®Ä ¢ÄÄvÄÄÛ §gÉAiÄÄ®Ä w½çgÄ-ÉÄPÄÄ.
- ¥ÄzÄ« ¥ÄÆªÄð ²PÄëtzÄ°è PÄ£ÄßqÄ ¨sÁµÉAiÄÄ£ÄÄß NçgÄ-ÉÄPÄÄ.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

£Ä®Äì É«Ä,ÄÖgïUÀ¼Ä°è ÄªÄÄUÄæ PÄ£ÄßqÄ Ä»vÄªÄ£ÄÄß ¥ÄjZÄ-Ä,ÄÄªÄ GzÉÝÄ±ÄªÄ£ÄÄß °ÉÆAçzÉ. CzÄgÄAvÉ ¢ÉÆzÄ®ÉÉAiÄÄ É«Ä,ÄÖgï£Ä°è d£Ä¥ÄzÄ, ¥ÁæªÄ£Ä, ¢ÄÄzsÄªPÄ°Ä£Ä PÄªÄªUÀ¼ÄÄ, °ÉÆ ÄUÄ£ÄßqÄzÄ ÄtÚPÄxÉUÀ¼ÄÄ °ÁUÄÄ £ÄiPÄ Ä»vÄªÄ£ÄÄß ¥ÄªÄªÄ£ÄÄßV DaiÉÄì ¢ÄÄrPÉÆAqÄÄ, «zÄÿðUÀ¼Ä°è Ä»vÄªÄ §UÉì ÄzÄ®ügÄÄAiÄÄ£ÄÄß ¢ÄÄÆrÄ-ÄUÄÄvÄÛzÉ. ÄÄ,ÄìøwPÄ w¼ÄÄªÄ½PÉAiÄÄ eÉÆvÉUÉ ¢ÄÄQÜvÄé «PÄ,Ä£ÄzÄ PÄqÉUÉ UÄªÄ£ÄÄ ¢ÃqÀ-ÄUÄÄvÄÛzÉ.

- ¨sÁµÉ, Ä»vÄª, EwªÄ Ä ¢ÄÄvÄÄÛ ÄÄ,ÄìøwUÀ¼Ä£ÄÄß PÄ£ÄßqÄ, PÄ£ÄðiPÄPÉì ÄÄ£Açü¹zÄAvÉ ¥ÄjZÄ-Ä,Ä-ÄUÄÄvÄÛzÉ.
- «zÄÿðUÀ¼Ä ÄªÄðvÉÆÄªÄÄÄR ¨É¼ÄªÄtÄUÉUÉ C£ÄÄªÄUÄÄªÄAvÉ °ÁUÄÆ CªÄgÄ°è ¢ÄÄ£ÄÄÄ ÄÄ£AzsÄUÀ¼Ä §UÉì UËgÄªÄ, ÄªÄ£ÄÄvÉ ¢ÄÄÆr¹, ¨É¼É ÄÄªÄ ¢nÖ£Ä°è ¥ÄªÄªUÀ¼Ä DaiÉÄìAiÄiÄVzÉ.
- CªÄgÄ°è ÄÉd£Ä²ÄvÉ, ±ÄÄzÄ ¨sÁµÉ, GvÄÛªÄÄ «ªÄªÄð UÄÄt, ¢gÄUÄð¼Ä ÄÄsÁµÄUÉ, ¨sÁµÄt PÄ-É °ÁUÄÆ §gÄ°Ä PÉ±Ä®ªUÀ¼Ä£ÄÄß ¨É¼É ÄÄªÄªÄÄ UÄÄjAiÄiÄVzÉ
- ÄªzsÄðvÄªPÄ ¥ÄjÄPÉèUÀ½UÉ C£ÄÄPÄÆ®ªUÄÄªÄAvÄ°Ä «µÄAiÄÄUÀ¼Ä£ÄÄß UÄªÄ£ÄzÄ°èèiÄÖPÉÆAqÄÄ ÄÆPÄÛ ¥ÄªÄªUÀ¼Ä£ÄÄß DaiÉÄì ¢ÄÄrPÉÆ¼Ä-ÄVzÉ.

Course Outcomes:

d£Ä¥ÄzÄ, ¥ÁæªÄ£Ä, ¢ÄÄzsÄªPÄ°Ä£ÄzÄ ««zsÄ ¥ÁæPÄgÄzÄ PÄªÄªUÀ¼ÄÄ, °ÉÆ ÄUÄ£ÄßqÄzÄ ÄtÚPÄxÉUÀ¼ÄÄ °ÁUÄÄ £ÄiPÄ Ä»vÄª PÄ°PÉAiÄÄ ¢ÄÄÆ®PÄ PÄ®zÄ ¹ÜvÄªAvÄgÄUÀ¼Ä£ÄÄß CzÄgÄ M¼Ä£ÉÆÄiUÀ¼Ä£ÄÄß ¨É¼É ÄÄvÄÛzÉ.

- ÄªÄiÄfPÄ, gÄdQÄAiÄÄ, zsÄ«ÄðPÄ, ÄÄ,ÄìøwPÄ, ¥Äj,ÄgÄ °ÁUÄÆ °AUÄ ÄÄ£Açü «ZÄgÄUÀ¼ÄÉqÉ UÄªÄ£ÄÄ ¢Äj,ÄªÄªÄzÄgÉÆAçUÉ «zÄÿðUÀ¼Ä°è ZÄZÄð ¢ÄÄ£ÉÆÄ¨sÄªÄªÄ ¨É¼ÉAiÄÄÄvÄÛzÉ.
- fÄªÄ£ÄzÄ°è §gÄªÄ C®¥ÁæAiÄÄ ¨ÉÄzsÄUÀ¼ÄÄ, ÄªÄÄ,ÉÄUÀ¼Ä£ÄÄß DzÄÄªPÄ ÄzÄ¨sÄðzÄ°è ¢ÄÄ£ÄÄ«ÄiÄÄvÉAiÉÆAçUÉ ¢Äð»ÄªÄAvÉ ¥ÉæÄgÉÄìÄÄvÄÛzÉ.
- GvÄÛªÄÄ ÄªÄª°£Ä PÄ-ÉAiÄÄ£ÄÄß ¨É¼É ÄÄªÄ GzÉÝÄ±ÄªÄ£ÄÄß FqÉÄj,ÄÄvÄÛzÉ.

- „ÄÄ±ÉÆÄÿÄ£Ä ¢ÄÄ£ÉÆÄ“sÄªÄ ¢ÄÄvÄÄÛ „ÄäzsÄöVÄäPÄ ¥ÄjÄPÉëUÄ½UÉ «zÄäyöUÄ¼Ä£ÄÄß „ÄdÄÓUÉÆ½„ÄÄvÄÄÛzÉ.

Course Content:

Unit-I $\alpha \Delta z s \Delta a P \Delta^\circ \tilde{\Delta} \Delta P \Delta^\circ \Delta a$

7 Hours

1. ZÀAzÀæªÀÄw «- Á¥À gÁWÀªÁAPÀ
2. °ÀUÉUÀ¼À£ÄÄ »ArzÀ£ÄÄªÄÄ£ÄzÉÆ¼ÀUÉ
PÀÄªÀiÁgÀªÁª,À
3. UÉÆÃgÀPÀë ¥Àæ,ÀAUÀ ZÁªÄÄgÀ,À

Unit II ªÀÄzsÀåPÁ°Ã£À PÁªÀå

6 Hours

1. wæɹ̥ʌ̥çʊʌ̥¼ʌ̥ʌ̥ ʌ̥ʌ̥ʌ̥ðdõ
2. V½ʌiʌ̥ʌ̥ʌ̥ ɹ̥ʌ̥ʌ̥dgʌ̥zÉÆ½®è ɹ̥ʌ̥ʌ̥gʌ̥ʌ̥zʌ̥gʌ̥ʌ̥
zʌ̥ʌ̥ʌ̥gʌ̥ʌ̥ʌ̥
3. Pʌ̥gÉzʌ̥ʌ̥ PÉÆIÖʌ̥ʌ̥ ±ʌ̥ɹ̥ʌ̥ʌ̥ʌ̥ʌ̥ʌ̥ʌ̥
Pʌ̥ʌ̥ʌ̥Pʌ̥ʌ̥zʌ̥ʌ̥ʌ̥gʌ̥ʌ̥ʌ̥

Unit III - ÉÃR£ÀUÀ¼ÄÄ

7 Hours

1. DvÀä²æÃUÁV ¤gÀAPÀÄ±ÀªÄwUÀ¼ÁV PÀÄªÉA¥ÀÄ
2. ªAiÁ£À«ÃAiÀÄvÉ CAvÁgÀ- Áè zÉÃªÁ£ÀÆgÀÄ
ªÄÄºÁzÉÃªÀ
3. ¨sÀÆvÁ¬Ä ªÄÄÄ¤z¼ÄÄ ªÄÄÄqÁj §- Áè¼Ä

Unit IV ¥ÀæªÁ,À PÀxÀ£À

6 Hours

1. ΕΛΕΓΕΤΑΙ³ ΑΝ ΕΛΑΪΝΗ ΤΟ ΠΡΩΤΟΝ (ΑΥΤΟΤΕΛΕΣ) f.Jt.

References:

- ^aÄÄÜÄ½ ^aÄÄ.²æÄ., PÄ£ÄßqÄ ,Ä»vÄâ ZÄjvÉæ, ¥ÄæPÄ±ÄPÄgÄÄ VÄvÄ §ÄPï °Ë,ï, ^aÉÄË,ÄÆgÄÄ. 2014
- ,ÄAUÄæ°Ä. £ÄÜÉÄÜËqÄ JZï.J¬ï., ZÄjwæPÄ d£Ä¥ÄzÄ PÄxÄ£Ä PÄ^aÄâUÄ¼ÄÄ, ¥ÄæPÄ±ÄPÄgÄÄ PÄ£ÄðIPÄ eÄ£Ä¥ÄzÄ ¥ÄjµÄvÄÄÜ, "ÉAUÄ¼ÄÆgÄÄ. 2008
- 1^ÄÄiÄwÄvÄ PÄ£ÄßqÄ ,Ä»vÄâ ZÄjvÉæ ,Ä¥ÄÄI 1,2,3,4,5 ^aÄÄvÄÄÜ 6, PÄÄ^aÄÄ¥ÄÄ PÄ£ÄßqÄ CzsÄâAiÄÄ£Ä ,ÄÄ,ÉÜ, ^aÉÄË,ÄÆgÄÄ «±Äé«zÄâ¤ÄAiÄÄ, ^aÉÄË,ÄÆgÄÄ. 2014
- ,ÄAUÄæ°Ä. £ÄÜÉÄÜËqÄ JZï.J¬ï., PÄ£ÄßqÄ d£Ä¥ÄzÄ PÄxÄ£Ä PÄ^aÄâUÄ¼ÄÄ, ¥ÄæPÄ±ÄPÄgÄÄ PÄ£ÄðIPÄ eÄ£Ä¥ÄzÄ ¥ÄjµÄvÄÄÜ, "ÉAUÄ¼ÄÆgÄÄ. 2007
- £ÄgÄÄiÄÄt !.«, ZÄÄ¥ÄÄ PÄ«UÄ¼ÄÄ, ¥ÄæPÄ±ÄPÄgÄÄ ,Äé¥Äß §ÄPï °Ë,ï, "ÉAUÄ¼ÄÆgÄÄ. 2010
- PÄ¼ÄÉÄÜËqÄ £ÄUÄ^aÄgÄ, wæ¥Äç, gÄUÄ¼ÄÉ ^aÄÄvÄÄÜ eÄ£Ä¥ÄzÄ ,Ä»vÄâ, ¥ÄæPÄ±ÄPÄgÄÄ ,Äé¥Äß §ÄPï °Ë,ï, "ÉAUÄ¼ÄÆgÄÄ. 2010
- ,ÄÄ. "£ÄUÄ¬ï gÄ^aÄÄ gÄ^aï ^aÄÄvÄÄÜ ¥Ä£ÄâÄ ,ÄÄzÄgÄ ±Ä1ÛçÄ, ¥ÄÄgÄt £Ä^aÄÄ ZÄÆqÄ^aÄÄtÄ, ¥ÄæPÄ±ÄPÄgÄÄ ¥Äæ,ÄgÄAUÄ, ^aÉÄË,ÄÆgÄÄ «±Äé«zÄâ¤ÄAiÄÄ. 2010

- qÁ. azÁ£ÀAzÀ ªÄÆwð, ªZÀ£À ª»vÀå, ªæPÁ±ÀPÀgÀÄ ªéÆÀß §ÄPî °Ë, ÒÉAUÀ¼ÀÆgÀÄ. 2013
- ªÄ ªÄgÀÄ¼À¹zÀÝÆÀ PÉ, £ÁUÀgÀd Q.gÀÄ. ªZÀ£À PªÄÄäi, ªæPÁ±ÀPÀgÀÄ ªéÆÀß §ÄPî °Ë, ÒÉAUÀ¼ÀÆgÀÄ. 2016
- ªÄgÀÄ¼À¹zÀÝÆÀ PÉ, µÀlàç ª»vÀå, ªæPÁ±ÀPÀgÀÄ ªéÆÀß §ÄPî °Ë, ÒÉAUÀ¼ÀÆgÀÄ. 2010
- ªÄ. ÉÄvÀÄgÀªÄ gÁª C.gÁ., ²æÄ ®QööÄ±À£À eÉÉ«Ä ªsÁgÀvÀ(ªÄÆ®-vÀvÀÄAiÄÄð-ªavÀæ), ªæPÁ±ÀPÀgÀÄ PªÄÄzsÉÄ£Ä ªÄ, ÀÛPÀ ªsªÄ£Ä, ÒÉAUÀ¼ÀÆgÀÄ. 2010
- ªÄ. ÉÄvÀÄgÀªÄ gÁª C.gÁ., ²±Ä£Ä¼À ±ÄªÆsÀgÀ £ÄÆgÀgÀÄ vÀvÀéÆZÀUÀ¼Ä, ªæPÁ±ÀPÀgÀÄ PªÄÄzsÉÄ£Ä ªÄ, ÀÛPÀ ªsªÄ£Ä, ÒÉAUÀ¼ÀÆgÀÄ. 2007
- ªÄ. f.J.ª.ªÄmî., PªªÄiÁgÀªÄ, £Ä PÀuÀðl ªsÁgÀvÀ PªxªÄÄAdj ªæªÉÄ±À, ªæPÁ±ÀPÀgÀÄ CPÀægÀ ªæPÁ±À£Ä, °ÉUÉÆlÁqÀÄ, ªUÀgÀ. 2006
- gÀAeÁ£i zÀUÀð, ±ÀgÀtgÀ ªªÄUÀæ PªæAw, ªæPÁ±ÀPÀgÀÄ. -ÉÆÄªAiÀiÁ ªæPÁ±À£Ä, §¼Äj. 2015
- QÄvÀð£ÄxÀ PÄvÀðPÉÆÄn, P£ÄßqÀ ª»vÀå ªAUÁw, ªæPÁ±ÀPÀgÀÄ PÄvÀðPÉÆÄn ªÉªÉÆÄjAiÄÄ-î læ, ïÖ, zsÁgÀªÄqÀ. 2009
- ±ªªÄgÀAiÄÄ vÀ. ÄÄ., P£ÄßqÀ ª»vÀå ZÄjvÉæ, ªæPÁ±ÀPÀgÀÄ v¼ÄÄQ£Ä ªÉAPÀtÜAiÄÄ ªägÀPÀ UÄæAxªÄiÄ-É, ªÉÄÆ, ªÆgÀÄ -2014
- ²ªgÀÄzªæÆÀ f.J.ª. P£ÄßqÀ ª»vÀå ªªÄPÉè, ªæPÁ±ÀPÀgÀÄ ªéÆÀß §ÄPî °Ë, ÒÉAUÀ¼ÀÆgÀÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHH201	Language – II: Hindi – II	FC	1	1	0	2	3

Course Description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का विकास करने हेतु तथा विभिन्न साहित्यिक प्रक्रियाओं द्वारा समाज, संस्कृति एवं जीवन के मूल्यों को समझने हेतु अभिकल्पित है।

Pre-requisites:

- अध्येता, पी.यु.सीकेस्तरपरद्वितीयभाषाकेरूपमेंहिन्दीकाअध्ययनकरनाचाहिए।
- हिन्दीसाहित्यकेइतिहासकासंक्षिप्तज्ञानकीआवश्यकताहै।
- हिन्दीव्याकरणकाअवबोधनआवश्यकहै।
- हिन्दी-अंग्रेजीअनुवादसेसंबंधितजानकारीजरूरीहै।

Pedagogy: शिक्षाशास्त्र :

- Direct method
- ICT and Digital support

- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives: पाठ्यक्रम उद्देश्य:

1. संदर्भानुसार उचित भाषा का प्रयोग करने की दक्षता को छात्रों में उत्पन्न करना।
2. साहित्य के माध्यम से समाज एवं मानवीय मूल्यों को समझाकर, उन मूल्यों की रक्षा हेतु प्रेरित करना।
3. छात्रों में पुस्तक पठन एवं लेखन की अकृतिम प्रवृत्ति स्थापित करना।
4. अध्येताओं में साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करना।

Course Outcomes: अधिगम परिणाम:

अध्ययन की समाप्ति पर अध्येता –

1. सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
2. साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।
3. समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।
4. साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास कर सकता है।

Course Content: अध्ययन विषय सूची / पाठ्यक्रम

इकाई – 1 कविता: प्राचीन एवं आधुनिक

7 hours

1. कबीर के दोहे
2. कविता – जलियाँवाला बाग में बसंत- सुभद्राकुमारी चौहान
3. कविता – सुभाष की मृत्यु पर - धर्मवीर भारती

इकाई – 2 कविता: प्राचीन एवं आधुनिक

6 hours

4. तुलसीदास के पद
5. कविता – पाषाणी – नागार्जुन
6. कविता – चलना हमारा काम है- शिवमंगल सिंह सुमन

इकाई – 3 कविता: प्राचीन एवं आधुनिक

7 hours

7. मीराबाई के पद
8. कविता – मेरे सपने बहुत नहीं हैं- गिरिराज कुमार माथुर
9. कविता – अभी न होगा मेरा अंत – निराला

इकाई – 4

6 hours

अनुवाद : शब्द एवं अनुच्छेद (हिन्दी से अंग्रेज़ी)

मीडिया लेखन

Text book/s: पाठ्य पुस्तक :

- हिन्दी पाठ्य पुस्तक – रेवा विश्वविद्यालय।

References: सन्दर्भ ग्रन्थ :

- सुबोध व्यवहारिक हिन्दी – डॉ. कुलदीप गुप्त
- अभिनव व्यवहारिक हिन्दी – डॉ. परमानन्द गुप्त
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र

- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- संक्षेपण एवं पल्लवन

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHA201	Language - II: Additional English - II	FC	1	1	0	2	3

Course Description:

This course designed to help the learner gain competency in language through an exploration to the various genres of literature. The syllabus is designed to encourage critical ability of the learner to guide them towards career opportunities. This course is intended to develop the capacity to appreciate and assess the various dimensions of society, culture and life.

Pre-requisites: The student must possess fair knowledge of language and literature.

Pedagogy: Direct method / ICT / Collaborative Learning / Flipped Classroom.

Course Objectives:

1. To assess ecological and environmental concerns through literature.
2. To identify the unequal structures of power in society.
3. To compare the position of men and women in society.
4. To interpret the representation of society in popular culture.

Course Outcomes:

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

1. Demonstrate a thorough understanding of sensitive and critical ecological and environmental issues.
2. Analyze the rigid structure of center and margin in our society.
3. Criticize the subordinate position of women in society.
4. Justify the depiction of society in popular culture.

Course Content:

Unit-I: Ecology & Environment

7 hours

Literature: Toru Dutt - Casuarina Tree

Gordon J.L. Ramen – Daffodils No More

C.V. Raman – Water – The Elixir of Life

Language: Degrees of Comparison

Unit-II: Voices from the Margin

6 hours

Literature: Tadeusz Rozewicz – Pigtail

Jyoti Lanjewar – Mother

Harriet Jacobs – Excerpt from Incidents in the Life of a Slave Girl

Language: Prefix and Suffix

Unit-III: Women & Society**7 hours**

Literature: Kamala Das – An Introduction
Rabindranath Tagore – The Exercise Book
Jamaica Kincaid – Girl
Writing Skills: Dialogue Writing

Unit-IV: Popular Culture**6 hours**

Literature: Rudyard Kipling – The Absent-minded Beggar
Sir Arthur Conan Doyle – The Adventure of Lion's Mane
Aldous Huxley – The Beauty Industry
Writing Skills: Story Writing

References:

- Agrawal, K.A. *Toru Dutt the Pioneer Spirit of Indian English Poetry - A Critical Study*. Atlantic Publications, 2009.
- Latham, Edward Connery (ed). *The Poetry of Robert Frost*. Holt Paperbacks, 2002.
- Basu, Tejan Kumar. *The Life and Times of C.V. Raman*. Prabhat Prakashan, 2016.
- Rozewicz, Tadeusz. *New Poems*. Archipelago, 2007.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Create space Independent Publication, 2014.
- Das, Kamala. *Selected Poems*. Penguin Books India, 2014.
- Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Maple Press, 2012.
- Gale, Cengage Learning. *A Study Guide for Jamaica Kincaid's Girl*. Gale, Study Guides, 2017.
- Doyle, Arthur Conan. *The Hound of the Baskervilles*. General Press, 2017.
- Kumar, E Suresh, J. Savitri and P Sreehari (ed). *Effective English*. Pearson Education, 2009.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0201	Mass Communication Theories	HC	2	1	0	3	4

Course Description:

This course will introduce the students with researched concepts in communication. It will also help them in understanding the characteristics, process, functions and tools of mass communication. Students will learn about the evolution of communication theories over the period of time.

Pre-requisites: Students must possess awareness of the impact of communication and media in society.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. It helps in bringing expertise in the students in terms of communication - on day to day basis as well as in their professional life.
2. It helps students to understand the barriers of communication and how to use different tools to overcome those barriers.
3. It helps the students to apply communication theories in real-life
4. It solves issues in regard to formal or personal communication

Course Outcomes:

On completion of the syllabus students will be able to:

1. Analyze elements and characteristics of theories in Communication
2. Dissect the Models and Theories of Communication
3. Compare the workings of Newspaper, magazine, TV, Film, radio, Record, Advertising, Public Relation, Internet and Traditional Media, Its merits and demerits
4. Appraise the impact and influence of mass communication on society

Course Content:

Unit I- Introduction to Mass Communication Theory 10 Hours

Introduction to Mass Communication Theory: Need & importance; Magic Bullet Theory/Hypodermic Needle Theory; Two Step Flow and Multi-Step Theory; Uses and Gratifications Theory

Unit II- Normative Theory and Seibert Theory of Communication 10 Hours

Authoritarian Theory, Libertarian Theory, Soviet communist theory, Social Responsibility Theory, Developmental Theory, Democratic Participant Theory

Unit III- Media, Society and Culture 10 Hours

Definition of Culture: Elite culture, Popular culture, Commercial culture, Mass Culture; Mass Society, Information Society, Globalization of media

Unit IV- Communication Schools and Media Studies 9 Hours

Frankfurt Critical School; Semiotic School: Ferdinand De Saussure, C.S. Peirce, Roland Barthes; British School: Centre for Contemporary Cultural Studies; Ev. Rogers' Development communication school

References:

- Vivian, John. *The Media of Mass Communication*. New Delhi: PHI learning private limited, 2012.
- J Kumar Keval. *Mass communications in India*. Mumbai: Jaico Publication, 2006

- Devi, Meena. *Fundamentals Of Mass Media And Communication*. New Delhi: Alfa Publication, 2006
- Mcquail, Denis. *Mass Communication Theory*. New Delhi: Sage Publication, 2004
- Chandra, Ramesh. *Analysis of Media and Communication Trends*. New Delhi :Gyan Books publishers Pvt Ltd., 2004
- S Baran, Stanly and K. Davis ,Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Singapore :Thomson Wads Worth, 1999

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0202	Online Journalism	HC	2	1	0	3	4

Course Description:

This course offers students a critical introduction to these emerging “wired” or “cyber” technologies and the economic and political implications of the same. In this course, the students will learn about the historical development of Online journalism and new media and examine the repercussions of the digital revolution for our communities, our identities, our politics, and our daily lives. Students will learn how to generate story ideas for online websites and news applications.

Pre-requisites: Students must possess a flair for online reading and basic writing skills.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. To develop the skills needed to be an active participant in the online news journalism culture.
2. To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the internet
3. To help students to widen their networks in social media
4. To generate appealing content for netizens

Course Outcomes:

At the end of this course, the student will be able to-

1. Define and discuss key theoretical concepts related to online journalism
2. Develop technical proficiency to be an active participant in the new media culture.
3. Assess the social, cultural and political implications of new media production and consumption process.
4. Create on New Media via social media and blogs

Course Content:

Unit I: Overview Of Online Journalism Around The World 10 Hours

What is online journalism? Difference between online and other kinds of journalism, Advantages of Online journalism, Multimedia Journalism, Convergence, Online-Only Newspapers, Hybrid Newspapers Internet Television, The Changing Landscape: Why newspapers and broadcast outlets are on the web, Unique features of news websites: Multimedia, and interactive chats and blogs, News apps in India and the world: their content and style

Unit II: Elements Of Multimedia And Online Journalism 10 Hours

Video, Audio, Podcasts, Headlines Texts, Animation, Maps, Still photos, Graphics, Slideshows, Online gaming, Interactivity Hyperlinks, SEO Importance of Graphics online

Unit III: Online And Multimedia Journalism 10 Hours

Easy Steps to Great Online Communication Choosing the right media format to tell a story, Editorial Tools for real-time audience building., Citizen and Participatory Journalism, Blogging, Crowd sourcing

Unit IV: Security, Ethical And Legal Challenges Online 9 Hours

Copyright, content theft, Plagiarism, Upgrading the content online, Cyber Crime, Cookies, Spyware, Hacking, Phishing, Trolling, Fake News, Graphic Manipulation, Net war, Cyber terrorism,

References:

- Nath, Shyam. *Assessing the State of Web Journalism*. Authors Press, New Delhi, 2002
- Chakravarthy, Jagdish. *Net, Media and the Mass Communication*. Authors press, New Delhi, 2004
- Bhargava, Gopal. *Mass Media and Information Revolution*. Isha Books, New Delhi, 2004
- Menon, Narayana. *The Communication Revolution*. National Book Trust.
- Pavlik J.V. *Media in the Digital Age*. Columbia University Press

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0203	Introduction to AV Media	HC	3	0	1	4	5

Course Description:

The course Audio-Visual Media is devised for students to become trained in the nuances of electronic media. Students acquire skill in various media types like radio, television, film, etc. By gaining theoretical exposure with hands on demonstration of the practical components, the students will become proficient Radio Jockey, Script-writer for TV and Radio, film-maker for short-films, etc.

Pre-requisites: Exposure to different programmes of Audio-Visual media.

Pedagogy: Direct instruction, Collaborative and Kinesthetic method

Course Objectives

1. To help the students understanding the process of generating content for electronic media
2. To impart skills in script-writing, radio jockeying, conceptualizing and producing audio-visual packages
3. To impart the aspects of aesthetics
4. To convey visual grammar alongside the technicalities of producing the content

Course Outcomes:

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

1. Apply skill in script-writing for radio and television
2. Outline the aesthetics and visual grammar in the audio-visual medium
3. Assess the various genres of film
4. Discuss the role and progress of different organizations related to cinema in India

Course Content:

Unit I: Radio Production

13 Hours

Introduction to radio production; Writing for radio, Programme formats news, talk, features, interviews, discussions, documentaries, plays; Audio recording – types of microphones; Studio set up.

Unit II: Script-writing for Radio and TV

13 Hours

Scripting: Scripting for radio and television programs – storyboard; logging the shots; Screen play: Classical, A/v script.

Unit III: Basics in TV Production

13 Hours

Visual Grammar: Composition, subject, light; Camera control devices- Attributes of a good picture; Different types of shots- shot composition- scenes- sequence; Camera perspectives camera angles- camera movements; Electronic News Gathering

Unit IV: Introduction to Film Studies

13 Hours

Introduction to Film - Film as an art form; aesthetics of film; Types of films; documentary; newsreel; Educational film; Animation film; Feature film; Mainstream cinema; Cinema and society.

References:

- Singhal Arvind and Rogers Everett M., *India's Communication Revolution*, Sage Pub. 2007

- Kumar Keval J., *Mass Communication in India*, Jaico Publishing House, Mumbai.1994.
- Chatterji, P.C. *Broadcasting in India* New Delhi: Sage Pub,1987.
- Hasan Seema, *Mass Communication: Principles And Concepts*. CBS Publishers & Distributors, 2010.
- Shamsi Nayyar, *Encyclopedia of Electronic Media*, Anmol Publications Pvt. Limited

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS111	Communication in Peace and Conflict Management	SC	1	0	1	2	3

Course Description:

This course views conflict as an ever-present component of any decision-making environment, including Planning and Public Administration and International Relations. It offers tools for: understanding the nature of conflict at different levels and of individual and joint decision-making processes; devising individual and group strategies that minimize the destructive consequences of conflict; and, identifying solutions satisfactory to all involved.

Pre-requisites: Exposure to simulation games and cases to devise mechanism to manage conflict.

Pedagogy: Direct instruction, Collaborative and Kinesthetic method

Course Objectives:

1. To help understand key concepts and theoretical approaches employed to explain and understand conflict
2. To devise policies and practices that seek to manage, resolve and transform conflicts
3. To analyze the successes/failures of different techniques employed by peace activists, policy makers, and peace research scholars
4. To examine challenges in contemporary conflict resolution

Course Outcomes:

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

1. Assess the importance of and the ability of using communication and information exchange in conflict and negotiation contexts
2. Construct toolkits of handling conflict and negotiation
3. Examine the mechanism of creating values and achieving integrative negotiation outcomes.
4. Debate over the main ideas that constitutes the fields of conflict management and peace.

Course Content:**Unit I: Introduction****7 Hours**

Introduction: The Nature and Origins of Conflict: How and Why People Conflict, Differences, diversity and opportunity; Conflict: Meaning, Nature and types and levels of conflict, Violent and Non-Violent Conflicts; Conflict Mapping and Tracking; Conflict Management and Conflict Resolution

Unit II: Conflict Management**6 Hours**

Conflict Management: A Holistic Approach to Conflict Management; Conflict Prevention and Preventive Diplomacy; Conflict Prevention and Early Warning; Stages in Conflict Management

Unit III: Peace Building**7 Hours**

Peace building; Understanding Peace Process; Stages in the Peace Process

Peacemaking, Peacekeeping and Peacebuilding; Negotiation and Mediation; Arbitration and Adjudication

Unit IV: Challenges for conflict management**6 Hours**

Challenges for conflict management; Variation in Contexts: Culture, Religion and Identity; Contemporary Challenges: (1) Terrorism; (2) Environmental Conflicts; Prospects for Conflict Resolution

References:

- Baker, D. P. *Conflict management for peacekeepers and peace builders*, Cedricde Koning and Ian Henderson, 2010
- Galtung, Johan , *Violence, Peace, and Peace Research*, Journal of Peace Research, 6(3): 167-191.1969
- Bajpai, Kanti , *A Peace Audit on South Asia*, in Ranabir Sammadar (ed.) *Peace Studies: An Introduction to the Concept, Scope, and Themes*, New Delhi: Sage, 2004
- Pammer, W. J., & Killian, J. (Eds.). *Handbook of conflict management*. CRC Press, 2003
- Fischer, R., Ury, W., & Patton, B. . *Getting to yes. Negotiating Agreement Without Giving in*, 1981

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS112	Contemporary Politics and Challenges of Globalization	SC	1	0	1	2	3

Course Description:

This course will provide an overview of the global media sphere and situate it in a historical and political perspective. It also helps to critically evaluate the evolution of global media from newspapers to new media looking at developments in the political and social sphere.

Pre-requisites: Exposure to global politics and challenges in globalization

Pedagogy: Direct instruction, Collaborative method, Flipped Classroom

Course Objectives:

1. To help understand key concepts in media and globalization
2. To devise policies and practices in global politics and its impact of media
3. To analyze the successes/failures of different perspectives of globalization
4. To examine challenges in media globalization

Course Outcomes:

On completion of this course, the students would be able to:

1. Examine the role of global media
2. Analyze a wide array of political developments over the past century
3. Debate if mass media has been a catalyst in these developments.
4. Debate over the main ideas of media and globalization

Course Content:

Unit I: Introduction

7 Hours

Media and international communication; The advent of popular media: A brief overview of Nazi propaganda in the inter-war years

Unit II: Global Media

6 Hours

Global Conflict and Global Media; World Wars and Media Coverage post 1990; Rise of Al Jazeera, The Gulf Wars: CNN's satellite transmission; Embedded Journalism; 9/11 and implications for the media

Unit III: Media and Globalization

6 Hours

Media and Cultural Globalization; Cultural Imperialism; Cultural politics: media hegemony and Global cultures; Homogenization, the English language Local/Global, Local/Hybrid

Unit IV: Global Market Discourses

7 Hours

Media and the Global market; Discourses of Globalisation: barrier-free economy, multinationals, technological developments; Digital divide; Media conglomerates and monopolies: Ted Turner/Rupert Murdoch; Global and regional integration

References:

- Choudhary, K. *Globalisation, Governance Reforms and Development in India*, Sage, New Delhi, 2007
- Lyn, G and David, M. *Media and Society into the 21st Century: A Historical Introduction*. (2nd Edition) Wiley-Blackwell, pp.82-135, 208-283, 2009
- Monroe, P. *Media Globalisation' Media and Sovereignty*, MIT press, Cambridge, 2002
- Patnaik, B.N & Imtiaz H (ed). *Globalisation: language, Culture and Media*, Indian Institute of Advanced Studies, 2006
- Shimla. Singh, Y. *Culture Change in India: Identity and Globalisation*, Rawat, Publication, New Delhi, 2000

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AD0204	Journalism Practical – II	HC	0	0	2	2	4

Practical Components:

- Know Your camera
- Shot composition
- Script writing- Radio news, Television news
- TV script/Radio Script/ Film Script
- Short Film Making

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21ADON01	MOOC -I	ON	Non-credit Mandatory Course				Self - Study

Globally, MOOC (Massive Open Online Course) platforms are gaining much popularity. Considering the popularity and relevance of MOOCs, Government of India has also launched an indigenous platform, SWAYAM. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is basically an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses. There are many other international agencies, foreign universities offering MOOC courses.

A student shall register and successfully complete any of the courses available on any reputed online platform. Student shall inform the MOOC coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 30 hours for 2 credits. The student should submit the certificate issued by the respective online platform to the MOOC coordinator of the school.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B22AS0208	Tree Plantation: Benefits and Strategic Planning	FC	1	-	-	1	1

Course Description:

This course introduces significance of trees that provide us with a great many ecosystem services, including air quality improvement, energy conservation, stormwater interception, and atmospheric carbon dioxide reduction. These benefits must be weighed against the costs of maintaining trees, including planting, pruning, irrigation, administration, pest control, liability, cleanup, and removal.

Students are expected to involve in planting a tree and nurturing till the completion of their degree program. Successful maintenance of tree is considered to be one of the eligibility criteria for the award of university degree.

This course is a part of “**REVA Vanamahotsava – One Student, One Tree**”

Course Objectives:

The Course objectives are to

1. Develop basic understanding of role of trees in climate change
2. Emphasize on the selection and placing a tree for maximum benefit to environment
3. Involve in planting a tree and nurture till the completion of the degree program
4. Generate experiential report on the tree plantation process involved

Course Outcomes:

1. Interpret the possible key benefits of trees arresting climate change and global warming
2. Develop the ability to identify the type of a tree to be planted in urban areas, agricultural fields and forestry areas
3. Make use of reading different literature on climate change and global warming by adopting various reading strategies (Reading Skills)
4. Take part in planting a tree and nurturing it and Generate report on tree plantation process involved

Course Content:

Unit 1: Introduction: The tropical region, Benefits and costs of urban and community forests

Unit 2: General Guidelines for Selecting and Placing Trees: Guidelines for Energy Savings, Guidelines for Reducing Carbon Dioxide, Guidelines for Reducing Stormwater Runoff, Guidelines for Improving Air Quality Benefits, Guidelines for Avoiding Conflicts with Infrastructure, Guidelines for Maximizing Long-Term Benefits, Trees for Hurricane-Prone Areas

Activity based learning

Every student has to thoroughly understand the significance of planting a tree, identify type of tree and place to be planted, plant a tree and nurture till the completion of the degree.

Text Books:

1. Kelaine E. Vargas, E. Gregory McPherson, James R. Simpson, Paula J. Peper, Shelley L. Gardner, and Qingfu Xiao, "Tropical community tree guide: Benefits, Costs and Strategic Planting", U.S. Department of Agriculture, Forest Service Pacific Southwest Research Station Albany, California, 2008

1. Peter Wohlleben, *The Heartbeat of Trees*, Penguin Books, 2021
2. Daniel Chamovitz, "What a Plant Knows: A Field Guide to the Senses", 2020

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHK301	Language - II : Kannada - III	FC	1	1	0	2	3

“sÁµÉAiÄÄ£ÄÄß ¢AiÁvÀ£ÁqÄÄªÀ §gÉAiÄÄÄªÀ PË±À®ª, Á»vÀázÀ §UÉÍ
 ,ÄÆÜ®ªÁV ¥ÁjZÀ¬ÄÄªÀ ¢ÄÄÆ®PÄ «zÁáyðUÄ¼Ä ¢ÄªQÜvÁé «PÁÄ ¢ÁUÄÄ
 ,ÄàzsÁðvÄªPÄ ¥ÁjÄPÉëUÄ¼Ä£ÄÄß UÄªÄÄ£ÄzÀ°èiÄÖPÉÆEqÄÄ, ¥Áæ,ÄÄÛvÄ
 ,ÄAzÀ¬sÄðPÉì «zÁáyðUÄ¼Ä£ÄÄß ,ÄdÄÓUÉÆ½Ä®Ä ¥ÄoÄªª£ÄÄß
 gÄÆ!Ä¬ÁVzÉ. Á»vÄª, PÄ¬É, ¢ÁtÄdª, DqÄ½vÁvÄªPÄ ¢ÄvÄÄÛ «eÄÖ£ÄzÀ
 «ZÁgÄUÄ½UÉ MvÄÛ£ÄÄß ¢ÁqÄ¬ÁVzÉ. EzÄÄ ¢ÉÆzÄ® JgÄqÄÄ É«ÄÄÖgü

ªÄÆgÄÄ PÉærmïUÄ¼ÄÄÄÄ; ªÄÆgÄÄ ªÄvÄÄÛ £Ä®ì£ÉÄ ,É«Ä,ÄÖgï JgÄqÄÄ PÉærmïUÄ¼ÄÄÄÄ ºÉÆAçzÉ.

Pre-requisites:

- PÄ£ÄßqÄ ¨sÄµÉAiÄÄ §UÉUÉ ¥ÄæxÄ«ÄPÄ w¼ÄÄªÄ½PÉ CUÄvÄÄ..
- ¨sÄµÉAiÄÄ£ÄÄß NzÄ®Ä ªÄvÄÄÛ §gÉAiÄÄ®Ä w½çgÄ¨ÉÄPÄÄ.
- ¥ÄzÄ« ¥ÄÆªÄð ²PÄëtzÄºè PÄ£ÄßqÄ ¨sÄµÉAiÄÄ£ÄÄß NçgÄ¨ÉÄPÄÄ.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

£Ä®Äì É«Ä,ÄÖgïUÄ¼Äºè ,ÄªÄUÄæ PÄ£ÄßqÄ ,Ä»vÄªÄ£ÄÄß ¥ÄjZÄ-Ä,ÄÄªÄ GzÉYÄ±ÄªÄ£ÄÄß ºÉÆAçzÉ. CzÄgÄAvÉ ªÉÆzÄ®£ÉAiÄÄ É«Ä,ÄÖgï£Äºè d£Ä¥ÄzÄ, ¥ÄæªÄ£Ä, ªÄzsÄªPÄº£Ä PÄªÄUÄ¼ÄÄ, ºÉÆ,ÄUÄ£ÄßqÄzÄ ,ÄtÜPÄxÉUÄ¼ÄÄ ºÄUÄÄ £ÄiPÄ ,Ä»vÄªÄ£ÄÄß ¥ÄªÄªÄ£ÄßV DaiÉÄì ªÄiÄrPÉÆAqÄÄ, «zÄÿðUÄ¼Äºè ,Ä»vÄªÄ §UÉì ,ÄzÄ©ügÄÄAiÄÄ£ÄÄß ªÄÆrÄ-ÄUÄÄvÄÛzÉ. ,ÄÄ,ÄìøwPÄ w¼ÄÄªÄ½PÉAiÄÄ eÉÆvÉUÉ ªÄQÜvÄé «PÄ,Ä£ÄzÄ PÄqÉUÉ UÄªÄ£Ä ªÄqÄ-ÄUÄÄvÄÛzÉ.

- ¨sÄµÉ, ,Ä»vÄªÄ, EwºÄÄ ªÄvÄÄÛ ,ÄÄ,ÄìøwUÄ¼ÄÄß PÄ£ÄßqÄ, PÄ£ÄðiPÄPÉì ,ÄÄ£Açü¹zÄAvÉ ¥ÄjZÄ-Ä,Ä-ÄUÄÄvÄÛzÉ.
- «zÄÿðUÄ¼ÄÄ ,ÄªÄðvÉÆÄªÄÄÄR ¨É¼ÄªÄtÄUÉUÉ C£ÄªÄÄUÄªÄAvÉ ºÄUÄÆ CªÄgÄºè ªÄiÄ£ÄªÄ ,ÄÄ£ÄzsÄUÄ¼ÄÄ §UÉì UËgÄªÄ, ,ÄªÄiÄ£ÄvÉ ªÄÆrÄ, ¨É¼ÄÄªÄªÄ ªÄÖ£Äºè ¥ÄªÄªÄUÄ¼ÄÄ DaiÉÄiÄiÄvzÉ.
- CªÄgÄºè ,Äd£ÄªÄ®vÉ, ±ÄzÄª ¨sÄµÉ, GvÄÛªÄÄ «ªÄªÄð UÄt, ªgÄUÄð¼ÄÄ ,ÄÄ¨sÄµÄUÉ, ¨sÄµÄt PÄ-É ºÄUÄÆ §gÄºÄ PÉ±Ä®ªÄUÄ¼ÄÄ£ÄÄß ¨É¼ÄÄªÄªÄ UÄÄjAiÄiÄvzÉ
- ,ÄzsÄªvÄªPÄ ¥ÄjÄPÉèUÄ½UÉ C£ÄªPÄÆ®ÄUÄªªÄAvÄºÄ «µÄiÄÄUÄ¼ÄÄß UÄªÄ£ÄzÄºèèiÄÖPÉÆAqÄÄ ,ÄÆPÄÛ ¥ÄªÄªÄUÄ¼ÄÄ£ÄÄß DaiÉÄì ªÄiÄrPÉÆ¼ÄÄ-ÄvzÉ.

Course Outcomes:

d£Ä¥ÄzÄ, ¥ÄæªÄ£Ä, ªÄzsÄªPÄº£ÄzÄ ««zsÄ ¥ÄæPÄgÄzÄ PÄªÄUÄ¼ÄÄ, ºÉÆ,ÄUÄ£ÄßqÄzÄ ,ÄtÜPÄxÉUÄ¼ÄÄ ºÄUÄÄ £ÄiPÄ ,Ä»vÄªÄ PÄºPÉAiÄÄ ªÄÆ®PÄ PÄ®zÄ ¹ÜvÄªAvÄgÄUÄ¼ÄÄß CzÄgÄ M¼Ä£ÉÆÄiUÄ¼ÄÄß ¨É¼ÄÄªÄvÄÛzÉ.

1. ,ÄªÄiÄfPÄ, gÄdQÄAiÄÄ, zsÄ«ÄðPÄ, ,ÄÄ,ÄìøwPÄ, ¥ÄjÄgÄ ºÄUÄÆ ºÄUÄ,ÄÄ£Açü «ZÄgÄUÄ¼ÄÄqÉ UÄªÄ£Ä ºÄjÄªÄªÄzÄgÉÆAçUÉ «zÄÿðUÄ¼Äºè ZÄZÄð ªÄ£ÉÆÄ¨sÄªÄªÄ ¨É¼ÄAiÄÄªÄvÄÛzÉ.
2. fÄªÄ£ÄzÄºè §gÄªÄ C©Û¥ÄæAiÄÄ ¨ÄzsÄUÄ¼ÄÄ, ,ÄªÄ,ÄªÄ,ÄUÄ¼ÄÄ£ÄÄß DzÄªªPÄ ,ÄzÄ¨sÄªªºè ªÄiÄ£Ä«ÄAiÄªvÉAiÉÆAçUÉ ªÄð»,ÄªªAvÉ ¥ÉæÄgÉÄ!,ÄªvÄÛzÉ.
3. GvÄÛªÄÄ ,Äªªº£Ä PÄ-ÉAiÄ£ÄÄß ¨É¼ÄÄªÄ GzÉYÄ±ÄªÄ£ÄÄß FqÉÄjÄªvÄÛzÉ.
4. ,ÄªÉÆÄzÄ£Ä ªÄ£ÉÆÄ¨sÄªÄ ªÄvÄÄÛ ,ÄzsÄªvÄªPÄ ¥ÄjÄPÉèUÄ½UÉ «zÄÿðUÄ¼ÄÄß ,ÄdÄÓUÉÆ½ÄªvÄÛzÉ.

Course Content:

Unit I $\text{£}\text{À}^{\text{a}}\text{ÉÇ}\tilde{\text{A}}\text{z}\text{À}\text{Ai}\text{À}\tilde{\text{A}}\text{ P}\text{À}\text{«vÉU}\text{À}\frac{1}{4}\text{À}\tilde{\text{A}}$

7

Hours

- | | |
|---|--|
| 1. $\text{“É}\frac{1}{4}\text{ÀU}\text{À}\tilde{\text{A}}$ | $\text{z}\text{À.g}\text{Á. “É}\tilde{\text{A}}\text{zÉ}\text{æ}$ |
| 2. $\text{P}\text{À}^{\circ}\text{İ}$ | $\text{P}\text{À}\tilde{\text{A}}^{\text{a}}\text{ÉA}\text{¶}\tilde{\text{A}}$ |
| 3. $\text{P}\text{À}\text{£}\text{À}\text{ßq}\text{İ} \text{¶}\text{Àz}\text{ÀUÉ}\text{Æ}\frac{1}{4}\text{İ}$ | $\text{f. İ. g}\text{Ádg}\text{Àv}\text{À}\text{ßA}$ |

Unit II $\text{£}\text{À}^{\text{a}}\text{ÉÇ}\tilde{\text{A}}\text{z}\text{À}\text{Ai}\text{À}\tilde{\text{A}}^{\circ}\text{ÁU}\text{À}\tilde{\text{A}} \text{£}\text{À}^{\text{a}}\text{À}\text{å P}\text{À}\text{«vÉU}\text{À}\frac{1}{4}\text{À}\tilde{\text{A}}$

6 Hours

- | | |
|--|--|
| 1. $\text{C}^{\text{a}}\text{Àz}\text{s}\text{À}\text{Æv}\text{À}$ | $\text{,}\tilde{\text{A}}\tilde{\text{A.g}}\text{ÀA.JP}\text{À}\tilde{\text{A}}\text{İAr}$ |
| 2. $\text{^a}\tilde{\text{A}}\tilde{\text{A}}\text{ÉÉ}-\tilde{\text{A}}\text{Az}\text{À}^{\text{a}}\tilde{\text{A}}\tilde{\text{A}}\text{ÉUÉ}$ | $\text{PÉ.J.İ.£}\text{À}$ |
| 3. $\text{£}\text{À}\text{£}\text{À}\text{ß}^{\circ}\text{ÀtvÉ}$ | f.J.İ.J.İ. |

Unit III $\text{^a}\text{t}\text{Ú P}\text{ÀxÉU}\text{À}\frac{1}{4}\text{À}\tilde{\text{A}}$

7 Hours

- | | |
|---|--|
| 1. $\text{z}\text{Á}\frac{1}{2} \text{£}\text{ÀqÉz}\text{Á}^{\text{a}}\text{À Cu}\text{ÁÚ}$ | $\text{C}^{\text{a}}\text{À}\tilde{\text{A}}\text{gÉ}\tilde{\text{A}}\pm\text{À} \text{£}\text{À}\tilde{\text{A}}\text{U}\text{ÀqÉ}\text{Æ}\tilde{\text{A}}\text{t}\text{À}$ |
| 2. $\text{PÉ}\text{Æ}\text{£}\text{ÉAi}\text{À}\tilde{\text{A}} \text{Vg}\text{ÁQ}$ | $\text{æg}\text{ÀAd}\text{£}\text{À}$ |
| 3. $\text{^a}\text{Ai}\text{À}\text{¶}\text{Alg}\text{İ}$ | $\text{vÉ}\tilde{\text{A}}\text{d}^1\text{é}$ |

Unit IV $\text{£}\text{ÁIP}\text{À}$

6 Hours

- | | |
|---|---|
| 1. $\text{«}\tilde{\text{A}}\tilde{\text{A}}\text{rAi}\text{Ài}\text{À} (\text{,}\text{ÀAU}\text{À}\text{æ}^{\circ}\text{À})$ | $\text{Ai}\text{À}\tilde{\text{A}}\tilde{\text{A}}\text{İr}\tilde{\text{A}}\text{,İ}$ |
| | $\text{C}\text{£}\text{À}\tilde{\text{A}}^{\text{a}}\text{Az}\text{À: PÉ. ^a}\tilde{\text{A}}\tilde{\text{A}}\text{g}\text{À}\tilde{\text{A}}\frac{1}{4}\text{À}^1\text{z}\text{À}\text{P}\text{¶}\text{À}$ |

References:

- $\text{^a}\tilde{\text{A}}\tilde{\text{A}}\text{U}\text{À}\frac{1}{2} \text{g}\text{ÀA.}^{\text{2}}\text{æ}\tilde{\text{A}}\text{, P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{,}\text{Á}\text{»v}\text{À}\text{å Z}\text{ÀjvÉ}\text{æ, ¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{V}\text{Àv}\text{Á} \text{§}\text{ÄP}\text{İ}^{\circ}\text{É,İ,}^{\text{a}}\text{É}\tilde{\text{A}}\tilde{\text{E}}\text{,}\text{À}\text{Æg}\text{À}\tilde{\text{A}}. 2014$
- $\text{^1}\tilde{\text{A}}^{\text{a}}\text{Ai}\text{Àw}\text{Àv}\text{À P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{,}\text{Á}\text{»v}\text{À}\text{å Z}\text{ÀjvÉ}\text{æ, }\text{ÀA}\text{¶}\text{À}\text{İ} 1,2,3,4,5 \text{^a}\tilde{\text{A}}\text{v}\text{À}\tilde{\text{A}}\text{Ü} 6, \text{P}\text{À}\tilde{\text{A}}^{\text{a}}\text{ÉA}\text{¶}\text{À}\tilde{\text{A}} \text{P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{Czs}\text{À}\text{åAi}\text{À}\tilde{\text{A}}\text{£}\text{À} \text{,}\text{ÀA,ÉÜ,}^{\text{a}}\text{É}\tilde{\text{A}}\tilde{\text{E}}\text{,}\text{À}\text{Æg}\text{À}\tilde{\text{A}} \text{«}\pm\text{Àé}\text{«z}\text{À}\text{å}\text{¶}\text{À}\text{Ai}\text{À}\tilde{\text{A}},^{\text{a}}\text{É}\tilde{\text{A}}\tilde{\text{E}}\text{,}\text{À}\text{Æg}\text{À}\tilde{\text{A}}. 2014$
- $\text{q}\text{Á. Cg}\text{À}\text{«Az}\text{À}^{\text{a}}\text{Ai}\text{À}\text{@U}\text{Àw}\text{Ü, }\text{,}\text{Á}\text{»v}\text{À}\text{å} \text{,}\text{ÀA,}\text{À}\text{İ}\text{øw} \text{^a}\tilde{\text{A}}\text{v}\text{À}\tilde{\text{A}}\text{Ü} \text{z}\text{À}^{\circ}\text{v}\text{À} \text{¶}\text{À}\text{æeÉÖ,} \text{¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{,}\text{Á}\text{»v}\text{À}\text{å} \text{¶}\text{Àj}\mu\text{Àv}\text{À}\tilde{\text{A}}\text{Ü, “ÉAU}\text{À}\frac{1}{4}\text{À}\text{Æg}\text{À}\tilde{\text{A}}. 2014$
- $\text{q}\text{Á. F.J.İ. D}^{\text{a}}\tilde{\text{A}}\tilde{\text{A}}\text{Æg}\text{À, P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{P}\text{Àx}\text{À}\text{£}\text{À} \text{,}\text{Á}\text{»v}\text{À}\text{å} : \text{P}\text{Áz}\text{À}\text{A}\text{§j, } \text{¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{,}\text{Àé}\text{¶}\text{À}\text{ß} \text{§}\text{ÄP}\text{İ}^{\circ}\text{É,İ, “ÉAU}\text{À}\frac{1}{4}\text{À}\text{Æg}\text{À}\tilde{\text{A}}. 2016$
- $\text{zÉ}\tilde{\text{A}}\pm\text{À}\text{¶}\text{ÀAqÉ} \text{J.İ.J}^{\text{—}}\text{İ., “É}\tilde{\text{A}}\text{zÉ}\text{æ} \pm\text{Àj}\tilde{\text{A}}\text{¶s}\text{Àg}\text{À} \text{P}\text{À}^{\text{a}}\text{ÀAi}\text{Ài}\text{À}\text{£}\text{À, } \text{¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{zÉ}\tilde{\text{A}}^1 \text{¶}\text{À}\tilde{\text{A}}\text{,}\text{ÀÜP}\text{À, “ÉAU}\text{À}\frac{1}{4}\text{À}\text{Æg}\text{À}\tilde{\text{A}}. 2013$
- $\text{Q}\tilde{\text{A}}\text{v}\text{À}\text{ð}\text{£}\text{Ax}\text{À} \text{P}\text{À}\tilde{\text{A}}\text{v}\text{À}\text{ðPÉ}\text{Æ}\text{Än, P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{,}\text{Á}\text{»v}\text{À}\text{å} \text{,}\text{ÀAU}\text{Áw, } \text{¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{P}\text{À}\tilde{\text{A}}\text{v}\text{À}\text{ðPÉ}\text{Æ}\text{Än}^{\text{a}}\text{É}\tilde{\text{A}}^{\text{a}}\text{É}\text{Æ}\tilde{\text{A}}\text{İAi}\text{À}\tilde{\text{A}}^{\text{—}}\text{İ} \text{İæ,İÖ, zs}\text{Ág}\text{À}^{\text{a}}\text{Áq}\text{À. 2009}$
- $\pm\text{À}^{\text{a}}\tilde{\text{A}}\tilde{\text{A}}\text{g}\text{ÀAi}\text{À}\tilde{\text{A}} \text{v}\text{À,}\text{À}\tilde{\text{A}}\text{, P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{,}\text{Á}\text{»v}\text{À}\text{å} \text{Z}\text{ÀjvÉ}\text{æ, } \text{¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{v}\text{À}\frac{1}{4}\text{À}\tilde{\text{A}}\text{Q}\text{£}\text{À}^{\text{a}}\text{ÉAP}\text{ÀtÜAi}\text{À}\tilde{\text{A}}\text{å} \text{,}\text{À}\tilde{\text{A}}\text{g}\text{ÀP}\text{À} \text{U}\text{À}\text{æAx}\text{À}^{\text{a}}\text{Ai}\text{À}\tilde{\text{A}}^{\text{—}}\text{É,}^{\text{a}}\text{É}\tilde{\text{A}}\tilde{\text{E}}\text{,}\text{À}\text{Æg}\text{À}\tilde{\text{A}} -2014$
- $\text{,}\text{ÀA. q}\text{Á!}^1. \text{Dg}\text{İ. Z}\text{ÀAz}\text{À}\text{æ}\pm\text{É}\tilde{\text{A}}\text{Rg}\text{İ, }^{\text{a}}\tilde{\text{A}}\tilde{\text{A}}\text{Az}\text{À}\frac{1}{4}\text{À}\tilde{\text{A}}\text{v}\text{À}\text{£}\text{Az}\text{À} \text{®P}\text{À}\text{ëtU}\text{À}\frac{1}{4}\text{À}\text{£}\text{À}\tilde{\text{A}}\text{ß} \text{“É}\frac{1}{4}\text{É}^1\text{PÉ}\text{Æ}\frac{1}{4}\text{À}\tilde{\text{A}}\text{İ}^{\text{a}}\tilde{\text{A}}\text{z}\text{À}\tilde{\text{A}}^{\circ}\text{É}\text{ÀUÉ?}, \text{¶}\text{À}\text{æP}\text{À}\pm\text{ÀP}\text{Àg}\text{À}\tilde{\text{A}} \text{£}\text{À}^{\text{a}}\text{P}\text{À}\text{£}\text{À}\text{ðIP}\text{À} \text{¶}\text{À}\text{©èPÉ}\tilde{\text{A}}\mu\text{À}\text{£}\text{İİ} \text{¶É}\text{æöÉ}^{\text{a}}\text{Ém}\text{İ}^{\circ}\text{«}\text{ÄmÉq}\text{İ. 2010}$
- $\text{Dzs}\text{À}\tilde{\text{A}}\text{¶P}\text{À} \text{P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{P}\text{À}^{\text{a}}\text{À} \text{“sÁU}\text{À}-2, \text{P}\text{À}\tilde{\text{A}}^{\text{a}}\text{ÉA}\text{¶}\text{À}\tilde{\text{A}} \text{P}\text{À}\text{£}\text{À}\text{ßq}\text{À} \text{Czs}\text{À}\text{åAi}\text{À}\tilde{\text{A}}\text{£}\text{À} \text{,}\text{ÀA,ÉÜ,}^{\text{a}}\text{É}\tilde{\text{A}}\tilde{\text{E}}\text{,}\text{À}\text{Æg}\text{À}\tilde{\text{A}} \text{«}\pm\text{Àé}\text{«z}\text{À}\text{å}\text{¶}\text{À}\text{Ai}\text{À}\tilde{\text{A}},^{\text{a}}\text{É}\tilde{\text{A}}\tilde{\text{E}}\text{,}\text{À}\text{Æg}\text{À}\tilde{\text{A}}. 2004$

- 2^a AgÄÄzÄæ¥Äà f.J.ï. PÄ£ÄßqÄ ,Ä»vÄä ,Ä«ÄÄPÉë, ¥ÄæPÄ±ÄPÄgÄÄ ,Äé¥Äß §ÄPî
°E,ï, "ÉAUÄ¼ÄÄEgÄÄ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHH301	Language - II: Hindi - III	FC	1	1	0	2	3

Course Description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का विकास करने हेतु तथा विभिन्न साहित्यिक प्रक्रियाओं द्वारा समाज, संस्कृति एवं जीवन के मूल्यों को समझने हेतु अभिकल्पित है।

Pre-requisites: पूर्वापेक्षा:

- अध्येता को, हिन्दी नाटक साहित्य का संक्षिप्त ज्ञान आवश्यक है।
- हिन्दी साहित्य के इतिहास का संक्षिप्त ज्ञान की आवश्यकता है।
- हिन्दी व्याकरण का अवबोधन आवश्यक है।
- मीडिया लेखन की बुनियादी जानकारी चाहिए।
- अंग्रेज़ी – हिन्दी अनुवाद से संबंधित जानकारी जरूरी है।

Pedagogy: शिक्षाशास्त्र :

- Direct method
- ICT and Digital support
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives: पाठ्यक्रम उद्देश्य :

1. संदर्भानुसार उचित भाषा का प्रयोग करने की दक्षता को छात्रों में उत्पन्न करना।
2. साहित्य के माध्यम से समाज एवं मानवीय मूल्यों को समझाकर, उन मूल्यों की रक्षा हेतु प्रेरित करना।
3. छात्रों में पुस्तक पठन एवं लेखन की अकृतिम प्रवृत्ति स्थापित करना।
4. अध्येताओं में साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करना।

Course Outcomes : अधिगम परिणाम :

अध्ययन की समाप्ति पर अध्येता –

1. सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
2. साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।
3. समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।
4. साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास कर सकता है।

Course Content:

इकाई –1: नाटक : एक और द्रोणाचार्य – डॉ. शंकर शेष लेखक परिचय प्रथम दृश्य द्वितीय दृश्य	7 hours
इकाई –2 : नाटक : एक और द्रोणाचार्य तृतीय दृश्य चतुर्थ दृश्य	6 hours
इकाई –3: नाटक : एक और द्रोणाचार्य पंचम दृश्य छठा दृश्य	7 hours
इकाई –4: अनुवाद : अंग्रेजी - हिन्दी-समाचार पत्र संबंध भारत में हिन्दी मीडिया की समस्याएँ, रिपोर्टिंग, साक्षात्कार	6 hours

Text book: पाठ्य पुस्तक :

- एक और द्रोणाचार्य – डॉ. शंकर शेष

References: सन्दर्भ ग्रन्थ :

- मीडिया लेखन एवं जनसंचार – डॉ. संजीव कुमार
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- कार्यालय अनुवाद निदेशिका
- मीडिया विमर्श – रामशरण जोशी
- संस्कृति- जनसंचार और बाजार , नन्द भरद्वाज

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
-------------	--------------	-------------	---	---	---	---	----------

B21AHA301	Language - II: Additional English - III	FC	1	1	0	2	3
------------------	--	-----------	----------	----------	----------	----------	----------

Course Description:

This 2-credit course allows the learners to explore the various socio-political aspects represented in literature. The concepts discussed in the course provide learning exposure to real life scenarios. The course is designed to develop critical thinking ability among learners, through the socio-political aspects discussed in literature. Thus, the aim is to produce responsible and sensitive individuals.

Pre-requisites: The student must possess fair knowledge of language, literature and society.

Pedagogy: Direct method / ICT / Collaborative Learning / Flipped Classroom.

Course Objectives:

1. To outline the global and local concerns of gender and identity.
2. To identify the complexities of human emotions through literature.
3. To assess the struggles of human survival throughout history.
4. To compare and contrast between the various dimensions of childhood.

Course Outcomes:

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

1. Evaluate the pressing gender issues within our society.
2. Criticize human actions through a humane and tolerant approach.
3. Perceive the human conflicts with an empathetic perspective.
4. Disprove the assumption of a privileged childhood.

Course Content:

Unit-I: Gender & Identity

7 hours

Anne Sexton – Consorting with Angels

Eugene Field – The Doll’s Wooing

Vijay Dan Detha – Double Life

Charlotte Perkins Gilman – The Yellow Wallpaper 12 Hours

Unit-II: Love & Romance

6 hours

Alfred Noyes – The Highway Man

William Shakespeare – Sonnet 116

Frank Richard Stockton – The Lady or the Tiger?

Oscar Wilde – The Nightingale and the Rose

Unit-III: War & Trauma

7 hours

Lord Alfred Tennyson – The Charge of the Light Brigade

TaufiqRafat – The Medal

Guy de Maupassant – Two Friends

Sadaat Hasan Manto – Toba Tek Singh

Unit-IV: Children’s Literature

6 hours

William Blake – The Chimney Sweeper

D.H. Lawrence – Discord in Childhood

Anna Sewell – The Black Beauty (Extract)
Rudyard Kipling – The Jungle Book (Extract)

References:

- Sexton, Anne. *The Complete Poems*. Houghton Mifflin, 1999.
- Namjoshi, Suniti. *Feminist Fables*. Spinifex Press, 1998.
- Vanita, Ruth & Saleem Kidwai (ed.) *Same Sex Love in India*. Penguin India, 2008.
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Rockland Press, 2017.
- Gale, Cengage Learning. *A Study Guide for Alfred Noyes's "The Highwayman"*. Gale, Study Guides, 2017. (Kindle Edition Available)
- Shakespeare, William. *Poems and Sonnets of William Shakespeare*. Cosimo Classics, 2007.
- Stockton, Frank Richard. *The Lady, or the Tiger?* Create Space Independent Publications, 2017.
- Wilde, Oscar. *The Collected Works of Oscar Wilde*. Wordsworth Editions Ltd., 1997.
- Tennyson, Lord Alfred. *The Complete Works of Alfred Tennyson*. Forgotten Books, 2017.
- Blake, William Erdman, David V. (ed.). *The Complete Poetry and Prose* (Newly revised ed.). Anchor Books, (1988).
- Maupassant, Guy de. *Guy de Maupassant-The Complete Short Stories*. Projapati, 2015.
- Manto, Sadaat Hasan. *Manto: Selected Short Stories*. RHI, 2012.
- Ricks, Christopher. *Metaphysical Poetry*. Penguin, 2006.
- Sewell, Anna. *The Black Beauty*. Maple Press, 2014.
- Kipling, Rudyard. *The Jungle Book*. Amazing Reads, 2018.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0301	Advertising	HC	3	1	0	4	5

Course Description:

The course Advertising will make the students aware of the advertising environment in the 21st Century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness.

Pre-requisites: Students must have awareness of advertisements

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. To introduce the students to the Concepts and Advertising, Ad Agency Management and Brand Management
2. To take the students through the roles and scopes in the advertising industry.
3. To train students the process of creative thinking in advertising production
4. To understand perspectives in advertising for different kinds of media

Course Outcomes:

At the conclusion of this course, students will be able to:

1. Outline the process of producing advertisements
2. Explain different aspects of advertising for different media
3. Examine the perspectives of media mix in ad placements
4. Construct and analyze audience research, media research, and environmental scanning

Course Content:

Unit-I : Introduction to Advertising

13 Hours

Advertising- Definition, nature and scope; Origin and development of advertising; Social and Economic Effects of Advertising; Ethical & Regulatory Aspects of Advertising; Ad Agency-structure and function

Unit II: Advertising Theories & Regulation

13 Hours

PR Advertising Theories and Models-AIDA model, DAGMAR Model, Maslow's Hierarchy Model, Communication theories applied to advertising, Ethical & Regulatory Aspects of Advertising, Ape`x Bodies in Advertising-AAAI, ASCI and their codes

Unit-III : Advertising Production

13 Hours

Creative thinking process, Brainstorming, Generating the Big Idea; Copywriting, Message Strategies; Planning for Visual Impact; Art Direction; Visual Communication, Illustrations, color, Typography, Layouts; Ad Film Production.

Unit-IV : Elements in Advertising

13 Hours

Mediums of advertising: Print, Radio and television; New trends in advertisement; Designing advertisement: Copy writing, elements of ad copy, layout; Ethics in advertising; Types of advertising; Advertising appeals; Campaigns- Media planning strategy, media mix, Media selection, Ad budgeting.

References:

- Choonawala, S A and Sethia, K C (Edt). *Foundations of Advertising theory & Practice, Bangalore:* Himalaya Publishing, 2005
- Wells and Morlaty, Burfert (Edt). *Advertising: Principle & Practice.* New Delhi: Prentice Hall, 2003

- Percy, Larry. *Strategic Advertisement Management*, Europe Prentice Hall, 2002
- R Staffer, Marla (Edt). *Advertising Promotion and New Media*, USA :Times Mirror Co., 2001
- Wells, William. *Advertising, Principles and Practice*, London: Prion Books Ltd., 2001
- F Arens, Williams. *Contemporary Advertisement*, USA: Times Mirror Education Group, 2000
- Singh Bir. (Edt). *Advertising Management* .New Delhi: Anmol Publications, 2000
- Percy, Larry (Edt). *Strategic advertisement Management*. New Delhi: Suraj Publications, 2000.
- Pandey, Meena. *Foundation of Advertising Theory and Practice*.Bombay: Himalaya Publishing house, 1989

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0302	Public Relations	HC	2	1	0	3	4

Course Description:

Within public relations classes, students focus on the management, strategic planning, and implementation of marketing, communication, and public relations techniques all to resolve corporate dilemmas.

Pre-requisites: Students must possess a flair for writing media content

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. To introduce the students to the Concepts of Public relations.
2. To take the students through the roles and scopes of PR in management, its various tools and the emerging importance of the discipline in varying areas.
3. To look at the evolution of Public Relation to Corporate Communication
- 4.To examine the expanded role in organizational and marketing communication

Course Outcomes:

At the conclusion of this course, students will be able to:

1. Outline the process of producing advertisements
2. Construct and analyze audience research, media research, and environmental scanning
3. Devise public relation strategy for the organization image and well-being
4. Formulate strategies for crisis management, brand management, etc.

Course Content:**Unit-I: Introduction to Public Relations****10 Hours**

Public Relations- Meaning & Definition, nature, scope; Functions Origin and development of public relations in India; Differences between Public opinion, Publicity, Propaganda and PR; Role and responsibility of a public relation practitioner

Unit-II: The Process of PR**10 Hours**

Pre-planning; Researching, Defining goals and Objectives, News making,

Commercial message, Media Target, Audience target, Accessing PR ideas; Brainstorming, Integrating PR with business, maintaining media contacts; PR tactics; Spotlighting, staging, surveying, trade-in campaign, viral marketing.

Unit-III: Aspects of Public Relations**10 Hours**

PR Tools - House Journals, Press Conferences, Press releases, Exhibitions, Advertising, Media Tour. Corporate Communication. Corporate Social Responsibility.

Ethical issues in PR- Employee relations, share holder relations, distributor-dealer relations, community relations, consumer relations; Lobbying and fundraising; Professional organizations in PR

Unit-IV: Using Public Relations in Cyberspace**9 Hours**

Making websites media friendly, Key management, Archive for press releases, Background and history, Financial information, White papers, facilities; Sticky websites, Driving traffic, SEO, paid search; Using blogs for PR, Monitoring and pitching to blogs, Podcasting.

References:

- J V Vilanilam .*Public Relations in India*, Sage Publications, 2011
- Chandrakandan.*Public Relations*, Authors press, 2002
- Ahuja & Chabra. *Public Relations*. New Delhi : Surjit Publications, 2001
- F Arens Williams. *Contemporary Advertisement*, USA: Times Mirror Education Group, 2000
- M Scott, Cutlip. *Effective Public relations*. Prentice Hall, 1985

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0303	Photography Techniques	HC	2	0	1	3	4

Course Description:

This course will introduce students to the basic principles and techniques of b/w and color digital photography. Hands-on class demonstration and training will be ranging from the technical to the artistic, employing both straightforward and creative camera and computer procedures.

Pre-requisites: Keen interest in photography

Pedagogy: Direct Method, Kinesthetic, ICT and Collaborative method

Course Objectives:

1. To make the students concentrate on building the fundamental skills needed to produce images for publication in today's media.
2. To ensure that students successfully acquire a basic knowledge of how to operate their cameras
3. To equip students with skills that allow the use of technology to the advantage as visual storytellers.
4. To enable students to critique the works of famous photographers

Course Outcomes:

At the conclusion of this course, students will be able to:

1. Demonstrate a competent mastery of using a digital camera to produce images that are ready for publication in professional media.
2. Create compelling images that communicate the intended message with accurate captions which are publishable in professional publications.
3. Plan to gather and use audio to enhance the communicative value of a visual package.
4. Formulate photo-shoot plans with various types of lighting techniques

Course Content:

Unit-I : Introduction To Photography

10 Hours

Photography, its role & importance and history

Types of camera- TLR, SLR, Polaroid, Underwater Camera & Digital Camera

Parts & functions of camera- Aperture, Shutter speed, ISO, Focal No. & Focal Length, Depth of Field, Shallow Depth of Field;

Camera accessories: Tripod, Monopod, Filters, Lens hood and Rigs

Unit-II: Aspects of Photography

10 Hours

Lens- Definition, Concept & Characteristics of lens

Types of lens- wide angle, normal & Tele; Special lens- zoom, fish eye & macro Lens;

Filter- definition & concept; Characteristics and types of filters

Planning a shoot, studio, location, set props and casting

Unit-III: Principles of Photography**10 Hours**

Lighting: Sources of light: Natural & Artificial

Elements of composition- Rule of Third, Rule of Thumb, Diagonal and S-shaped compositions, Repetition and Rhythm, Moving towards the centre

Cropping and Editing

Unit-IV: Issues Related to Photojournalism**9 Hours**

Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports, Advertising, Tabletop and Night photography;

Text vs. Photograph; Essentials of a press photograph

Qualities of a good photojournalist

Visual story telling - Photo-features, Photo – essays

Writing captions

Different problems related to Photography

References:

- London, Barbara and Stone, Jim. *A Short Course in Digital Photography*. Pearson, 2012
- Ang, Tom. *Digital Photography Masterclass*, DK Publishing, 2008

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS311	Business Journalism	SC	2	1	0	3	4

Course Description:

This course will focus on the mechanics of how to identify and pursue business topics in journalism. The course would help students to develop the necessary skills to research on these topics and write while maintaining an appropriate business writing style.

Pre-requisites: Primary exposure to the business related writings and programmes.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

1. To orient the students on basic economic concepts and how to report business and economic issues
2. To train the students in the craft of writing a credible and relevant business and/or economic stories
3. To enable the students to produce succinct news stories in a variety of areas from company performance and activity, to economics, the stock market and currencies to personal finance
4. To make the students familiarize with the various issues in Business Journalism

Course Outcomes:

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

1. Judge the work in a variety of newsrooms and adequately cover business news stories
2. Evaluate the basic areas in business journalism and how to write about them with intelligence and understanding
3. Explain key financial terms
4. Construct write-ups on wider economic issues, government budgets, industrial relations, how firms communicate

Course Content:**Unit I- Milestone of Indian Economy****10 hours**

Green revolution - white revolution - blue revolution - population policy - bank nationalization - information technology, bio-technology and telecommunication policies - new economic policy (NEP) – LPG–liberalization – privatization – globalization – FDI-commercial banks – non-banking financial institutions.

Unit II- Business Reporting & Editing**10 hours**

Definition and scope, principles of business reporting, qualifications of a business reporter, sources of business reporting; Types of business reporting- Financial reporting, Budget reporting, market reporting, Chamber of commerce, CSR and business, Reserve Bank of India and basics of monetary policy – introduction to stock markets – regulatory mechanism

Unit III- Business Journalism in India**10 hours**

Economic Times, Business Line, Financial Express, Business pages and supplements of major Newspapers, leading business magazines – Business India, Business World, Business Today, Outlook Business Magazine; Business Reporting on TV Channels

Unit IV- Issues in Business Journalism**9 hours**

Tools of business communication, Video and web conferencing, Social networking sites, house journals, trade Journals, annual reports; Ethics in Business Journalism; New trends in business journalism; Consumer relations and media

References:

- Thomas, E.C. *Economic and Business Journalism*. New Delhi: Sterling Publishers, 1998
- Asha, K. *Business Communication*, PHI Learning Private Limited, New Delhi, 2009
- Bhatia, R C . *Business Communication*, Ane Books Pvt Ltd, New Delhi, 2008
- Roush, Chris . *Profits and Losses - Business Journalism and its role in Society*, Marion Street Press, Portland, 2006
- Kjar, Peter & Slaatta, Tore . *Mediating Business - The Expansion of Business Journalism*, Copenhagen Business School Press, Denmark, 2007

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS312	Political Communication	SC	2	1	0	3	4

Course Description:

This course examines the triangle that exists between politics, the media and the public. Political communication examines the relationships that exist between these three actors that are central to contemporary democracies: to communicate with the public, political elites need to pass through the media gates, as most people get their political information through the media.

Pre-requisites: Interest and exposure towards various political communication content.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

1. To provide a detailed understanding and critical interrogation on areas of political communication and its applicability and relevance in a democratic set-up
2. To explore the changing face of politics and the growing significance of mediated communication in campaigns and election processes
3. To explore the significance of journalism in creating awareness of political issues of the day
4. To familiarize with the concept of political public relations

Course Outcomes:

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

1. Interpret the central theoretical issues in political communication and be able to apply them to Indian settings
2. Analyze in some detail specific political communications issue
3. Critically evaluate and adopt the present media practices in political writing
4. Apply the concepts of PR for political communication

Course Content:

Unit I-Political communication

10 hours

Definition-scope and nature Politics, democracy and media; the theory of liberal democracy-constitutionality participation-rational choice-public opinion and public sphere; the role of media in democracy; Political journalism in India: status and dynamics

Unit II- Political Parties in India

10 hours

Congress- BJP-CPI-CPI(M)-the emergence of regional political parties-Akali Dal- Shiv Sena-DMK-AIDMK-Telugu Desam-Samajvadi party-BSP; Elections in India-setting up elections commission in India-conduct of elections- model code of conduct- voter education-use of technology- media and elections

Unit III- Political Messages**10 hours**

Political advertising; political campaigns-news coverage of political campaigns- their impact; Agenda-setting-gate-keeping and the media-the spiral silence

Unit IV- The Art of Political Public Relations**9 hours**

Spin-doctoring; Selling politicians and creating celebrity status; Selling policies and beliefs; Film stars and political images

References:

- McNair, Brian . *Introduction to Political Communication* (fifth edition). London: Routledge, 2012.
- Louw, Eric. *Media and Political Process*, New Delhi: Sage, 2010
- Gonsalves, Peter. *Clothing for Liberation*, New Delhi: Sage, 2010
- Corner, John (eds). *Media and Restyling of Politics*, New Delhi: Sage, 2003
- Rajgopal, Arvind. (ed). *Indian Public Sphere: Readings in Media History*, New Delhi: Oxford University Press, 2009
- De Souza, Peter and Sridharan, E. *India's Political Parties*. New Delhi: Sage, 2012
- Qurashi, S P. *An Undocumented Wonder ; the making of Great Indian election*; New Delhi:Rupa, 2014
- Rajgopal, Arvind. *Politics After Television*. New Delhi: Oxford University Press, 2005

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS321	Media and Human Rights	SC	2	0	1	3	4

Course Description:

This course will focus on understanding the social-legal and cultural use of human rights and how it has changed over time to establish the human rights culture. Ultimately the course would guide students as to how to understand the role of media and its politics in upholding the factors of human rights. The course will be able to highlight the mediating position of media under government, judiciary and exploitative powers in the society.

Pre-requisites: Students must possess a flair for reading and basic writing skills.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. To orient the students on the basic laws of Human Rights
2. Discuss current topics on human rights with greater understanding and skill
3. To train the students to understand the role of media in upholding human rights.

4. To enable the students to clearly see the role of corporations and governments that exploit and violate human rights

Course Outcomes:

On successful completion of this module, the student will be able to:

1. Examine the existence and use of the Human Rights
2. Analyze the role of the media in human rights promotion.
3. Evaluate the need for following and respecting human rights.
4. Create strong stories that will help the audience to become aware of human rights.

Course Content:

Unit I- Introduction of Human Rights

10 Hours

Human rights – meaning, nature, importance and scope of human rights, Development of human rights: Glorious revolution, bill of rights, The US and human rights treaties, French revolution, UN and its charter. Fundamental rights and Fundamental freedom, Civil and Political rights, Economic, social and cultural rights.

Unit II- Development of Human Rights

10 Hours

Universal declaration of Human Rights, Prosecution of International Crimes, The Nuremberg Tribunal, The Tokyo Tribunal, Preventing Genocides, Case of Rwanda (Jean Kamabanda), Case of Bosnian Muslims, International Criminal Tribunal for the former Yugoslavia Kestic case, Crimes against Humanity.

Unit- III- Issues and Human Rights in India

10 Hours

Nature and Types of human rights in India – Causes and Impact of Human rights violations, Children: Female Infanticide – child labor – child trafficking – child abuse – Child marriage – bonded labour. Women: domestic violence – dowry harassment – death – violation at workplace – Denial of equal rights – measures for remedy, Refugee: Origin and Development of International Law – Displacement – UN high commissioner for refugees (UNHCR), Communal Violence – Torture and custodial death – prisoners issues – Terrorism, Dalits, Tribes and minorities - Human rights violation in India.

Unit-IV: Media and Human Rights

9 Hours

Human Rights and Media (Case Studies), Presentation: Representation of Human Rights issues and violations, Media. Role of mass media in protection of human rights – monitoring techniques complaint mechanism, information system, right to inspect on the spot – complaining, procedure examination of reports.

References:

- Begum, Mehanfas, *Human Rights in India*, A.P.H.Publishing Corporation, New Delhi, 2000
- Das, J.K. *Human Rights and Indigenous Persons*, A.P.H.Publishing Corporation, New Delhi, 2001
- Tuck, Richard , *Natural Rights Theories*, Cambridge University, 1979
- Balnaves, M., Donald, S., & Shoemith, B. . *Media theories and approaches: A global perspective*. Houndmills, Basingstoke: Palgrave Macmillan, 2009
- Mackay, H. *The media reader: Continuity and transformation*. London: SAGE Publications, 2003
- Street, J. O. H. N. *Mass Media, Politics and Democracy*: Second edition. Place of publication not identified: Palgrave, 2017

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS322	Media and Gender	SC	2	0	1	3	4

Course Description:

This course introduces the relations between media and gender in a complex global environment. The paper focuses on how are gender and sexuality represented in different platforms of media and the media's function to circulate images of gender and associated value systems. The course also helps students to recognize how is gender built into the production and political economic structures of media.

Pre-requisites: Students must possess awareness on gender perspectives

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

1. To orient the students on basic understanding of Gender and its usage
2. To introduce students in acknowledging the images and meanings attached to gender and value systems in a culture.
3. To ensure the students learn the usage of gender in political economic structures and how they are used for the benefits of a few.
4. To enable the students to produce succinct news stories in the areas of Human rights issues and violations.

Course Outcomes:

On successful completion of this module, the student will be able to:

1. Produce human interest stories form different cultures that reflect the importance of gender equality in society.

2. Apply key concepts/theories about gender to the analysis of media
3. Explain the uses of incorporating the humanitarian laws in self-governing organizations.
4. Construct write-ups, projects and documentaries on wider issues related to gender presentation

Course Content:

Unit I- Introduction: Theoretical Framework

10 Hours

Communication, Gender and Culture; Theoretical and Historical Understanding of Gender, Femininity and Masculinity; Class, Gender, Ethnicity and Sexuality; Gender and Media: reproduction of gender roles and stereotypes; Queer theory, Queer and its contribution to ideas of gender and sexuality, mediation of LGBTQ identities

Unit II- Gender and Media

10 Hours

Political Communication from a Gender Perspective; News production and Gender. Entertainment and Gender; Culture and Gender Stereotyping in Advertisings; Gender Stereotypes in Movies and TV series. Movies/TV series that break the gender stereotype; Gender and Social Media; Gender and Music; Queer and LGBTQ in Indian Media-Print and Film Media.

Unit III- Gender, Media and Social Change

10 Hours

Gender Activism; Internet, Social Movements and Feminism; Interculturality Communication and Gender; Developing professional projects or media content from a gender perspective: digital platforms and websites

Unit IV- Gender and Media Industries

9 Hours

Gender politics in global media. Labour as a gender issue, Glass Ceiling in Media Industries; Gender, media and workplace

References:

- Acosta-Alzuru, C. *I'm Not a Feminist. . . I Only Defend Women as Human Beings: The Production, Representation, and Consumption of Feminism in a Telenovela*. *Critical Studies in Media Communication* 20 (3): 269–294. 2003, doi:10.1080/07393180302775
- Gallagher, M. *Gender setting: new media agendas for monitoring and advocacy*. London New York: Zed Books in association with WACC London, 2001
- Harris, G. *Beyond Representation: Television Drama and the Politics and Aesthetics of Identity*. Manchester: Manchester University Press, 2008
- IWMF, *Global Report on Status of Women in the News Media*, International Women Media Foundation, Washington www.iwmf.org, 2008
- Jensen, R & OSTER, E : *The power of TV: Cable Television and Women's Status in India*. *The Quarterly Journal of Economics*, 124, 8, pp. 1057-1094., 2009
- Ross, K. & Padovani, C. (Coord.) *Gender Equality and the Media: A Challenge for Europe*. London: Routledge/ECREA, 2016

- Smith, S.L. (ed.). Gender oppression in cinematic content? A look at females on screen & behind-the-camera in top-grossing 2007 films. Los Angeles: Annenberg School for Communication & Journalism, 2010

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AD0304	Journalism Practical – III	HC	0	0	2	2	4

Practical Components:

- Shooting exercise in artificial lights and natural light
- Photo feature on a specific topic by using self-clicked photographs with Digital Camera.
- Photographs should be of postcard size. A photo feature must comprise of 10 – 12 photographs.
- Each student shall be required to take photographs in the following categories:
 - Night Photography
 - Architecture
 - Portrait
 - Landscape
 - Fashion
- Create and design a photo album with text, captions; Individual assignment; minimum 12 prints in A4 pages in multi color, spiral binding

* **Note:** Media Studies as an Open Elective Course is offered to III Semester UG Non-Engineering students except III BA JEP/PEJ/THJ/JMC

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
	Media Studies*	OE	2	1	0	3	4

Course Description:

This course serves to provide an introduction to the various facets of media studies. Students will examine the significance and impact of media in the society. They will understand and assess current scientific debates in the field and appreciate the relationships between communication, media, culture and evolution of humankind. Students will understand the wide-ranging influences of media and thereby critically analyze how it is shaping the society of present times.

Pre-requisites: Basic understanding of communication and media.

Pedagogy: Direct Method, ICT and Collaborative Method.

Course Objectives:

1. To introduce the students to the field of media studies
2. To familiarize the students with the concepts of media and freedom.
3. To know how the different kind of pressures and controls influence the media functioning.

4. To make the students understand the different concepts of media.

Learning Outcomes:

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

1. Appraise the basic concepts related to Communication and media studies
2. Determine the relationship between media and freedom.
3. Analyze the functioning of media considering the threats and pressures on media.
4. Interpret the different concepts of media.

Course Content**Unit I: Communication and Mass media****10 Hours**

Communication meaning, definition and process; principles and functions; Importance of media, Kinds of Mass Media, New Media Technology; functions of media; Mass Media and Culture; social responsibility of media

Unit II: Media and Freedom**10 Hours**

Freedom of speech and expression: Article 19(1)a and Reasonable restrictions 19(2); Article 21; Right to information, functions of media in Indian Democracy and other political systems.

Unit III: Controls and Issue**10 Hours**

Ownership of media, controls: Internal and external threats, pressures on media; Scams, Page-3, Paid News, Sting Operation, fake news

Unit IV: Concepts of Media**9 Hours**

Media and Public Sphere, Media Convergence, Media and development; Media credibility, digital divide, online journalism, citizen journalism, Influence of social media

References:

- Richard, Campbell. *Media and culture an introduction to mass communication*. Bedford/st Martins, 12th edition, 2019
- An AMIC compilation - *Media and Democracy in Asia*, 2000. Singapore : Asian Media Information and Communication Centre, 2000.
- Joseph, Dominick. *Dynamics of mass communication: Media in Transition*. McGraw-Hill Education, 2012
- Arthur, Asa Berger. *Media and Society*. Rowman & Littlefield, 2012.
- Vir, Bala Aggarwal. ed. *Media and Society: challenges and opportunities*. Concept Publishing Co., 2002.
- Nicholas, Jankowski. *New Media and Society*. Sage Publications. N Jankowski, S Jones, D Park - 2012 - journals.sagepub.com

**** Note:** Life Skills and Personal Development as an Open Elective Course is offered to III Semester UG Non- Engineering students except III BA JEP/PEJ/THJ/JMC

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
	Life Skills and Personal Development**	OE	2	1	0	3	4

Course Description:

Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, personal skills such as self-awareness, and interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, competencies to take action and generate change, and the capability to have the freedom to decide what to do and who to be.

Pre-requisites: Keen interest to Self-development

Pedagogy: Direct learning, Activities, ICT, Kinesthetic method, games, discussion and interactions.

Course Objectives:

1. To develop self-awareness
2. To improve Interpersonal communication
3. To learn goal setting and strategizing to reach them
4. To learn team work and leadership roles.

Course Outcomes:

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

1. Discover One’s Self and explores abilities and skills
2. Develop better Interpersonal skills
3. Interpret and understand the skills required for goal setting and learns the skills of reaching them.
4. Apply the skills required for team building and leadership skills.

Course Content:

Unit-I: Personal Development

10 hours

Me and My Assets, Stages of Adolescence, Self, awareness, Building Self-Confidence, Self Esteem, Self image, Self Concept, Choosing Positive Values, Understanding Mental Models, Stress and Emotions, Surviving Tough Times.

Unit-II: Interpersonal Development

10 hours

Active Listening, Assertive communication, Problem solving, Decision making, Critical thinking, Interpersonal Skills, Time management, Coping with Emotions, Conflict management, Coping with stress.

Unit-III: Goal Setting and Action Planning

10 hours

Goal setting-the basics, SMART goals, steps for action, setting priorities, Short term goals, Long term goals, Time management.

Unit-IV: Team work and Leadership**9 hours**

Team building, Team cycle, Team leadership, My leadership role, The project cycle, Celebration and reflection, Negotiation skills, Conflict management, Entrepreneurship skills.

References:

- Adkins, W.R. Life skills counseling. In R. Herink (Ed.) The Psychotherapy Handbook., NY: New American Library.1980.
- Adkins, W. R. Life skills education: A video-based counseling/ learning delivery system. In D. Larson (Ed.) Teaching Psychological Skills: Models for giving psychology away. Monterey, CA: Brooks/ Cole.1984.
- Burton, J. Career development series at the Ft. George Head Start Center. NY: Institute for Life Coping Skills.1996.
- www.education.gov.uk
- www.tes.co.uk/ks1-citizenship-primary-teaching-resources

FOURTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHK401	Language - II : Kannada - IV	FC	1	1	0	2	3

Course Description:

ᵀˢᵃᵐÉAiÄÄ£ÄÄß ᵃÄiÄvÄ£ÄqÄÄᵃÄ §gÉAiÄÄÄᵃÄ PĚ±Ä®Ä, Ä»vÄázÄ §UEİ
 ÄÆÜ®ᵃÄV ¥ÄjZÄ-ÄÄÄᵃÄ ᵃÄÄÆ®PÄ «ZÄÿðUÄ¼Ä ᵃÄÄQÜvÄé «PÄÄ °ÄUÄÄ
 ÄàzsÄðvÄäPÄ ¥ÄjÄPÉëUÄ¼Ä£ÄÄß UÄᵃÄÄ£ÄZÄ°èiÄÖPÉÆAqÄÄ, ¥ÄæÄÄÜvÄ
 ÄAzÄˢSÄðPÉİ «ZÄÿðUÄ¼Ä£ÄÄß ÄdÄÓUEÆ½Ä®Ä ¥ÄoÄäᵃÄ£ÄÄß
 gÄÆİÄ-ÄVzÉ. Ä»vÄä, PÄ-É, ᵃÄtÄdä, DqÄ½vÄvÄäPÄ ᵃÄÄvÄÄÜ «eÄÖ£ÄzÄ
 «ZÄgÄUÄ½UE MvÄÜ£ÄÄß ᵃÄqÄ-ÄVzÉ. EzÄÄ ᵃÄÆEzÄ® JgÄqÄÄ É«ÄÄÖgi
 ᵃÄÄÆgÄÄ PÉærmüUÄ¼Ä£ÄÄß; ᵃÄÄÆgÄÄ ᵃÄÄvÄÄÜ £Ä®ì£ÉÄ É«ÄÄÖgi JgÄqÄÄ
 PÉærmüUÄ¼Ä£ÄÄß °ÉÆAçzÉ.

Pre-requisites:

- PÀ£ÀßqÀ ``sÁµÉAiÀÄ §UÉUÉ ¥ÁæxÀ«ÄPÀ w¼ÄÄªÄ½PÉ CUÀvÄâ..
- ``sÁµÉAiÀÄ£ÄÄß NzÀ®ÄªÄÄvÄÄÛ §gÉAiÀÄ®Ä w½çgÄÉÄPÄÄ.
- ¥ÄzÄ« ¥ÄÆªÄð²PÄëtzÄè PÀ£ÀßqÀ ``sÁµÉAiÀÄ£ÄÄß NgÄÄÉÄPÄÄ.

Pedagogy: ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

Course Objectives:

£Á®Àì È«Ä.ÀÖgiUÀ¼À°è ÀªÄÜAæ PÀ£ÄßqÀ Á»vÀªª£ÄÄß ¥ÀjZÀ-Ä.Äªª GzÉYÃ±Äª£ÄÄß °ÉÆAçzÉ. CzÄgÀAvÉ ªÉÆzÀ®£ÉAiÄÄ È«Ä.ÀÖgi£Ä°è d£Ä¥ÄzÄ, ¥ÄªªÄ£Ä, ªÄZsÄªPÄ°Ã£Ä PÄªÄªUÀ¼ÄÄ, °ÉÆ.ÀUÄ£ÄßqÄZÄ, ÀtUPÄxÉUÄ¼ÄÄ °AUÄÄ £ÁIPÄ Á»vÀªª£ÄÄß ¥ÄoÄªª£ÄÄßV DAiÉÀ ªAiÄrPÉÆAqÄÄ, «zÄÿøUÀ¼À°è Á»vÀªZÄ §UÉÍ ÄZÄ©ügÄªAiÄ£ÄÄß ªÄÆrÄ-ÁUÄÄvÄÛzÉ. ÄÄ.ÄìøwPÄ w¼ÄÄª¼PÉAiÄÄ eÉÆvÉUÉ ªÄªQÜvÄé «PÄ.Ä£ÄZÄ PÄqÉUÉ UÄªÄ£Ä ¢ÄqÄ-ÁUÄÄvÄÛzÉ.

1. "sÁµÉ, Á»vÀ, EwÓÀ àÄvÄÜ ÀAÀìøwUÀ¼À£Äß PÀ£ÀßqÀ,
PÀ£ÀðIPÁPÉÌ ÅSŞçü¹zAAvÉ ¥AjZÀ-À À-ÁUÄAvÄÜzÉ.
2. «zÄyðUÀ¼À ÄÄövéÆÄÄÄR É¼ÄÄtÄUÉUÉ C£ÄÄAUÄÄAvÉ
°AUÄÆ CªAgÅº è ªAi£ÄÄ ÅSŞazsAUÀ¼À §UEÍ UËgªa, ÄªAi£ÄvÉ
ªÄÆr¹, "É¼É ÄÄª πÖ£Àº ¥AoÅUÀ¼À DAIÉÄIaiÁVzÉ.
3. CªAgÅº è ÄEd£Ä²@vÉ, ±ÄAzÀþ "sÁµÉ, GvÄÜªÄ «ªÄ±Äð UÄt,
πgAUÄð¼Ä Ä"sÁµÄUÉ, "sÁµÄt PÀ-É °AUÄÆ §gÅº PË±Ä@ªUÀ¼À£Äß
"É¼É ÄÄªÄzÄÄ UÄjAiAiÁVzÉ
4. ÄazsÄövÄpÄ ¥AjAPÉëUÀ½UÉ C£ÄpPÀÆ®ÁUÄªAvÀº
«µÄAiÄUÀ¼À£Äß UÄªÄ£ÄzÀºèlÄÖPÉÆeqÄÄ ,ÄEPÄÜ
¥AoÅUÀ¼À£Äß DAIÉÄIªÄrPÉÆ¼ÄŦ ÁVzÉ.

Course Outcomes:

dÉÀÆÀzÀ, ¥ÁæaÄÉÀ, ºÄÄzsÀâPÁ°ÄÉÀzÀ «zsÀ ¥ÀæPÁgÀzÀ PÁªÀâUÀ¼ÄÄ, °ÉÆ, ÀUÀÉÀßqÀzÀ, ÀtÚPÀxÉUÀ¼ÄÄ °ÁUÄÄ ÉÁIPÀ, Á»vÀâ PÀ°PÉAiÄÄ ºÄÄÆ®PÀ PÀ®zÀ ¹ÜvÀâAvÄgÀUÀ¼ÄÉÄß CzÄgÀ M¼ÄÉÉÆÄIÜÀ¼ÄÉÄß "É¼É, ÄÄvÀÛzÉ.

1. ,ÁªÀiÁfPÀ, gÁdQÄAiÄÄ, zsÀ«ÄðPÀ, ,ÁÄ, ÀløwPÀ, ¥Àj, ÄgÀ °ÁUÀÆ °AUÄ, ÄÄ\$Açü «ZÄgÀUÀ¼ÉqÉ UÀªÄÄÉÄ °Äj, ÄÄªÄÄzÄgÉÆAçUÉ «zÄâyðUÀ¼Ä°è ZÄZÄð ºÄÄÉÉÆÄ" sÄªÄªÄÄ "É¼ÉAiÄÄÄvÀÛzÉ.
2. fÄªÄÉÄzÀ°è §gÄªªÄ C©Ü¥ÁæAiÄÄ "ÉÄzsÀUÀ¼ÄÄ, ,ÁªÄ, ÉâUÀ¼ÄÉÄß DzÄÄªPÀ, ÄAzÀ"sÄðzÀ°è ºÄiÄÉÄ«ÄAiÄÄvÉAiÉÆAçUÉ ºªÄð», ÄÄªÄAvÉ ¥ÉæÄgÉÄ!, ÄÄvÀÛzÉ.
3. GvÀÛªÄÄ ,Äªª°ÄÉÄ PÀ- ÉAiÄÄÉÄß "É¼É, ÄÄªÄ GzÉYÄ±ªÄÉÄß FqÉÄj, ÄÄvÀÛzÉ.
4. ,Äª±ÉÆÄzÄÉÄ ºÄÄÉÉÆÄ" sÄªÄ ºÄÄvÄÄÛ ,ÄzsÄðvÄäPÀ ¥ÄjÄPÉèUÀ½UÉ «zÄâyðUÀ¼ÄÉÄß ,ÄÄÖUÉÆ½, ÄÄvÀÛzÉ.

Course Content:

Unit I ÉÄªÄ-¹ÜçªªÄ PÀ«vÉUÀ¼ÄÄ

7

Hours

1. §ÄçªªÄAvÄjUÉ PÀÉÄ, ÄÄ ©zÄYgÉ J.PÉ.gÄªÄÉÄÄdÉi
2. PÄÄjUÀ¼ÄÄ ,ÄgÄ PÄÄjUÀ¼ÄÄ PÉ.J, i.ª, ÄgÄ
3. CPÄi °ÉÄ½zÄÄY ,Ä. GªÄ

Unit II zÄ°vÄ-§AqÄAiÄÄ

6 Hours

1. ÉÄÉÄß PÄªÄÉÄUÀ¼Ä°è °ÄÄqÄÄPÄçgÄÄ ÉÄÉÄß ZÄªª
2. zÄ°vÄgÄÄ §gÄªªÄgÄÄ zÄj©r ¹zÄª°AUÄAiÄÄª
3. PÄiÖqÄzÀ PÉ®, ÄUÄgÄgÄÄ JZi J, i ²ªÄ¥ÄæPÄ±Ä

Unit III - ÉÄÉÄUÀ¼ÄÄ

7 Hours

1. °Ä¹gÄÄ °ÉÆ, ÄPÄªªÄ UÄtÄUÀ¼ÄÄ AiÄÄ®è¥Äª
2. eÄUÄwÄPÄgÄtzÀ »ÉÉß- ÉAiÄÄ°è UÄAçüÄfAiÄÄ ¥Äæ, ÄÄÛvÄvÉ 1. ÉÄUÄtÜ
3. ZÄªÄðPÄgÄÄ : MAzÄÄ n¥ÄtÄ i JÉi gÄAUÄÉi

Unit IV PÄzÄÄ§j

6 Hours

1. ,ÄÄ, ÄlgÄ (DAiÄÄY"sÄUÄ) AiÄÄÄ.DgÄ.
- CÉÄAvÄªÄÆwð

References:

- ºÄÄUÀ½ gÄª.²æÄ., PÄÉÄßqÄ, Á»vÄâ ZÄjvÉæ, ¥ÄæPÄ±ÄPÄgÄÄ VÄvÄ §ÄPÄ °É, i, ºÉÄÉ, ÄÆgÄÄ. 2014
- ¹ÄªiÄwÄvÄ PÄÉÄßqÄ, Á»vÄâ ZÄjvÉæ, ÄªÄÄi 1,2,3,4,5 ºÄÄvÄÄÛ 6, PÄªªÄªÄ PÄÉÄßqÄ CzÄªÄAiÄÄÉÄ ,ÄÄ, ÉÜ, ºÉÄÉ, ÄÆgÄÄ «±Äé«zÄªª®AiÄÄ, ºÉÄÉ, ÄÆgÄÄ. 2014

- qÁ. CgÀ«AzÀ ªÀiÁ@UÀwÛ, ª»vÀª ªÀÀÀøw ªÀvÀÀÛ zÀ°vÀ ªÀæÉÖ, ªÀæPÀ±ÀPÀgÀÀ PÀÉÀßqÀ ª»vÀª ªÀjµÀvÀÀÛ, "ÉAUÀ¼ÀÆgÀÀ. 2014
- qÁ. F.J.İ. DªÀÀÆgÀ, PÀÉÀßqÀ PÀxÀÉÀ ª»vÀª : PÀzÀÀŞj, ªÀæPÀ±ÀPÀgÀÀ ªÀéÀß ŞÄPİ °Ëİ, "ÉAUÀ¼ÀÆgÀÀ. 2016
- zÉÀ±ÀªÀqÉ J.İ.J.İ., "ÉÀAzÉæ ±ÀjÀªsÀgÀ PÀªÀAiÀiÀÉÀ, ªÀæPÀ±ÀPÀgÀÀ zÉÀ¹ ªÀÀÀÛPÀ, "ÉAUÀ¼ÀÆgÀÀ. 2013
- QÀvÀðÉÀxÀ PÀvÀðPÉÆÀn, PÀÉÀßqÀ ª»vÀª ªAUÁw, ªÀæPÀ±ÀPÀgÀÀ PÀvÀðPÉÆÀn ªÉªÉÆjAiÀÀ-İ İæİÖ, zSÀgÀªÀqÀ. 2009
- ±ªÀÀgÀAiÀÀ vÀ.ÀÀ., PÀÉÀßqÀ ª»vÀª ZÀjvÉæ, ªÀæPÀ±ÀPÀgÀÀ vÀ¼ÀÀQÉÀ ªÉAPÀtUÀAiÀÀ ªÀgÀPÀ UÀæAxÀªÀiÀ-É, ªÉÀËÀÆgÀÀ -2014
- ªA. qÁ! ¹. Dgİ. ZÀAzÀæ±ÉÀRgİ, ªÀÀÀAzÀ¼ÀvÀÉÀzÀ @PÀètUÀ¼ÀÉÀß "É¼É¹PÉÆ¼ÀÀªÀÀ ªÉÀUÉ?, ªÀæPÀ±ÀPÀgÀÀ ÉÀªPÀÉÀðIPÀ ªÀ©èPÉÀµÀÉİ ªÉæöÉªÉmİ °«ÀmÉqİ. 2010
- DzsÀÀPÀ PÀÉÀßqÀ PÀªÀ "sÀUÀ-2, PÀªÉÀªÀ PÀÉÀßqÀ CzsÀÀAiÀÀÉÀ ªÀÉÜ, ªÉÀËÀÆgÀÀ «±Àé«ZÀªPÀAiÀÀ, ªÉÀËÀÆgÀÀ. 2004
- ªÀgÀÀzÀæªÀ f.J.İ. PÀÉÀßqÀ ª»vÀª ª«ÀÀPÉè, ªÀæPÀ±ÀPÀgÀÀ ªÀéÀß ŞÄPİ °Ëİ, "ÉAUÀ¼ÀÆgÀÀ. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHH401	Language – II: Hindi - IV	FC	1	1	0	2	3

Course Description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का विकास करने हेतु तथा विभिन्न साहित्यिक प्रक्रियाओं द्वारा समाज, संस्कृति एवं जीवन के मूल्यों को समझने हेतु अभिकल्पित है।

Course Objectives: पाठ्यक्रम उद्देश्य :

1. संदर्भानुसार उचित भाषा का प्रयोग करने की दक्षता को छात्रों में उत्पन्न करना।
2. साहित्य के माध्यम से समाज एवं मानवीय मूल्यों को समझाकर, उन मूल्यों की रक्षा हेतु प्रेरित करना।
3. छात्रों में पुस्तक पठन एवं लेखन की अकृतिम प्रवृत्ति स्थापित करना।
4. अध्येताओं में साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करना।

Course Outcomes : अधिगम परिणाम:

अध्ययन की समाप्ति पर अध्येता –

1. सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
2. साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।
3. समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।
4. साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास कर सकता है।

Pedagogy: शिक्षाशास्त्र : Direct method/ICT and Digital support/Collaborative and Cooperative learning/Flipped Classroom

Pre-requisites: पूर्वपेक्षा:

- अध्येता को, हिन्दी खंडकाव्य का संक्षिप्त ज्ञान आवश्यक है।
- हिन्दी साहित्य के इतिहास का संक्षिप्त ज्ञान की आवश्यकता है।
- हिन्दी व्याकरण का अवबोधन आवश्यक है।

Course Content: अध्ययन विषय सूची / पाठ्यक्रम

इकाई –1: खंड-काव्य – नहुष – मैथिलीशरण गुप्त कवि परिचय काव्य परिचय शची सर्ग नहुष सर्ग	7 Hours
इकाई –2: खंड-काव्य – नहुष – मैथिलीशरण गुप्त उर्वशी सर्ग स्वर्गभोग सर्ग	6 Hours
इकाई –3: खंड-काव्य – नहुष – मैथिलीशरण गुप्त सन्देश सर्ग मंत्रणा सर्ग पतन सर्ग	7 Hours
इकाई –4: अलंकार सिनिमा रिव्यू : सूपर 30, मिशन मंगल, थप्पड़, आर्टिकल 15	6 Hours

Text book: पाठ्य पुस्तक:

- खंड-काव्य – नहुष – मैथिलीशरण गुप्त

References: सन्दर्भ ग्रन्थ :

- रस – छंद – अलंकर - कृष्णदेव शर्मा & सुरेश अग्रवाल
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- मीडिया विमर्श – रामशरण जोशी

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
-------------	--------------	-------------	---	---	---	---	----------

B21AHA401	Language - II: Additional English - IV	FC	1	1	0	2	3
------------------	---	-----------	----------	----------	----------	----------	----------

Course Description:

This 2-credit course helps the learner explore various socio-cultural issues through literature. The course provides insight on matters like education and culture that are pertinent in the contemporary society. The course also offers multi-dimensional perspective in the genres of literature and contributes for language enrichment.

Pre-requisites: The student must possess fair knowledge of language, literature, culture and society.

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Course Objectives:

1. To infer the myths from the contemporary perspective.
2. To outline the idea of family represented in literature.
3. To interpret horror and suspense as a genre of literature.
4. To assess the impact of education in building a society.

Course Outcome:

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

1. Examine the relevance of myths and mythology.
2. Demonstrate family values and ethics essential to live in the society.
3. Analyze horror and suspense as a significant genre of literature.
4. Evaluate the applicability of academic contribution in building a society.

Course Content:

Unit-I: Myths & Mythology

7 hours

John W. May – Narcissus

W.B. Yeats – The Second Coming

Devdutt Pattanaik - Shikhandi and the Other Stories they Don't Tell you (Extracts)

Unit-II: Family & Relationships

6 Hours

Nissim Ezekiel – Night of the Scorpion

Langston Hughes – Mother to Son

Kate Chopin – The Story of an Hour

Henrik Ibsen – A Doll's House (Extract)

Unit-III: Horror & Suspense

7 Hours

Edgar Allan Poe – The Raven

Bram Stoker – A Dream of Red Hands

Satyajit Ray – Adventures of Feluda (Extract)

Unit-IV: Education

6 Hours

The Dalai Lama – The Paradox of Our Times

Kamala Wijeratne – To a Student

Sudha Murthy – In Sahyadri Hills, a Lesson in Humility

References:

- Finneran, Richard J. *The Collected Works of W.B. Yeats*. Volume I, The Poems, Revised Second Edition. Simon & Schuster, 1996.
- Pattanaik, Devdutt. *Shikhandi: And Other 'Queer' Tales They Don't Tell You*. Penguin Books, 2014.
- Ezekiel, Nissim. *Collected Poems*. OUP, 2005.
- Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
- Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. Simon & Schuster, 2004.
- Ibsen, Henrik. *A Doll's House*. Maple Press, 2011.
- Poe, Edgar Allan. *The Complete Poetry of Edgar Allan Poe*. Penguin USA, 2008.
- Stoker, Bram. *Dracula*. Fingerprint Publishing, 2013.
- Ray, Satyajit. *The Complete Adventures of Feluda*. Vol. 2, Penguin Books Ltd., 2015.
- Lama, Dalai. *Freedom In Exile: The Autobiography of the Dalai Lama of Tibet*. Little, Brown Book Group, 1998.
- Murthy, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin India, 2006.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0401	Media Laws	HC	3	1	0	4	5

Course Description:

The purpose of this course is to provide students with a model by which to analyze, understand, and act upon the law and ethical considerations which journalists face. The course will consist of the writings of the Supreme Court, the Ethical rules of the Society of Professional Journalists, and actual events to build an analytical model. There is no profession more important to a democracy than journalism -when vigilant and diligent and resolute. In order to perform that role, the students are required to understand both the law and the ethics that govern it.

Pre-requisites: Primary understanding of the requirement of laws in society.

Pedagogy: Direct instruction, Collaborative and ICT method

Course Objectives:

1. To provide students with knowledge on the laws and ethics in journalism
2. To equip the students with legal understanding of legal issues impacting them on the field.
3. To make students aware of the legal limits when reporting on sensitive and controversial issue of the day
4. To familiarize with the different kinds of media laws that a journalist will encounter in the field.

Course Outcomes:

At the conclusion of this course, students will be able to:

1. List best contemporary ethical and professional journalism practices
2. Define basic legal terminology.
3. Explain the workings of the Indian civil and criminal justice system.
4. Define the limits of legal rights.

Course Content:**Unit I: Indian Constitution****13 Hours**

Preamble; Directive principles; Fundamental Rights and duties; Article 19-1(a) and (b) - with reference to Freedom of the Press- reasonable Restrictions

Unit II: Media Laws**13 Hours**

Press and Registration of Books Act; Working Journalist Act; Defamation - Civil and criminal defamation-Libel & Slander; Judicial Reporting & Contempt of Court; Right to Information Act; Legislative privileges and contempt of legislature; Copy right Act; Intellectual Property Rights- Copyright, Trademarks, Patents & GI; IT Act 2000 & Cyber Laws; cable network Resolution; Film Censorship; Cinematograph Act 1952; Prasar Bharathi Act

Unit III: Issues in Media**13 Hours**

Information Society; ICT revolution-Information & Knowledge society; NWICO; Media and Globalization- Implications; Sensationalism, Paid News; Sting Operations, Obscenity; Pressures on media

UNIT-IV: Ethics in Media**13 Hours**

Control; Press commission's (I&II) recommendations; Prasar Bharathi Act; Press council- code of conduct for journalists; Broadcasting Code-Right to privacy-Self Regulatory Bodies – IBF, NBA, Broadcast Content Compliance Council (BCCC), Ombudsman

References:

- Singh, Sanjay Kumar. *Press Laws and ethics of Journalism*. Anmol Publication Pvt Ltd, 2013
- Malar and M, Neela. *Media laws and ethics*. New Delhi: PHI learning private limited, 2012.
- Sharma, Ajay Kumar, *Journalism laws*. New Delhi: Random Publications, 2012.
- Singh, Yatindara . *Cyber Laws*. Delhi Universal Law Publishing, 2005
- Basu, DD. *Law of the Press*. New Delhi: Prentice Hall, 2002.
- Seib, Philip & Fitzpatrick, Kathy. *Journalism Ethics*. New York : Harcourt Brace College Publishers, 2000
- T Mecluskey, Matha. *Feminism, Media and The Law*. New York:Focus Press, 1997
- Venkateshwaran, K S . *Mass Media Laws and Regulations in India*. Singapore : AMIC, 1993

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0402	Basics of Visual Communication	HC	2	1	0	3	4

Course Description:

This course is framed to fundamentally examine and appropriate the skills needed to succeed in the world of communications technology, like Designing and Graphics, the principles of Visual Communication, and the use of Internet-based resources for the latest communications.

Pre-requisites: A basic understanding of computer graphics and to operate a computer system (Windows or Mac OS)

Pedagogy: Direct Instruction, ICT based Learning

Course Objectives:

5. To enable the students an understanding of the basic technology related to Visual communication
6. To enable the students an understanding of various attributes of visual communication
7. To enable the students visualize in terms of design parameters and visual grammar
8. To help students understand Designing tools, Photoshop, Illustrator, InDesign

Course Outcomes:

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

5. Develop familiarity with Photoshop and other designing tools.
6. Design a short portfolio project to approach the industry
7. Appraise the relationship between visual grammar, technology and work with them.
8. Develop skills in newer technological mediums incorporated in visual communication.

Course Content:

Unit I- History of design

10 Hours

A brief history of graphic design: Timeline, Cave paintings, Sumerian written language, Chinese printing, Medieval calligraphy, Before the Printing Press, Industrial Era, Gutenberg press, First logos, First Print Advertisements, Graphic design in the modern era, Paul Rand.

Unit II- Elements of design

10 Hours

Fundamentals of Visual Elements- line and shape, forms, value, texture, color, measure, type, direction; Space and composition; Vocabulary of color using Drawings, Portraits, Landscapes; John Berger, Principles of Design: Symmetry. Rhythm, Contrast, Balance Mass/Scale etc.

Unit III- Understanding design

10 Hours

Principles of Visual and other Sensory Perceptions. Colour psychology and theory, Definition,

Optical / Visual Illusions Etc Various stages of design process- problem identification, search for solution refinement, analysis, decision making, and implementation.

Unit IV- Digital Graphics

9 Hours

Basics of Graphic Design. Definition, Elements of GD, Design process research, a source of concept, the process of developing ideas-verbal, visual, combination & thematic, visual thinking, associative techniques, materials, tools, design execution, and presentation.

References :

- Newmann, William M. & Sproull, Robert F. *Principle of Interactive Computer Graphics*, McGraw Hill International Book Company, 1989.
- Hill, Francis S., Hill, Jr. *Computer Graphics*, Maxwell Macmillan International editions, 1990
- Farrel, James Alan. *From PIXELS to Animation: An Introduction to Graphics Programming*, AP Professional, 1994
- Lester, E Visual Communications: Images with Messages. Thomson Learning, 2000
- Schildgen, T Pocket Guide to color with digital applications. Thomsom Learning, 1998
- Picture this: Media Representation of Visual Arts and artists. University of Luton Press
- Graphic Designers, and Artists, 1982, Astragal Books. London Palmer. F: Visual Awareness (Batsford, 1972)

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0401	Fundamentals of Media Research	HC	4	0	0	4	4

Course Description:

The course is aimed at acquainting and initiating the student to the nuances – theoretical & practical – involved in research. Each student is assigned a supervisor who will supervise and guide the project/dissertation of not less than 35 - 40 pages which the student is required to submit at the end of semester in the prescribed format. This will aid the students in gaining a proper insight into research in communication studies and devising the project will impart clarity in the nuances of doing research.

Pre-requisites: Inquisitive nature to identify the problems.

Pedagogy: Direct instruction and flipped class method

Course Objectives:

1. To expose students to the theory and mechanics of conducting research
2. To provide students with knowledge on the fundamental aspects of research
3. To make the students to apply the research techniques in media studies

4. To empower the students to conduct the research study independently

Course Outcomes:

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

1. Outline the process of research
2. Relate the methods of research with the perspective of industry research in media
3. Discuss the significance of research to build the branch of Media Studies
4. Propose a research topic independently

Course Content:**Unit I: Introduction to Media Research****13 Hours**

Introduction to research concepts- Definition, types & need for research; Basic principles of 'Scientific' research: empiricism, verifiability, generalization; Fundamental vs. Applied Research; Quantitative vs. Qualitative data; Role of research in the media; Steps in research.

Unit II: Elements of Research**13 Hours**

Review of Literature-Significance of Review of Literature; Research Approaches or designs: Experiment Designs- Posttest, Pretest & Posttest, Solomon Four Group Design, Factorial Analysis ; Survey, Content Analysis; Case Study; Data collection techniques: Questionnaire, Interview, Schedule; Sampling techniques.

Unit III: Research Presentation**13 Hours**

Data processing, Analysis, presentation and interpretation of data; Use of graphics in data presentation; Research writing - Research proposal; Chapterization of thesis: Components and style- APA, MLA; Preparation of Bibliography, Index'

Unit IV: Research in media audiences and the 'effects' debate 13 Hours

Magic bullet to limited effects; Two-Step Flow of Communication; Users and Gratifications model; Cultivation analysis; Audience reception.

References:

- Berger J. *Media and Communication Research Methods: An Introduction To Qualitative And Quantitative Approaches*, California Sage Publication, 2000
- Wimmer, Roger D. and Dominick, Joseph R. *Mass Media Research: An Introduction*, Singapore Wadsworth Publishing, 2000.
- Kothari, C.R , *Research Methodology: Methods and Techniques*, New age International Ltd. Publishers, 1990

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS411	Feature and Magazine Writing	SC	2	0	0	2	2

Course Description:

The purpose of this course is to introduce you to the art of writing magazine and feature stories. The course introduces students to the various formats of magazine writing ranging from elaborate feature articles to columns and reviews. The course will identify the current trends in magazine journalism and how can it be a lucrative career option for freelance writers associated with niche areas of writing.

Pre-requisites: Keen understanding of various aspects of magazine journalism

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To enable the student to understand the characteristics and different types of feature stories
2. To familiarize students with a variety of interviewing techniques to draw out useful and colorful information
3. To help students to acquire the skills for various formats of magazine writing
4. To enable the students to apply writing tightly, clearly and colorfully
5. To aid students to maximize publishing stories in newspapers, magazines or Web sites

Course Outcomes:

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

1. Interpret the evolution of magazine journalism
2. Illustrate writing skills in different formats of magazine writing
3. Relate different softwares involved in magazine production
4. Determine the process of production of magazines

Course Content:

Unit I- Introduction to Feature a magazine

7 Hours

Definition of Feature, Feature vis-à-vis fiction and literature; Origin and growth of magazines; A survey of magazines in India- English language and regional language magazines; Competition with Television and other new media; Globalisation and technological impact on Indian magazines; arrival of foreign magazines in India; Trends and prospects of magazines journalism

Unit II- Anatomy of Magazine

6 Hours

Classification of magazines: Types of Magazines, popular magazines; news magazines, magazines for specialized group; Pocket magazines —Readers Digest, Children's magazines

Unit III- Magazine, Feature specific writing

7 Hours

Feature Writing Techniques, Types of features: Paid features, advertorials, reviews, Special reports and cover story reporting and writing, column writing. Writing features for Political, entertainment and business Magazines: Political News magazines how they cover politics, India Today as examples. Distinction between a featurised news story and featurised articles, Planing a feature.

Unit IV- Production of Magazines

6 Hours

Production; Learn In Design and Photoshop Design, layout, headlines; typography, caption writing and visual aspects of magazines; Photographs, cartoons, graphics, illustrations and colour; Current production techniques pagination

References:

- Ziegler, Isabella (Edt). *Creative Writing*, New York Dalrnes and Noble Books, 1989.
- Gunter, Max (Eds). *Writing the modern Magazine*, Article Boston The writer inl, 1999
- Mclean, Ruari, (Eds). *Magazine Design*, New York Putvan, 2001
- Schumeman, R. Smith, (Eds). *Photographic Communication: Principles Problemand challenges of Photo Journalism*, New York Hasing House, 2000
- Brain, Nicholas, (Edt). *Features with Flair*, New Delhi Vikas Publications, 1972
- Shahay, Udaya (Edt). *Making News*, New Delhi Oxford University Press, 2006
- Mathur, Asha Rani , (Edt). *The Indian Media, Illusion, Dellusion & Reality*, NewDelhi Roopa& Co., 2006

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS412	Documentary Production	SC	2	0	0	2	2

Course Description:

This course provides an opportunity for students to advance their script writing, production techniques required and technical knowledge. During this course, students will learn introductory skills associated with producing television documentaries, PSA's and News packages.

Pre-requisites- Knowledge of TV production techniques

Pedagogy- Inquiry Based Learning, Collaborative Learning, ICT based learning

Course Objectives:

1. To help the students build upon basic broadcast writing, shooting and editing video, and reporting skills
2. To help the students learn how to analyze and critique broadcast reporting and writing
3. To aid the students to learn the intricacies of documentary-making
4. To impart to students the necessary skills for using Final Cut Pro Editing Software

Course Outcomes:

On completion of this course, the students will be able to-

1. Demonstrate basics in broadcast writing, shooting and editing video, and reporting skills
2. Analyze and critique documentaries and TV News
3. Propose and produce documentaries as independent documentary-makers
4. Utilize Final Cut Pro Editing Software

Course Content:

Unit I: Introduction to Documentary and Film

7 Hours

Nineteenth Century Legacy and films of record The documentary impulse and the reaction against 'constructed' images: the first moving images: early newsreels: looking at other cultures. Nanook of the North becomes the first recognized documentary. Introduction: Exploring the concept of documentary film; Social, political and historical issues to documentary film

Unit II: Process of Ideation, concepts and pre-production

6 Hours

Conceiving the idea; Theme and story; Screen Play; Dialogue; Essentials of a good script-structure, clarity, coherence; Script development; From script to story board; Objectives and structure of story board; story board styles; Story board exercises. Schedule and Location planning; Casting and scheduling; Role of production crew - Assistant Director, Cinematographer/videographer; Camera assistant(s); Shoot division of script; Shot types - Extremely long shots (ELS); Long shots (LS); Medium long shots (MLS); Medium close-up (MCU); Big Close-up (BCU); Extreme close up (ECU); Level angle shots; High angle shots; Low angle shots; Extreme wide shot.

Unit III: Fundamentals of camera

7 Hours

Fundamentals of handling video camera systems – lenses, recorders, tripods/pedestals, dollies, cranes, cables; camera mounting and balance; Balancing camera in hands and on shoulders; Shallow focus and deep focus; camera movements – pan , tilt,; zoom, track; crab; Using natural light; Setting lights – hard lights and soft lights; Safety measures in handling equipment.

Unit IV: Composition and Equipment

6 Hours

Shot composition; Proportion; Rule of thirds; Framing; Pictorial balance; Continuity; Light positions; Taking different shots to convey idea(s), meaning and relationships; Master shots/establishing shot; Point of view shots; Cut-away shots; Retakes; Sound recording equipment: types of microphones—unidirectional, bidirectional, omni-directional, cardioids; Shot guns, booms; Audio recorder, control console, amplifiers; Noise/hum reduction; MIDI systems.

References:

- Millerson, Gerald. *Video Production Handbook*, New Delhi: Focal Press, 1992.
- Rosenthal, Allan. *Writing, Directing and Producing Documentary Films*, Southern Illinois University Press, 1990.
- Simon, Mark. *Storyboards Motion in Action*, Oxford, Focal Press, 2000.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS413	Journalism Practical – IV (Feature and Magazine Writing Lab)	SC	0	0	2	2	4

Practical Components:

- Write a feature story with original photographs
- Write a column
- Write a film review
- Write a book review
- Analyze a magazine of your choice
- Design a magazine cover

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS414	Journalism Practical – IV (Documentary Production Lab)	SC	0	0	2	2	4

Practical Components:

- Interactive OB exercises
- Facing the camera and voice training
- Studio anchoring and Use of Teleprompter
- Voice over, sound track for features
- Create a documentary of 10 minutes duration

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS421	Event Management	SC	2	0	0	2	2

Course Description:

This course when compared to the other traditional tenets of mass communication is still relatively a young field. It is an area that is growing rapidly and now represents hundreds of professionals who are responsible for planning, coordinating and evaluating a wide range of events all year round. Event management is predominantly about creating an experience through organized communication, planning and implementation. This course will provide students with the practical

skills and knowledge required to successfully plan, implement, organize, manage, monitor and evaluate special events.

Pre-requisites: Basic organizational skills and positive personality towards learning

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To help the students by providing them with a structured approach to operational and creative fundamentals, from inception to debrief
2. To help students plan, implement, organize and manage events
3. To teach the students how to develop and deliver successful events with a focus on meetings, incentives, conferences and exhibitions
4. To provide the students with the scope to develop budgets, work breakdown structures, and gain an insight into risk mitigation and contingency planning

Course Outcomes:

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

1. Develop sense of responsibility for the multi-disciplinary nature of event management
2. Develop confidence and enjoyment from involvement in the dynamic industry of event management
3. Plan competently in the development and delivery of successful conference and corporate gatherings
4. Assess current market requirements

Course Content:

Unit I- Introduction to Event Management

7 Hours

Introduction to event: Historical Perspective, Introduction to event Management, Size & type of event, Event Team, Code of ethics, Principles of event Management, concept & designing. Analysis of concept, Logistics of concept. type of event, 5 W's and involve 1H, Establishing Business Site, Business Resources and Equipment's, process of event management; Mapping of Plan: Concept, Importance of planning, Various procedures of planning, Feasibility, Keys to success, SWOT Analysis

Unit II- Event Planning

6 Hours

Aim of event, Develop a mission, Establish Objectives Preparing event proposal, Use of planning tools Protocols, Dress codes, staging, staffing, Leadership, Traits and characteristics, Definition of Workshop, Types of Workshop, Ideal duration of Workshop, Execution of Workshop, Advantages of Workshop

Unit III- Media Planning for Events

7 Hours

Media planning: Marketing, Advertising and Promotion, Employees & Personal; Determining communication objective, target audience, step of event, making Ads, booking process, making of invitation card; Image, Branding, Advertising Publicity and Public relations

Portfolio Development: The Event Planning Process, Working with Suppliers, Request for Proposal, Budget making, Managing cash flow in event, Award Winning Events(case studies), Evaluation, Coordination and Control: Coordination: Concept, Significance, Techniques Control: Meaning, Process, Requisites of effective control, Control techniques, Music, Film, Art Festivals (Indian/international), Sporting Events; Running Events. Written communications, (Official, demi-official, Invoice). Verbal communications

References:

- Silvers, Julia Rutherford. *Professional Event Coordination (The Wiley Event Management Series)*, 2003
- Kilkenny, Shannon. *The Complete Guide to Successful Event Planning : With Companion CD-ROM.*, 2007
- Jones, Meegan. *Sustainable Event Management: A Practical Guide*, 2010
- Getz, Donald. *Event Studies: Theory, Research and Policy for Planned Events (Events Management)*, 2007
- Silvers, Julia Rutherford. *Risk Management for Meetings and Events (Events Management)*, 2007
- Monroe, James C. and Kates, Robert A. *Art of the Event: Complete Guide to Designing and Decorating Special Events (The Wiley Event Management Series)*, 2005

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS422	Creative Advertisement Design	SC	2	0	0	2	2

Course Description:

The course provides students a broad knowledge of the skills required to combine all the elements necessary to create an attractive design for advertisements. They will learn the terminology used in layout and design. The students will study the design for advertising layouts, graphics, taking into the consideration the choice of typeface and positioning and choice of colors, images and text. Their work will include practical project as well as investigations into current advertising design.

Pre-requisites: Should be acquainted with design soft wares

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To help the students understand the scope of corporate identity
2. To help students plan, implement, organize and manage advertising campaigns
3. To teach the students how to develop and deliver advertising creatives through various media
4. To make students proficient in designing computer soft wares

Course Outcomes:

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

1. Develop aesthetic sense for advertising creatives

2. Develop confidence and enjoyment from involvement in the dynamic industry of advertising
3. Plan competently in the development and delivery of successful advertising briefs
4. Assess current market requirements

Course Content:

Unit I: Building brand image

7 Hours

Corporate Identity: Study and Usage of Types & Fonts, Color schemes, Punch line etc. ; Corporate Stationary: Logo, Logotype, Letterhead design, Business Card, Envelop, Catalogues, Brochures. Digital Posters. Calendar Design. Difference between Corporate and Personal stationary.

Unit II: Communicating through multiple media

6 Hours

Different types of advertising: Press ad, Magazine ad, Hoardings, Kiosks, Interior & Exterior Signage, Dangers and Banners etc. Choice and use of images and colors. Digital and print produces integrated design solutions.

Unit III: Typography and Design elements

7 Hours

How different choice of typography is useful in making of layout. Choice of smart fonts makes attractive and reader friendly advertisements. How can one make design, which will stand out from the rest?

How relevant images are manipulated for making up of an effective design.

Unit IV: Concept of Advertising Campaign

6 Hours

Advertising Campaign: Concept development for advertisements. To provide the valuable experience of developing advertising campaigns, from creative to presentation. Study of various existing campaigns.

References:

- Sarkar, N.N. *Art and production*
- Daryl & Moen, *Newspaper Layout & Design: A Team Approach*

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS423	Journalism Practical – V (Event Management Lab)	SC	0	0	2	2	4

Practical Components:

- Construct a proposal for an event
- Design the event creatives- Badges, Name plates, Conference kits, brochures, Posters, Backdrop, Panels, Standees, Banners
- Communication with Sponsors- Letters, power-point presentations
- Organize an event in the school

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS424	Journalism Practical – V (Creative Advertising Design Lab)	SC	0	0	2	2	4

Practical Components:

- Relevant Softwares of Computer- Photoshop, PageMaker, Corel draw & Illustrator, its relevant usage in different design forms.
- Softwares used for making layouts, creating vector graphics/images and raster images
- Developing an advertising campaign involving various facets of all the mediums. Working on campaign elements- Tagline, Visuals, Copy, Color Management for images
- Create ad film on any one medium- TV, radio or print

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0501	Digital Media Marketing	HC	3	1	0	4	5

Course Description:

The main aim of the course is to provide students with a comprehensive understanding of how digital technologies and the rise of social media are changing marketing strategies and tactics across different industries. This includes learning about marketing concepts that are relevant in the digital environment, analyzing best practice examples, and developing skills for creating, delivering and communicating value by using digital marketing tools and social media platforms.

Pre-requisites: Advanced skills in new media skills

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. Providing students with insights into current digital marketing
2. To analyze the changes in marketing strategies with the rise of social media trends
3. To understand how offline marketing tactics are transformed in the digital space
4. To learn the process of devising message for the digital space

Course Outcomes:

After the completing of the course students will be able to

1. Assess the marketing potential of digital technologies and social media platforms
2. Examine real-life marketing challenge
3. Appraise the digital consumer
4. Plan messages on relevant digital and social media platforms

Course Content:

Unit I: Introduction**13 Hours**

Introduction to digital and social media marketing; How digital technologies are transforming marketing; Key terms and concepts; Distinctive properties of digital marketing; Digital media landscape; Paid-Owned-Earned media; Social media platforms; Digital audience measurement

Unit II: Consumer in digital environment**13 Hours**

New role of the consumer in digital environment; Permission marketing; Prosumers; Co-creation; Crowdsourcing; Online consumer; behaviour models; Digital communities

Unit III: Digital branding**13 Hours**

Shift of power from brands to consumers; Digital brand equity; Digital brand positioning; Customer engagement; The role of trust; Value in digital environment; Online value proposition; Creating, delivering and communicating value

Unit IV: Developing and managing digital and social media presence 13 Hours

Choosing relevant digital and social media platforms; Designing user experience; Content distribution; Managing interactions; The interplay between social media marketing and other digital communication Activities; Search-engine optimization; PPC advertising; Display advertising; Direct e-mail and newsletters; Mobile Marketing, Viral Marketing

References:

- Chaffey, D., Ellis-Chadwick, F. *Internet Marketing: Strategy, Implementation and Practice*, 5th Edition. Prentice Hall, 2012
- Deighton, J., Kornfeld, L. *Interactivity's Unanticipated Consequences for Marketers and Marketing*, Journal of Interactive Marketing 23 (1), str. 4-10., 2009
- Krishnamurthy, S., Umit Kucuk, S. *Anti-branding on the internet. Journal of Business Research*, 62, str. 1119-1126., 2009
- Laffey, D.: *The innovation that changed the Web. Business Horizons*, 50, str. 211-218., 2007
- Mangold, W. G., Faulds, D. J. *Social media: The New Hybrid Element Of The Promotion Mix*, Business Horizons, 52, str. 357-365, 2009
- Rangaswamy, A., Giles, C. L., Seres, S. *A Strategic Perspective on Search Engines: Taught Candies for Practitioners and Researchers*, Journal of Interactive Marketing, 23 (1), str. 49-60., 2009

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0502	Film Appreciation	HC	4	0	0	4	4

Course Description:

Films rejuvenate viewers through its visual language and narrative structure. This course will provide an introduction to the narrative and stylistic techniques used in filmmaking in order to more fully understand how meaning is constructed, conveyed, and interpreted in film.

Pre-requisites: Should be an avid viewer of critically acclaimed films

Pedagogy: Direct Instruction, Collaborative learning; Film Screening

Course Objectives:

1. To learn the terminologies associated with Film.
2. To understand the basic elements of Film Appreciation.
3. To study the film by previewing movies with different aspects and scenarios.
4. To understand the pattern and style of various Film Makers.

Course Outcomes:

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

1. Explain basic terminologies of Film Appreciation.
2. Examine the basic elements of Film Appreciation.
3. Interpret the types of movies, Genres, Direction, Cinematography, Lighting, Music and various editing styles
4. Discuss prominent pattern and style of various Film Makers

Course Content:

Unit I: Introduction

13 Hours

Films and Their Roles in Our Lives; Elements of a Film - Story, Narrative Structures, & Audience; Film viewing environment, Film Vocabulary, Film psychology, Elements of a Film, film viewing platforms from theatres to Netflix to smart phones, Home Video Revolution, The Current Film Landscape

Unit II: Thematic Elements

13 Hours

Thematic Elements: Theme and focus, Focus on Plot, Focus on Emotional Effect or Mood, Focus on Character, Focus on Style or Texture or Structure, Focus on Ideas, identifying the theme, evaluating the theme, Analyzing Theme, Watching for Theme, Themes and Symbolism, Metaphor and Allegory, Irony.

Unit III: Film Genres

13 Hours

Film Genres: Basic genre conventions and their variations, Westerns and Gangster Films, Mysteries and Film Noir, Horror, Fantasy and Science Fiction, Romantic Comedy, Musicals and Documentaries

Unit IV: Film Screening and analysis

13 Hours

World Cinema: Singing in the Rain, The Godfather, Forest Gump, Psycho, The Grudge; Indian Cinema: Sujata; Ankur; Sholay, Golmaal; Sarkar; Gangs of Wasseypur, Jallikattu

References:

- Bolas, Terry. *Screen Education: From Film Appreciation to Media Studies*. University of Chicago Press, 2013
- Bone, Jan. and Johnson, Ron. *Understanding the Film: An Introduction to Film Appreciation*. NTC Publishing Group, 2001
- Doraiswamy, Rashmi. and Padgaonkar, Latika. *Asian Film Journeys: Selection from Cinemaya*. Wisdom Tree Publishers, 2011

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0503	Corporate Governance and Entrepreneurship	HC	2	1	0	3	4

Course Description:

This course Corporate Governance and Entrepreneurship is structured to introduce students to the basics of corporate governance and entrepreneurship. This involves role of moral value, principles and features of good governance. Students will also learn the basics about importance of entrepreneurship in this digital era.

Pre-requisites: Should have an awareness of corporate culture and entrepreneurship

Pedagogy: Direct Instruction, Collaborative learning, Flipped Classroom

Course Objectives:

1. Discuss the principles of good corporate governance, ethical conduct and key provisions relating to the governance of companies
2. To apply the principles of governance, ethical conduct
3. To understand basic concepts in the area of entrepreneurship
4. To gear up for entrepreneurship in the field of Media

Course Outcomes:

1. Identify and describe the main principles of good corporate governance
2. Discuss and apply the principles of governance for corporate houses
3. Identify the elements of success of entrepreneurial ventures
4. Plan for a future entrepreneurship

Course Content:

Unit I: Introduction to Corporate Governance

10 Hours

Corporate Governance: Introduction, need, scope and issues; Evolution of corporate governance, Genesis of Corporate governance, key features of corporate governance in the companies act 2013;

General principles of good governance: accountability, transparency, integrity and public good; Different models of corporate governance: agency model, stake holder model

Unit II: Theories, models and principles of corporate governance 10 Hours

Agency theory, Stewardship theory, the stakeholder theory; Indian Model of corporate governance; Shareholder's rights, responsibilities, protection, responsibilities and duties of the corporate governance board; Principles of Corporate Governance and Organization for Economic Co-operation and Development (OECD) Principles.

Unit III: Corporate governance ethics and case studies and scams 10 Hours

Good governance and ethics: business ethics, ethical stands in government, professional ethics, corporate codes of ethics, Understanding corporate scams, case studies of corporate scams – Satyam computer, Kingfisher airlines, Café coffee day, YES bank

Unit IV: Entrepreneurship 9 Hours

Entrepreneurship: Conceptual definition of entrepreneurs and entrepreneurship; types of entrepreneurs, advantages and disadvantages of entrepreneurship, The role of entrepreneurship in economic development; entrepreneurship and innovation. Digital entrepreneurship.

References:

- Corporate Governance – IICA Indian Taxman
- Bhattacharyya, Asish K., *Corporate Governance in India: Change and Continuity*, Oxford, 2016
- Sarkar, Jayati and Sarkar, Subrata. *Corporate Governance in India*, SAGE publication India Pvt. Ltd, 2012
- Mathur, U. C., *Corporate Governance and Business Ethics: Text and Cases*, New Delhi: Macmillan Publishers India Ltd, 2005
- Kumar, Anil , *Corporate Governance: Theory and Practice*, Indian Book House, 2012
- Jacques Du Plessis, Jean, Hargovan, Anil & Bagaric, Mirko: *Principles of Contemporary Corporate Governance* , Cambridge University Press, 2012
- Rani, D. Geeta & Mishra, R. K. *Corporate Governance and Ethics*, Excel Books Pvt. Ltd, 2009
- Jain, Prateek, *Start Your Own Enterprise: The Must Know-How Guide for an Entrepreneur*, Notion Press, 2020

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21ADS511	Data Journalism	SC	2	0	0	2	2

Course Description:

Every day, more of our lives is being stored in a database somewhere. With that explosion of data, journalists now more than ever need the skills to analyze and understand data to then produce the

stories hidden in the information. In this class, we'll use brainpower and software to look at raw data (not summarized and already reported information) to do investigative reporting to understand how to apply this course.

Pre-requisites: Should have awareness of importance of figures and statistics in journalism

Pedagogy: Direct Instruction, Collaborative learning, Inquiry Based Learning,

Course Objectives:

1. To enable the student to understand the functioning of data journalism as a domain
2. To give a foundation knowledge and skill base in data journalism
3. To engage in the process of data visualization
4. To engage the audience/readers with the help of data, figures and statistics in the new media age of fact-checking and fake news

Course Outcomes:

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

1. Explain the basics of data and data journalism, including the history of the practice
2. Develop the use of data in journalistic storytelling
3. Demonstrate basic data analysis for storytelling
4. Develop the process of data visualization for the benefits of the audience

Course Content:

Unit-I: Introduction to Data Journalism

7 Hours

What is Data Journalism?; Dealing with Information Overload; Understanding Audience Retention; Why and how does Data matter to Journalism?

Unit-II: Gathering Data

6 Hours

Eliminating irrelevant, misleading data sources; Using Right to Information Act

Unit-III: Data Visualization

7 Hours

Data Visualization; Understanding Data; Finding insights in Data; Case Studies- California Drought Tests History of Endless Growth by Adam Nagourney, Jack Healy and Nelson Schwartz (an extract from New York Times); The Obsessively Detailed Map of American Literatures Most Epic Road Trips by Richard Kreitner (Writer), Steven Melendez (Map) (Extract from Atlas Obscura); Mumbai-Ahmedabad Bullet Train To Cost 70% More Than Highway Budget by Pooja Dantewadia and Nikita Vashisth (from Fact Checker website)

Unit-IV: Delivering Data

6 Hours

News Apps; Making Data Human, and Using Open Source tools to deliver data stories; Platform specific content; Building app : Github; Making the news stories SEO SEM friendly; Click Baits; Keyword Marketing; How to sell your news stories?

References:

- Gray, J., Chambers, L., Bounegre, L. *The Data Journalism Handbook: How journalists can use data to improve the news*, 2012
- Stray, J. *The Curious Journalist's Guide to Data*. Columbia Journalism School, 2016
- Houston, B. *Computer-assisted reporting: A practical guide*. Routledge, 2014
- Herzog, D., *Data literacy: a user's guide*. SAGE Publications, 2015
- Cairo, A., *The Functional Art: An introduction to information graphics and visualization*. New Riders, 2012

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS512	Brand Communication	SC	2	0	0	2	2

Course Description:

This course will familiarize students with the power of Branding. Students will learn the basic concepts related to brands. And how various tools of marketing and communication revolve around launching, building and sustaining brands.

Pre-requisites: Should have awareness on the concept of brands

Pedagogy: Direct Instruction, Collaborative learning; Film Screening

Course Objectives:

1. Strategically lead in an ever-changing, global multimedia environment
2. Respond effectively to new technologies, emerging media and market trends
3. Be a brand leader in integrated marketing and advertising communications
4. Become skilled in business management, leadership and orchestrating successful teams

Course Outcomes:

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

1. Assess in terms of developing innovative and integrative solutions
2. Effectively manage brand messaging
3. Construct content throughout diverse industries
4. Understand the different types of branding

Course Content:**Unit I: Concept of a Brand****7 Hours**

Evolution of Brands Company, Brands & Products Brand Differentiation; Brand Equity Brand Extension

Unit II: Brand Perspectives**6 Hours**

Brand Perspectives – Visual / Verbal, Positioning, Value, Brand Image, Value Added, Perceptual Appeal & Personality perspectives

Unit III: Important Brand Decisions**7 Hours**

Brand Positioning – Attribute Benefit, Application, User, Competitor, Price / Quality & Product Category positioning. Building brands in the new economy Brand Image & Verbal Identity Packaging & Labeling

Unit IV: Branding Strategies**6 Hours**

Products Branding Line Branding Range Branding Umbrella Branding; Source/Double Branding Endorsement Branding

References:

- Kotler, Philip. *Marketing Management*, Pearson Education, 2016
- Verma, Harsh V , *Brand Management*, Excel Books, 2006
- Kapferer, Jean-Noel, *Strategic Brand Management*, Kogan Page, 1967
- Magazines – Business World, Time & Brand Reporter
- Brand Equity, a Thursday supplement with Economic Times

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS513	Journalism Practical – VI (Data Journalism Lab)	SC	0	0	2	2	4

Practical Components:

- Coding: HTML (Basic); Web 3.0; Audience specific information
- The team will pitch a Bangalore-specific story idea. The team shall gather extensive data. The team will use statistics tools and software's to categorise data. They will then identify multiple story possibilities based on available data
- Data journalism journal would be created with the collected stories generated from the field
- Tableau (visualization software tool) and Tableau Public (web application) are free. Students should familiarize themselves with Tableau's user interface and then produce a visualization of moderate complexity.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS514	Journalism Practical – VI (Brand Communication Lab)	SC	0	0	2	2	4

Practical Components:

- Submit a case analysis of any Indian brand of your choice

- Prepare a brand plan to brand yourself
- Prepare a brand plan for a new product to be introduced
- Designing brand elements like logo, etc

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS521	News Production Techniques	SC	2	0	0	2	2

Course Description:

This course provides an opportunity for students to advance their script writing, reporting and production techniques required in broadcast journalism and other broadcast related positions. During this course, students will learn introductory skills associated with producing News packages.

Pre-requisites- Knowledge of TV production techniques

Pedagogy- Inquiry Based Learning, Collaborative Learning, ICT based learning

Course Objectives:

1. To help the students build upon basic broadcast writing, shooting and editing video, and reporting skills
2. To help the students learn how to analyze and critique broadcast reporting and writing
3. To aid the students to learn the intricacies of news making for broadcast media
4. To impart to students the necessary skills for using Final Cut Pro Editing Software

Course Outcomes:

On completion of this course, the students will be able to-

1. Demonstrate basics in broadcast writing, shooting and editing video, and reporting skills
2. Analyze and critique TV News
3. Propose and produce news packages
4. Utilize Final Cut Pro Editing Software

Course Content:

Unit I: Introduction to TV Journalism

7 Hours

Introduction to TV journalism: Basic contours and characteristics of TV news Journalism, News Value, TV news room- hierarchy, role of each element in hierarchy, Editorial meetings, Terms and Jargon.

Unit II: Television Reporting

6 Hours

Television reporting- qualities and attributes of a broadcast reporter. Reporting from field, PTC delivery- types and techniques. Live reporting, TV Interview, Interview techniques.

Unit III: News Bulletin

7 Hours

TV News Bulletin, Producing a Running Order – Agenda Setting, Item selection and order, show openers, headlines, making the program fit- cutting, filling. Preparing a Package, Script Writing, various elements of a Broadcast News Script.

Unit IV: News Presentation

6 Hours

Basic principles of TV News presentation. The TV News Anchor—qualities, roles, skills, Studio and camera facing techniques; Doing Voice over, Breathing and reading techniques, Ethics and responsibilities.

References:

- Stahl, Lesley. *Reporting Live*, 1999
- Schultz, Brad. *Broadcast Journalism*, Sage Publications Inc., 2005
- Boyd, Andrew. *TV Journalism*, Focal Press, 1997
- Gormly, Eric K. *Writing and Producing Television News*. Second ed. Ames, Iowa: Blackwell Publishing, 2004

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS522	Corporate Social Responsibility	SC	2	0	0	2	2

Course Description:

This course on Corporate Social Responsibility (CSR) introduces student to the basic concept of CSR. It helps student to understand how corporate can meld business goals with Social expectations. It can also help society to understand how interest of business organization and Society at large can be aligned.

Pre-requisites: Should be interested in welfare work and policies

Pedagogy: Direct Instruction, Collaborative learning; Case studies

Course Objectives:

1. To examine the scope and complexity of corporate social responsibility.
2. To demonstrate a multi-stakeholder perspective in viewing corporate social responsibility issues.
3. To explain the vision and mission of corporate to society at large.

4. To evaluate the level of commitment to corporate social responsibility of different organizations and show its competitive advantage.
5. To analyze the impact of corporate social responsibility on corporate culture.

Course Outcomes:

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

1. Students familiarize with the role of Media in corporate social responsibility
2. Understanding the society, generating and presentation of reports.
3. Understanding of the corporate social responsibility works in big global industries.
4. To reflect the role of corporate towards the society

Course Content:

Unit I: Basics of Corporate Social Responsibility

7 Hours

Introduction to Corporate social responsibility: Definitions; Evolution of Community Relations; Corporate Communication; Phases of social responsibility in India; Models of corporate social responsibility; CSR and Triple bottom line.

Unit-II: Legislation and Global Framework

6 Hours

CSR- Legislation In India; New Companies Act 2013; Government guidelines on CSR in India; Sustainable development goals; Relationship between CSR and Millennium Development goals (MDG); Stakeholders in CSR- CSR in the public and private sector; Corporate sustainability; Brand image and corporate reputation; Customer loyalty and sale; Globalization and CSR

Unit III: Nature and Process of CSR

7 Hours

Designing CSR strategies; Best initiatives of CSR; Education; Health Infrastructure; Environment; Skill Development; Agriculture; Water and sanitation; CSR- the shrinking role of non-government organization (NGO); Impact stories of CSR; Evaluation of CSR activities; CSR networks; CII - CSR and Community development; PWC

Unit-IV: Media and CSR

6 Hours

Role of media in promoting CSR activities; House journal and CSR; CSR reporting; Media relation: Press Conferences; Open house and corporate company; Exhibition; Promotional video and documentaries

References:

- Agarwal, S. *Corporate social responsibility in India*. New Delhi: SAGE Publications, 2008
- Argenti, P. A. *Corporate responsibility*. New Delhi: SAGE Publications, 2016
- Baxi, C. V., & Prasad, A. *Corporate social responsibility: Concepts and Cases : the Indian experience*. New Delhi: Excel Books, 2006
- Chatterji, M. *Corporate social responsibility*. New Delhi: Oxford University Press, 2011

- Mandal, B. N., *Corporate social responsibility in India*. New Delhi: GlobalVision Pub. House, 2012
- Narasimha, R. C. V. *Effective public relations and media strategy*. Delhi :PHI Learning, 2014
- Sachdeva, I. S. *Public relations: Principles and practices*. Oxford: Oxford Univ. Press, 2010

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS523	Journalism Practical – VII (News Production Techniques Lab)	SC	0	0	2	2	4

Practical Components:

- TV News writing
- PTC
- Mock Press Conference
- Facing the camera and voice training
- Studio anchoring and Use of Teleprompter
- Voice over, sound track for features

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS524	Journalism Practical – VII (Corporate Social Responsibility Lab)	SC	0	0	2	2	4

Practical Components:

- Case study analysis of organization CSR activity: Infosys, Reliance, Tata group, etc
- Designing CSR Campaign an University
- CSR Field work of REVA University
- Promotional videos on outreach programmes
- Social Activism on a social media platform

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
-------------	--------------	-------------	---	---	---	---	-----------

B21ADM501	Skill Development Course - I	MC	Non-credit Mandatory Course	2
------------------	-------------------------------------	-----------	--	----------

Note: The students will have to undergo Skill Development Course being conducted by Training and Placement cell of the University or by any internal faculty

SIXTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0601	International Communication	HC	2	1	0	3	4

Course Description:

This course focuses on the transformation of the global power politics particularly focusing on the power shifts in the post-cold war international system. The course will also introduce students to the emergence of new powers such as China, India, Brazil and South Africa and the changing dynamics of the international system. The course will examine whether great powers can cooperate in addressing the consequential challenges in the new century; climate change, nuclear proliferation, refugee crisis, international terrorism and other issues. The course will also examine the competition among the great powers in the South and East China Sea, and the West Asian region.

Pre-requisites: Should be interested in international relation and policies

Pedagogy: Direct Instruction, Collaborative learning; case studies

Course Objectives:

1. To examine the scope and complexity of international relation
2. To understand the world order and India's role in it
3. To evaluate the process of international communication within the framework of social, cultural, economic, religious and political division of the early 21st century
4. To analyze the impact of globalization on media

Course Outcomes:

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

1. Analyze and explain the role of international relation in a global society
2. Critically analyze the impact of various social and political philosophies
3. Demonstrate an ability to apply communication to the solution of global problems
4. Display an understanding of the place of social movement in solving problems

Course Content:

Unit I: Introduction to International Relation**10 Hours**

International Relations: Meaning, nature and scope of international relations; Key Concepts of International Relations: Sovereignty, Anarchy, Balance of Power, National Power, Security and Globalization and media

Unit II: Great Power Politics in the Cold War era**10 Hours**

First World War, Second World War: Causes and Consequences, dynamics of strategic interaction between the great powers including the alliances, Inter war period (multipolarity), the Cold War(bipolarity) and the post-Cold War period (unipolarity)- Representation of the events in media

Unit III: Power shifts in the post Cold War international system**10 Hours**

Power shifts in the post Cold War international system, Emergence of new powers (rise of China and India as a challenge to the west), Great Powers; traditional and non-traditional security threats, Great Power Politics in the 21st century-Representation of the events in media

Unit IV: Power shifts in the post Cold War international system**9 Hours**

Global Journalism Ethics, Digital Media Ethics and Whistleblowing Practices: Snowden and Whistleblowing; Ethical Implications of Emerging Space-age Technologies: Genetics, stem cell and embryo research: Embryo research and women's rights

References:

- Baylis and Smith (eds) *The Globalization of World Politics*. Sixth edition, New York:Oxford University Press. 2019
- Ikenberry, G. John, Ed. *America Unrivaled: The Future of the Balance of Power*, Ithaca, NY: Cornell University Press, 2002
- Buzan, Barry and Weaver, Ole. *Regions and Powers: The structure of International Security*, Cambridge, 2003
- Mearsheimer, John J. *The Tragedy of Great Power Politics*, updated ed. (New York: Norton, 2014
- Wohlforth, William C., *The Stability of a Unipolar World*, International Security 24.1 : 5-41., 1999

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0602	Environmental Communication	HC	2	1	0	3	4

Course Description:

Environmental Communication is an area of growing interest within the communication discipline; this course provides an overview of its theoretical approaches, research literature, and practical applications. The course discusses the social construction of nature, and human relationships with nature, through discourse, rhetoric, and communication practices. Students have to adopt critical and cultural approaches to environmental discourses through studying environmental issues in organizational, mass media, political, and international contexts.

Pre-requisites: Acquaintance with the climate and environment news and issues

Pedagogy: Direct, ICT and Digital, Collaborative Method

Course Objectives:

1. To help the students in generating understanding of environmental issues
2. To enable the students to enforce public participation in environmental decision-making
3. To ensure that students can undertake expert-public-government dialogue
4. To enable students to devise communication messages to address environmental risk, environmental advocacy, deliberation, and public relations

Course Outcomes:

On completion of this course, the students will be able to-

1. Infer ways in which public discourses socially construct relationships between nature and humans
2. Interpret critical and cultural approaches to environmental communication
3. Formulate communication skills relevant to disseminating environmental information in organizational, political, and international contexts
4. Assess key issues in environmental conflicts, risk communication, and democratic participation in policy-making

Course Content:

Unit I: Media and the Environment

10 Hours

Definition, scope and importance; Need for public awareness via media; Natural resources and associated problems: Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources; Role of an individual and media in conservation of natural resources

Unit II: Media and the Ecology

10 Hours

Concept of an ecosystem: structure and function of an ecosystem; Producers, consumers and decomposers; Ecological succession; Introduction, definition: genetic, species and ecosystem diversity; Biodiversity at Global, National and Local levels- i) India as a mega-diversity nation, ii) Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, iii) Endangered and endemic species of India; Media's role in disseminating of information in ecology

Unit III: Media and the Environment

10 Hours

Definition of environmental pollution: Causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards; Role of an individual and media in prevention of pollution; Role of Media in

Disaster management: Floods, earthquakes, cyclones and landslides; Environmental ethics: Issues and possible solutions; Laws for environment protection i) Environment Protection Act, ii) Air (Prevention and Control of Pollution) Act, iii) Water (Prevention and Control of Pollution) Act, iv) Wildlife Protection Act, v) Forest Conservation Act.

Unit IV: Communicating Human Welfare

9 Hours

Population growth, variation among nations; Population explosion—Family Welfare Programme and media awareness; Environment and human health; Smoking and Cancer; HIV/AIDS; Women and Child Welfare; Role of Media awareness in environment and Human Health issues

References:

- Smith, Edward Gold & Hildyard, Nicholas (Edt). *The Earth Report*, London Oxford University Press, 1988
- Chhokar, Kiran B et al. (Eds). *Understanding Environment*, New Delhi Safe Publication, 1999
- Chopra, Kanchon & Gulati, S C (Eds). *Migration, Common Property Resources and Environmental Degradation*. New Delhi. Sage Publication, 2000
- Singh, Katar And Ballabh, Vishwa, (Eds). *Cooperative Management Of Natural Resources*, New Dehli Safe Publication, 2001
- Parikit, Jyoti,(Edt). *Sustainable Management Of Wetlands*, New Delhi. Sage Publication. 2003
- Jefferry, Roger &Sundar, Nandini (Eds). *A New Moral Economy For India's Forests*, New Delhi Sage Publication, 2003
- Shahay, Udaya, (Edt). *The Indian Media, Illusion, Delusion & Reality*, New Delhi Roop& Co., 2006

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS612	Development Communication	SC	2	0	0	2	2

Course Description:

This course is designed to provide the students with detailed insight into the significance of communication for development. Students in the process shall gain an understanding of how communication strategies in different medium of traditional and mainstream media can help in developmental purposes.

Pre-requisites: Basic level of understanding of the development concept

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning, Flipped Classroom

Course Objectives

1. To help the students understand the concept of development.
2. To explain students the indicators of development.
3. To interpret development issues, particularly in Indian perspective

- To apply the skills of development journalism

Course Outcomes:

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

- List the indicators of development
- Classify developmental issues plaguing the developing nations
- Demonstrate communication strategies to tackle developmental issues
- Analyse the development communication strategies from the Indian perspective

Course Content:

Unit – I: Concept of Development

7 Hours

Definition, meaning and process of development

Ingredients (5Ms) of development and money generation, MNCs and foreign aid

Characteristics of developing countries i. High dependence on primary sector ii. Unemployment, population iii. Low productivity iv. Low level of living

Unit – II: Indicators Of Development

6 Hours

Economic and social indicators of development: i. GDP/GNP ii. Human Development Index iii. Physical Quality of Life Index

Other indicators: i. Communication as an indicator ii. Democracy as an indicator iii. Human Rights as an indicator

Unit – III: Development Issues

7 Hours

Poverty Alleviation

Employment generation

Women and child development

Health and Family Welfare

Tribal rights on forest

Unit – IV: Media & Development

6 Hours

Use of traditional media for development

Role of print media in development

Contribution of radio & TV to development

ICT for Development

References:

- Melkote, Srinivas R, *Communication for Development in the Third World: Theory and Practice*. Sage Publications, 1991
- Arvind and Rogers, Everett M. *India's Information Revolution*, Sage Publications, New Delhi, 1989
- Usha Rani, N. *Folk Media for Development*, Karnataka Book Publishers, 1996

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
	144						

B21ADS612	Media Criticism	SC	2	0	0	2	2
------------------	------------------------	-----------	----------	----------	----------	----------	----------

Course Description:

This course primarily engages with different approaches to media analysis. It comprehensively covers media analysis techniques and methodologies. Semiotics, the study of signs and sign systems is covered in the first two units. These two units focus on the visual elements in photography, film, television, and sub-culture. Discourse analysis focuses on written and spoken texts. Critical discourse analysis is a crucial component of the unit, which offers critical perspective to students on the role of media and culture in the larger social structures.

Pre-requisites: Should have an understanding of sign system in visual media

Pedagogy: Direct Instruction, Collaborative learning; Visual Analysis

Course Objectives:

1. Towards the end of the course the students should be capable enough to:
2. Be able to define “semiotics” and give a detailed explanation of its concepts and methods.
3. Be able to effectively identify and analyze media discourses
4. Conduct systematic content analysis of media texts

Course Outcomes:

After the completion of this course students will be able to:

1. Assess the major debates in the application of semiotics to photography, film, and television
2. Debate the strengths and weaknesses of this approach
3. Demonstrate semiotic analysis of an object of their choosing
4. Apply media analysis techniques to develop their own research framework

Course Content:

Unit I: Semiotics Part I

7 Hours

Sign, signifier, signified; Index - icon and symbol, Props functions of folklore, Code, connotation, denotation; Encoding, decoding; Lexical, Modality, Representation; Syntagmatic, paradigmatic

Unit II: Advanced semiotics

6 Hours

Analyzing structures; Textual interactions;
Language and analysis of social laws; Criticisms of semiotic analysis

Unit III: Discourse analysis

7 Hours

Defining discourse analysis; Spoken and written discourse;
Styles of spoken and written discourse; Critical discourse analysis

Unit IV: Content and Frame Analysis**6 Hours**

Types of content analysis: qualitative and quantitative; Agenda setting, Framing, Priming; Process of content and frame analysis; Content analysis of different media texts

References:

- Barthes, R. *Mythologies*. New York: Hill & Wang., 2012
- Chandler, D. *Semiotics: The Basics* (2nd ed.) New York, USA: Routledge, 2007
- Oswald, L. *Creating value: The theory and practice of marketing semiotics research*. Oxford University Press, 2015
- Saussure, de F. *A Course in General Linguistics*. New York: The Philosophical Library Inc., 1959
- Wollen, P. *Signs and Meaning in the Cinema*. Bloomington: Indiana University Press, 1972
- Hebdige, D. *Subculture: The Meaning of Style*. New Delhi: Taylor & Francis, 2002
- Berger, A. A. *Media Analysis Techniques*. Sage Publications, 2017
- Krippendorff, K., *Content analysis: An Introduction To Its Methodology*. Sage publications, 2018

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS613	Journalism Practical – VIII (Development Communication Lab)	SC	0	0	2	2	4

Practical Components:

- Prepare Case Study of a Welfare Scheme
- Devise and conduct a street play on a social issue outside the campus
- Make a PSA on a social cause of your choice (Print or Electronic)
- Conduct a rural study with field work

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS613	Journalism Practical – VIII (Media Criticism Lab)	SC	0	0	2	2	4

Practical Components:

- Conduct a semiotic analysis of a print advertisement
- Conduct a semiotic analysis of Opening Film Credit Montage
- Conduct a quantitative content analysis on the basis of agenda-setting

- Conduct qualitative analysis of the content of OTT platforms

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS621	Technical Writing	SC	2	0	0	2	2

Course Description:

This course focuses on the kind of writing that fills manuals—description, instruction, and analysis. The students will read and discuss technical documents as well as materials about technical writing. There is a special focus on audience as evidenced in this quote from the Society for Technical Communicator’s Code of Ethics: Technical writers “satisfy the audience’s need for information, not the writer’s own need for self-expression.” This kind of writing is all about the reader, which the students will master by the end of the course.

Pre-requisites: Keen understanding of various types of technical communication

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To explain to the students how technical writing differs from academic writing
2. To provide the students with a proper insight into the key elements of technical writing
3. To make the students understand the role that communication plays within an organization
4. To ensure that the students are proficient in the foundations of technical writing.

Course Outcomes:

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

1. Outline the draft technical communication text
2. Plan the edit of a technical document
3. Compare between writing for print and online
4. Develop strategies for information design, to include producing visually enhanced documents

Course Content:

Unit I: Introduction to Technical Writing

7 Hours

What is Technical Writing? Who does technical writing? Engineers, project managers, developers, Technical support staff, Specialists in technical writing; What fields use technical writers? Software, Consumer and industrial electronics, Medical procedures and equipment, Any field where technical information needs to be made accessible to lay learners

Unit II: Projects for Technical Writers

6 Hours

Projects for Technical Writers: software documentation, online help files, user's manuals, quick start guides, Product and equipment manual, Hard-copy user's manuals, Online support, Instructional

materials, Other formats for technical communication- Wikis, Audio and video documentation and instruction, Creative formats, Google's browser manual written as a comic book, webinars

Unit III: The Technical Writing Process

7 Hours

Consider the audience, What general level of skill and experience does the end user have?; Which terms can be used freely, which terms need to be define, and which terms should be avoided?; What style of writing will best communicate with the end user; Which information is most critical for the user's successful use of the product?

Unit IV: Formats in Technical Writing

6 Hours

Formats in technical writing- Hard copy manuals; Electronic documents (pdf); Online help platforms; Multi-media; Wikis; Blogs

References:

- Gerald J Alfred et al, *St Martin's, Handbook of Technical Writing Press*, St Martin's Press, London, 2003
- Ross-Larson, Bruce, *Writing for the Information Age*, WW Norton & Co., London, 2002
- Young, Matt, *Technical Writer's Handbook: Writing with Style and Clarity*, NY USB, 2002
- Pfeiffer, William Sanborn, *Technical Writing: A Practical Approach* (5thed) NY PHI, 2002.
- Holloway, Brian R, *Technical Writing Basics: A Guide to Style and Form* (2nded). 2012

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS622	Writing for Television	SC	2	0	0	2	2

Course Description:

This course is intended for the student as a media writer by learning how to successfully write for TV, broadcast journalism, and public relations. Students will engage in all facets of the writing process, including writing, critiquing, editing and revising, with the ultimate goal of becoming more effective writers and readers of media messages.

Pre-requisites: Should be aware of different formats of media outputs

Pedagogy: Direct Instruction, Collaborative learning; Writing Exercise

Course Objectives:

1. To write correctly, accurately, and appropriately for a variety of media platforms (broadcast, online, print, etc.)
2. To distinguish media writing and styles from other standard writing forms
3. To write according to the ethics and responsibility in media
4. To develop interviewing and researching skills that will enable them to gather

accurate information

Course Outcomes:

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

1. Develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.
2. Assess the similarities and differences among all forms of media writing.
3. Analyse and produce writing that delivers accurate, clear and concise information to a mass audience
4. Construct media content based on media ethics

Course Content:

Unit I: Writing for Television

7 Hours

Writing to visuals: Reference writing, story board and visualization; Writing TV production scripts: features, Soap operas, documentaries and commercials; Writing for TV News: Structure of TV news, structure of TV report, PTC, bytes and writing for other visual inputs

Unit II: Story-telling techniques

6 Hours

Story-telling techniques, Focused statements, covering action vs reaction, character development, video as priority, the elements of surprise, wrapping up the story, interviewing techniques

Unit III: Terminology, Concepts, Themes & Loglines

7 Hours

Dramatic (3 acts/ 4 acts); screenplay and conflict; writing scenes and exposition; Teleplay structure- Sitcoms & Hour Dramas; Subplots, Pitches, Troubleshooting and marketing

Unit IV: Writing for media with responsibility

6 Hours

Media ethics: Broadcast code and ethics, false light and distortion of sound and visuals; Principles of Journalism and responsibilities of a Journalist; Responsibilities of an Editor, broadcaster, and TV Producer; Ombudsman; Debates and Controversies related to Media Regulation; Ethics of entertainment media: violence and sex, product placement, stereotypes, Taste and taboos

References:

- Quinn, Stephen. *Convergent Journalism: The Fundamentals of Multimedia Reporting*. Lang Publishing, 2005
- Batty, Craig and Cain, Sandra. *Media Writing: A Practical Introduction*, Palgrave Macmillan, 2010
- Stovel G, *Writing for Mass Media*, 6th edition, Allyn and Bacon, 2006
- Melvin, Mencher. *News Reporting and Writing*, 10th edition, McGraw-Hill, 2006
- Strunk, William & White, E.B. *The Elements of Style*. Longman, 1999
- Clark, Roy Peter. *Writing Tools: 50 Essential Strategies for Every Writer*. Little, Brown, 2006

- Raman, Usha, Writing for the Media, OUP, 2009
- Foust James, *Online Journalism – Principles and Practices of News for the Web*, Holcomb Hathaway Publishers, Scottsdale, AZ, 2005

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS623	Journalism Practical – IX (Technical Writing Lab)	SC	0	0	2	2	4

Practical Components:

- 2 Product and equipment manual
- Hard-copy user manuals
- Instructional material
- Maintain a blog

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ADS624	Journalism Practical – IX (Writing for Television)	SC	0	0	2	2	4

Practical Components:

- Construct script for a features,
- Construct a screenplay for commercials
- Construct the screen-play for a short film
- Devise a report on media ethics case studies

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AD0603	Major Research Project	HC	0	0	6	6	12

Course Description:

Each student will choose the topic of research particularly from any area of journalism and mass communication and work under the guidance of allocated faculty member. The project shall preferably be application oriented or industry need based that could be useful to the society. In case

of industry need base project the student may opt co-supervisor from the concerned industry. The student will have to make a preliminary survey of research done in broad area of his/her area of interest and decide on the topic in consultation with his/her supervisor(s). The project work floated should be completed within 16 weeks and project report has to be submitted within the stipulated date by the University/ within 18 weeks whichever is earlier. The student has to meet the concerned supervisor(s) frequently to seek guidance and also to produce the progress of the work being carried out. The student should also submit progress report during 5th week and 10th week of the beginning of the semester and final draft report with findings by 15th week. After the completion of the project the student shall submit project report in the form of dissertation on a specified date by the School.

Pre-requisites: Student must have knowledge of Research methodology

Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising

Course Objectives:

1. To carry out the research Project under the guidance of supervisor and in the process of learning the techniques of research.
2. To explore new and fruitful ideas in the chosen field of the programme
3. To develop a perspective and to design and execute a research
4. To experience how the research is performed and to investigate an identified problem

Course Outcomes:

On successful completion of the project, the student shall be able to:

1. Infer with the literature search
2. Demonstrate the experiments related to research and formulate computational techniques
3. Interpret the data and to demonstrate their domain knowledge
4. Apply and write report and defend the research findings.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHM601	Skill Development Course - II	MC	Non-credit Mandatory Course				2

Note: The students will have to undergo Skill Development Course being conducted by Training and Placement cell of the University or by any internal faculty

CAREER DEVELOPMENT AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of Journalism, Political Science & Economics is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them

a job of repute in the area of his / her interest and march forward to make better career. The School of Applied sciences also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. Special training is also arranged for those interested in entrepreneurial venture. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has also signed MOU's with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.