

10 YEARS
OF UNIVERSITY
RECOGNITION
20 YEARS OF
ACADEMIC
EXCELLENCE



REVA
UNIVERSITY
Bengaluru, India

School of Arts, Humanities and Social Sciences

BA Journalism and Mass Communication

HANDBOOK 2023 - 27

Rukmini Knowledge Park

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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!

Dr.M Dhanamjaya

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. The curriculum caters to and has relevance to Local, Regional, National, and Global developmental needs. Maximum number of courses are integrated with cross-cutting issues with relevant to professional ethics, gender, human values Environment & Sustainability.

With Best Wish

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 notch 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 two four-years undergraduate programmes under NEP - B.A. in Journalism, English and Psychology and B.A. in Political Science, Economics 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.

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

The Department of Journalism and Mass communication is located amidst the lush boulevard of REVA University in the global IT city Namma Bengaluru. The foundation stone for the department catering to media studies was laid in the year 2017. The department is well-accomplished with its digital technology architecture and qualified academicians to facilitate the students with the best learning and industry practices.

Programmes under the Department of Journalism and Mass Communication- Undergraduate Programme B.A. in Political Science, Economics and Journalism and Post-graduate programme- M.A. in Journalism and Communication offered by the school are designed with an extremely contemporary curriculum, where learners get a variety of choices to select electives and specializations.

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.

B.A. in Journalism and Mass Communication at REVA University is a four-year undergraduate programme designed to meet the current global industry requirements of the evolving careers. Mass Communication has metamorphosed in the last one decade with the latest additions in digital spaces such as virtual reality, artificial intelligence and big data. Hence at REVA University, the students with BA in Journalism and Mass Communication will be trained to work in the continuously evolving eco-systems of media conglomerates.

The main objective of the course is to create talented resources that can become a boon to the industry as soon as they graduate. In order to achieve this, the curriculum has been designed to provide excellent hands on training to the students. For these reasons, the eight semester course is a custom-made curriculum that has incorporated many new age learning courses such as: Corporate Social Responsibility, Media Literacy, Digital Media Marketing, Data Journalism and Animation. The program will also provide exposure to the students to a realistic, theoretical and technological know-how involved in various stages of all kinds of media production. All the programs are designed to make them highly industry oriented.

To add industry exposure, this course is supplemented with expert lectures, industry and field visits where students will get a good understanding of the various industry verticals. In order to facilitate practical learning, the University offers the state of the art “Media Centre” equipped with video and audio editing, voice recording and a computer lab with latest digital software’s.

As a cherry placed on top of the pudding, the highly qualified and dedicated faculty will ensure quality education and good guidance for all the students. The internship opportunities offered in the final year of the programme, will give the students an insight of the working culture. A mass communication student will be efficiently trained to become a notable news reporter, videographer, photographer, graphic designer, PR professional and film maker.

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.

PhD in Journalism and Mass Communication at REVA University equips the scholars with the ability to identify emerging trends and issues in the field of media and communication. This helps them with the understanding of the impact of media in society and on various stakeholders. The PhD programme is meant to provide mastery of various research methods and techniques used in the field of media studies. The research scholar in the course of the programme gets the ability to analyze and evaluate existing literature and identify research gaps to conduct original and innovative media research. At the end of the PhD programme, they have the ability to effectively communicate and present the research findings and ideas. Knowledge of ethical considerations and practices is stringently followed in journalism and mass communication research. The holistic notion behind the programme is contribution to the branch of existing knowledge in media studies through original research and publications.

USP of the Programmes of the Department of Journalism and Mass Communication:

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- 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. Srinivas Melkote,
Professor, Bowling Green State University,
Ohio, USA
2. Dr. Jude William Genilo
Pro Vice Chancellor, University of Liberal Arts,
Bangladesh
3. Dr. Mohamad Abbas
Professor, School of Communication
University of Tehran, Iran
4. Dr. Surabhi Dhahiya
Professor and Course Director,
Department of English Journalism
IAMCR- Faculty Ambassador
Indian Institute of Mass Communication, New Delhi
5. Mr. Dinesh,
Chairman, Coffee Board of India,
Govt. Of India, Ministry of Commerce and Industry
Editor- Krushika Magazine
6. Mr. Sagay Raj,
Deputy Editor, India Today TV, Bangalore
7. Mr. Anjan Chakraborty
Co-founder and CEO, Estory Infocom
Formerly with ABP, Reuters, The Statesman & Hindustan Times
8. Ms. Priya Thuvassery
Documentary filmmaker, Television Producer,
Cinematographer & Editor
Director, Chambal Media
9. Mr. Sushmit Ghosh
Documentary filmmaker &
Director of documentary ‘ *Writing with Fire* ’
2022 Oscar Nominated and Winner of Audience Award and
Special Jury Award, Sundance Film Festival, 2021

Board of Studies Members

Sl. No.	Name	Designation	Institutional Affiliation
1.	Dr. Payel Dutta Chowdhury	Chairperson (Professor & Director, School of Arts, Humanities & Social Sciences)	REVA University, Bengaluru
2.	Dr. Juby Thomas	Member (External Expert - Academia) – Journalism	Associate Professor, Department of Media Studies (PG), Kristu Jayanti College (Autonomous), Bengaluru
3.	Dr. Mahindra Kumar	Member (External Expert - Academia) – Hindi	HOD, Dept. Of Hindi Indian Academy Degree College (Autonomous) Bengaluru
4.	Dr. Hemavathi C H	Member (External Expert - Academia) – Kannada	Professor of Kannada Dr.N S AM First grade College, Bengaluru
5.	Manjunatha M	Member - Internal (Coordinator, Media Studies, SoAH&SS)	REVA University, Bengaluru
6.	Dr. Sudeshna Das	Member - Internal (Assistant Professor, Media Studies, SoAH&SS)	REVA University, Bengaluru
7.	Dr. Divya Kumari K P	Member (Assistant Professor, Media Studies, SoAH&SS)	REVA University, Bengaluru
8.	Dr. Mushtafa Mubashir	Member (Assistant Professor, Media Studies, SoAH&SS)	REVA University, Bengaluru
9.	Dr. Nasreen Ghani	Member (Assistant Professor, English, SoAH&SS)	REVA University, Bengaluru
10.	Dr. Sreenivasa Murthy K	Member (Associate Professor, Hindi, SoAH&SS)	REVA University, Bengaluru
11.	Puneeth Kumar L	Member (Assistant Professor, Kannada, SoAH&SS)	REVA University, Bengaluru
12.	Dr. C Nagaraja	Member (Assistant Professor, Kannada, SoAH&SS)	REVA University, Bengaluru
13.	Reethu Rajpurohit	Alumna (MA Journalism & Communication)	Journalist, 'CNNIBN', Bengaluru
14.	Priya Servi	Member (Final year BA JMC student)	REVA University, Bengaluru



REVA University Academic Regulations
Bachelor Degree (4 years) Programs
(Applicable for the programs offered from 2023-27 Batch)

REVA University Regulations Governing Undergraduate Degree Programs with Multiple Entry and Exit Options as per NEP, 2023

(Effective from 2023-24)

(Framed as per the provisions under Section 35 (ii), Section 7 (x) and Section 8 (xvi) & (xxi) of the REVA University Act, 2012)

PREAMBLE:

Higher education plays a significant role in national development. India has large number of educational institutions engaged in imparting higher education. Efforts are being made from time to time to prepare our students to meet local, regional, national and as well as global level job requirements. However, the twenty-first century with most dynamic technological advances has opened up many new challenges in the field of Higher Education necessitating transformation in higher education system, making it more innovative by adopting a “learner-centric” approach and giving greater emphasis on inter-disciplinary, intra-disciplinary, and skill-based learning and facilitating the flexibility for the students to study the subjects/courses of their choice so that our graduates are better prepared to compete locally, regionally, nationally as well as globally. It is also essential to give equal importance to building character, ethical and constitutional values, intellectual curiosity, and spirit of community service.

The New Education Policy (2019) initiated and developed by the Ministry of Human Resource Development (HRD), Govt. of India, has been approved by the Central cabinet on 29th July 2020. The National Education Policy (NEP) has brought several reforms in Indian education which include broad-based multidisciplinary Undergraduate Education with 21st Century skills while developing specialized knowledge with disciplinary rigor, and to bring equity, efficiency, and academic excellence to the National Higher Education System.

It is felt that undergraduate curriculum must be focused on creativity and innovation, critical thinking and higher order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields to prepare students holistically culminating character building and commitment to community service and national development. Considering these aspects, the University Grants Commission has asked all the universities in the country to implement multidisciplinary and holistic education across disciplines for a multidisciplinary world.

REVA University, therefore, has made an attempt to implement the UGC guidelines by facilitating the multidisciplinary and holistic education in all the under-graduate programs and the consequential post-graduate programs, with multiple entry and exit options at different levels. Hence, are the following regulations.

1. TITLE AND COMMENCEMENT:

These regulations shall be called **“REVA University Regulations Governing Undergraduate Degree Programs with Multiple Entry and Exit Options as per NEP, 2023.”**

These Regulations shall come into force from the Academic Year 2023-24.

2. SALIENT FEATURES OF THE FOUR YEARS UNDERGRADUATE PROGRAMMES WITH MULTIPLE ENTRY AND EXIT OPTIONS:

- a) The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelors’ degree at the completion of first, second and third years, respectively. The candidate who completes the four-year Undergraduate Program, either in one stretch or through multiple exits and re-entries would be awarded a Bachelors’ Degree with Honors / Bachelors’ Degree (Honors with Research).
- b) The four-year undergraduate Honors degree holders with a research component and a suitable grade are eligible to enter the Two Semester Masters’ Degree program with project work or to enter the Doctoral (Ph.D.) Program in a relevant discipline.
- c) Candidates who wish to enter the master’s / doctoral program in a discipline other than the major discipline studied at the undergraduate program, have to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied.
- d) There may be parallel five years integrated master’s degree programs with exit options at the completion of third and fourth years, with the undergraduate degree and undergraduate degree with honors in a discipline, respectively.
- e) The students who exit with Certification, Diploma and Basic Bachelor’s degree shall be eligible to re-enter the program at the exit level to complete the program or to complete the next level.
- f) The Multidisciplinary Undergraduate Program may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas while specializing in one or two areas. The program fulfils knowledge, vocational, professional and skill requirements alongside humanities and arts, social, physical and life sciences, mathematics, sports etc.

- g) The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real-world application through practical laboratory work, field work, internships, workshops, and research projects.
- h) Few courses are common to all students which contribute to the breadth of study and major areas of specialization in disciplinary areas provide for depth of study.
- i) The areas of specialization which the students are required to choose are either two disciplines/ subjects or a discipline called “major” (e.g., History or Economics or Physics or Mathematics) and an area of additional discipline called “minor” (e.g., Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across “streams” (e.g., a student can choose a “major” in physics and combine it with a “minor” in history or Music or Sports). One of the disciplines can also be a vocational subject.
- j) The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honors degree in that discipline. A student who wishes to get dual honors degrees may repeat the fourth year of the program in the second discipline.
- k) The students may also study multidisciplinary areas of study wherein they study three disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honors Degree / Degree (Honors with Research) in that discipline.
- l) The students may choose one discipline and vocational subject for their study in the undergraduate program. This will enable them to get an Honors degree either in discipline or in the vocational subject or both, in the discipline and in the vocational subject.
- m) Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills.
- n) Students shall be given options to choose courses from a basket of courses which the institution is offering. There shall be no rigidity of combination of subjects.
- o) The Four-Year Choice Based Credit System Semester Scheme makes the product of a university at par with the global practices in terms of academic standards and evaluation strategies. In the emerging scenario of Internationalization of Indian Higher Education, this system helps the Universities for the mobility of their products both within and across the geographical jurisdiction.

3. THE SALIENT FEATURES OF THE CREDIT BASED SEMESTER SCHEME:

A “Credit” System is a systematic way of describing an educational program by attaching credits to its components. Under a credit-based system each course in each program shall carry a certain number of credits. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks the course is assessed etc. University Grants Commission defines one credit as:

- 1 Theory period of one hour per week over a semester
- 1 Tutorial period of one hour per week over a semester
- 1 Practical period of two hour per week over a semester

In terms of assessment and evaluation, one credit is generally considered equivalent to 25 marks in a semester. Thus a 3 or 4 credits courses are assessed for 100 marks, 2 credits courses are assessed for 50 marks, and one credit courses are assessed for 25 marks.

The students are issued the tentative / provisional Grade Card by the Controller of Examinations at the end of every Semester indicating the courses completed successfully. The provisional Grade Card provides Semester Grade Point Average (SGPA).

After successful completion of the program with required number of credits, the students are issued the Grade Card providing overall Cumulative Grade Point Average (CGPA) secured by him / her.

Thus, the Semester Grade Point Average (SGPA) depicts the percentage of marks / credits secured by the student in all the courses in a given semester of a program, whereas the Cumulative Grade Point Average (CGPA) is percentage of marks / credits secured by the student in all the courses in all semesters of a given program.

4. DEFINITIONS OF KEY TERMS:

- Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- Semester:** Each semester will consist of over 16 weeks of academic work equivalent to 90 actual teaching days.
The odd semester may be generally scheduled from June to November and even semester from January to May.
- Program:** A program leading to the award of a Degree, diploma or certificate.
- Course:** Usually referred to, as “papers” is a component of a program. All courses need not carry the same weight.
The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ project work/ vocational training/viva/ seminars/term papers / assignments / presentations/ self-study etc. or a combination of some of these.

- e. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. One credit is equivalent to one hour of lecture or tutorial or two hours of practical work/field work per week in a semester. It will be generally equivalent to 13-15 hours of instruction.
- f. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select courses from the prescribed courses (core, open elective, discipline elective, ability and skill enhancement language, soft skill etc. courses).
- g. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree /diploma /certificate is prescribed in terms of number of credits to be earned.
- h. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- i. **Credit Point:** It is the product of grade points and number of credits for a course.
- j. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
- k. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- l. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all the semesters of a program. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters and sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- m. **Transcript or Grade Card or Certificate:** Based on the grades earned, a Grade Card shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured etc.).

5. NATIONAL SKILLS QUALIFICATIONS FRAMEWORK

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes qualifications according to a series of knowledge, skills, and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The details of this NSQF are provided at **Annexure - I**.

6. OUTCOMES-BASED APPROACH TO HIGHER EDUCATION

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate program of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the program(s) of study. The **learning outcomes of graduates** envisaged by the National Higher Education Qualifications Framework (NHEQF) are described at **Annexure - II**.

7. PROGRAMMES:

(A) Faculty of Arts, Humanities, Social Sciences and Performing Arts

Arts, Humanities, Social Sciences

- a. **B.A., B.A., (Honors) / B.A., (Honors with Research) in Journalism, English & Psychology – JEP**
[Bachelor of Arts, Bachelor of Arts (Honors) - Bachelor of Arts (Honors with Research) in Journalism, English & Psychology]
- b. **B.A., B.A., (Honors) / B.A., (Honors with Research) in Political Science, Economics, Journalism – PEJ**
[Bachelor of Arts, Bachelor of Arts (Honors) - Bachelor of Arts (Honors with Research) in Political Science, Economics, Journalism]
- c. **B.A., B.A., (Honors) / B.A., (Honors with Research) in Journalism and Mass Communication – JMC**
[Bachelor of Arts, Bachelor of Arts (Honors) - Bachelor of Arts (Honors with Research) in Journalism and Mass Communication – JMC]

(B) Performing Arts and Indic Studies

- a. **B.A., B.A., (Honors) / B.A., (Honors with Research) in Performing Arts, English, Psychology – PaEP**
[Bachelor of Arts, Bachelor of Arts (Honors) - Bachelor of Arts (Honors with Research) in Performing Arts, English, Psychology]
- b. **Faculty of Science and Technology**

(C) Computer Science and Applications

- a) **B.C.A., B.C.A., (Honors) / B.C.A., (Honors with Research)** [Bachelor of Computer Applications., Bachelor of Computer Applications (Honors) / Bachelor of Computer Applications (Honors with Research)]
- b) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Cloud Computing & Big Data - CC&BD** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Cloud Computing & Big Data]

- c) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Multimedia & Animation - MM & A.** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Multimedia & Animation].
- d) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Cyber Security - CS.** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Cyber Security]

(D) Allied Health Sciences

- a) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Sports and Exercise Science –SES.** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Sports and Exercise Science]
- b) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Medical Laboratory Technology – MLT.** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Medical Laboratory Technology]
- c) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Medical Radiology & Diagnostic Imaging – MRDI** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Medical Radiology & Diagnostic Imaging]
- d) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Nutrition & Dietetics – N & D** [Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Nutrition & Dietetics]
- e) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Physiotherapy - BPT**
[Bachelor of Science. Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Physiotherapy]

(E) Applied Sciences

- a) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Biochemistry/ Biotechnology / Genetics – BBG.** [Bachelor of Science, Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Biochemistry/ Biotechnology / Genetics].
- b) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Bioinformatics / Statistics / Computer Science- BStCS.** [Bachelor of Science, Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Bioinformatics / Statistics / Computer Science].

- c) **B.Sc., B.Sc., (Honors) / B.Sc., (Honors with Research) in Microbiology / Chemistry / Genetics - MCG.**
[Bachelor of Science, Bachelor of Science (Honors) / Bachelor of Science (Honors with Research) in Microbiology / Chemistry / Genetics].

Faculty of Commerce and Management Studies

(F) Commerce

- a) **B.Com., B.Com., (Honors) / B.Com., (Honors with Research)** [Bachelor of Commerce, Bachelor of Commerce (Honors) / Bachelor of Commerce (Honors with Research)]

(G) Management Studies

- a) **B.B.A., B.B.A., (Honors) / B.B.A., (Honors with Research)** [Bachelor of Business Administration, Bachelor of Business Administration (Honors) / Bachelor of Business Administration (Honors with Research)]

Any undergraduate program introduced by the University from time to time.

8. ELIGIBILITY FOR ADMISSION

Sl. No.	Program	Eligibility
Commerce & Management Studies		
1	Bachelor of Commerce – B Com (Honors) / (Honors by Research)	Pass in PUC/10+2 with a minimum of 50% marks from any State / Central recognized Education Board or any other qualification recognized as equivalent thereto.
2	Bachelor of Business Administration - BBA (Honors) / (Honors by Research)	Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
Arts and Humanities		
3	Bachelor of Arts in Journalism, English & Psychology - JEP (Honors) /	Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to.

	(Honors by Research)	
4	Bachelor of Arts in Political Science, Economics, Journalism - PEJ (Honors) / (Honors by Research)	Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to.
5	Bachelor of Arts in Journalism & Mass Communication - JMC (Honors) / (Honors by Research)	Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to.
Performing Arts and Indic Studies		
6	Bachelor of Arts in Performing Arts, English & Psychology – PaEP (Honors) / (Honors by Research)	Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to.
Computer Science and Computer Applications		
7	Bachelor of Computer Applications – BCA (Honors) / (Honors by Research)	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.
8	B Sc in Computer Science - Cloud Computing & Big Data -CC&BD (Honors) / (Honors by Research)	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.
9	B Sc. in Multimedia & Animation - MM & A (Honors) / (Honors by Research).	Pass in PUC/10+2 examination with at least 45% marks (40% in case of candidate belonging to SC/ST category) from any Board/Council recognized by

		the respective State Government / Central Government / Union Territories, or any other qualification recognized as equivalent thereto.
10	B Sc in Cyber Security – CS (Honors) / (Honors by Research)	Pass in PUC/10+2 examination with Mathematics / Statistics / Computer Science / Information Technology / Informatics Practices as compulsory subject along with other subjects and obtained minimum 45% marks (40% in case of candidate belonging to SC/ST category) in the above subjects taken together, of any Board / Council recognized by the respective State Government / Central Government / Union Territories or any other qualification recognized as equivalent thereto.
Allied Health Sciences		
11	B Sc in Microbiology, Chemistry, Genetics - MCG (Honors) / (Honors by Research)	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
12	B Sc in Sports and Exercise Science – SES (Honors) / (Honors by Research)	<ul style="list-style-type: none"> • Passed Standard XII (10+2) examination from any recognized Board. • For Sports Quota: Participation in sports at the International / National / State/District level. In games recognized by the School Games Federation of India (SGFI) / Association of Indian Universities (AIU) are desirable. <p>Note: Special Intake Quota is considered for people/Coaches/Elite athletes in sports.</p>

13	B Sc in Medical Laboratory Technology – MLT (Honors) / (Honors by Research)	Students must have cleared their PUC with PCMB subjects with minimum aggregate score of 45% (40% in case of Candidates belonging to SC/ST) from any Recognized Board/Council or any other equivalent qualification from Recognized board.
14	B Sc in Medical Radiology & Diagnostic Imaging – MRDI (Honors) / (Honors by Research)	Students must have cleared their PUC with PCMB subjects with minimum aggregate score of 45% (40% in case of Candidates belonging to SC/ST) from any Recognized Board/Council or any other equivalent qualification from Recognized board.
15	B Sc in Nutrition & Dietetics – N & D (Honors) / (Honors by Research)	Students must have cleared their PUC with PCMB subjects with minimum aggregate score of 45% (40% in case of Candidates belonging to SC/ST) from any Recognized Board/Council or any other equivalent qualification n from Recognized board.
16	B Sc in Physiotherapy – BPT (Honors) / (Honors by Research)	Students must have cleared their PUC with PCMB subjects with minimum aggregate score of 45% (40% in case of Candidates belonging to SC/ST) from any Recognized Board/Council or any other equivalent qualification from Recognized board.
Applied Sciences		
17	B Sc in Biochemistry, Biotechnology, Genetics – BBG (Honors) / (Honors by Research)	Passing in PUC /10+2 with Biology as compulsory subject. Scoring at least 45% marks (40% in case of candidates belonging to SC/ST category) from any recognized Board /Council or any other qualification recognized as equivalent thereto.
18	B Sc in Bioinformatics, Statistics & Computer Science – BStCs	Passing in PUC /10+2 with Biology as a mandatory subject. Scoring at least 45%

	(Honors) / (Honors by Research)	marks (40% in case of candidates belonging to SC/ST category) from any recognized Board /Council or any other qualification recognized as equivalent thereto.
19	B Sc in Microbiology, Chemistry & Genetics – MCG (Honors) / (Honors by Research)	Those who have qualified 10+2 examination in the stream of science or any equivalent examination with minimum aggregate of 45% marks and above can avail for admission.

9. SEMESTER SYSTEM, DURATION OF PROGRAMMES, CREDITS REQUIREMENTS AND OPTIONS:

- a) Each academic year shall have two semesters: odd and even semesters.
- b) All the undergraduate degree programs shall have eight semesters (FOUR academic years) duration unless specified otherwise.
- c) Each semester shall have 16 weeks (06 days per week) with 90 working days (excluding Sundays and other Holidays, and the time spent for the conduct of the final examination of each semester).
- d) The Program shall have multiple exit options at the end of TWO / FOUR / SIX semesters (ONE, TWO, or THREE academic years) with the award of Certificate, Diploma, and Bachelor's Degree respectively, after securing prescribed number of credits by the university, and in case of Certificate or Diploma after securing 4 credits in work based vocational courses offered during summer term or internship / apprenticeship.
- e) The candidate availing exit option shall re-enter the degree program within three years and complete the degree program within the stipulated maximum period of double duration of the program. Admission shall be only at the beginning of the academic year (Odd Semester), and the candidate shall study and complete the degree with the prevailing syllabi.
- f) All candidates on successful completion of EIGHT semesters (FOUR academic years) of the undergraduate program and secure stipulated percentage of marks / grade shall be awarded Bachelor's degree (Honors) / Bachelor's degree (Honors with Research) as the case may be. The students who successfully secure minimum number of credits prescribed by the university, including 12 credits from a research project /dissertation, are awarded UG Degree (Honors with Research).

- g) The Exit Options for Candidates studying at degree level and minimum credit requirements the candidates must complete are detailed in **Table – 1** given below.

Table -1
Exit Options for Candidates and Minimum Credit Requirements

Exit Options	Minimum Credits Requirement*			NSQF Level
	Commerce & Management	Science & Technology	Arts & Humanities	
Certificate at the Successful Completion of First Year (Two Semesters) of Four Years UG Degree Program	52	48	48	5
Diploma at the Successful Completion of the Second Year (Four Semesters) of Four Years UG Degree Program	104	94	94	6
Basic Bachelor's degree at the Successful Completion of the Third Year (Six Semesters) of Four Years Undergraduate Degree Program	150	136	136	7
Bachelor's degree (Honors) in a Discipline at the Successful Completion of the Four Years (Eight Semesters) Undergraduate Degree Program	194	176	176	8
Bachelor's degree (Honors with Research) in a Discipline at the Successful Completion of the Four Years (Eight Semesters) Undergraduate Degree Program and earn 12 credits from a research project/dissertation as prescribed by the university.	194	176	176	8

*Details of courses to be successfully completed equal to minimum credits requirement are described in succeeding sections

9.1. Credit Hours for Different Types of Courses

9.1.1. Types of Courses:

The following types of courses/activities constitute the programs of study.

- *Lecture courses*
- *Tutorial courses*
- *Practicum or Laboratory work*
- *Seminar*

- *Internship*
- *Studio activities*
- *Field practice / Projects*
- *Community engagement and service*

9.1.2. Credit Hours and Workload:

Each of them will require a specific number of hours of teaching / guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service.

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

In terms of credits, every one-hour session of lecture amounts to one credit per semester. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester means two-hours engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4-credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4-credit course with 3-credits assigned for lectures and one credit for tutorial shall have three 1-hour

lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

9.1.3. Number of Credits by Type of Course

The course credits and distribution over 6/8 semesters in a manner that will facilitate the students to meet the minimum credit requirements are as given in **Table – 2** under structure of undergraduate programs.

a. Major and Minor Courses:

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practical. The credits for tutorials or practical shall also form part of the 4 credits.

b. Other Courses:

All courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories may be of 3-credits or as appropriate.

c. Common Value-Added Courses:

Courses under Value Added, Summer Internship / Apprenticeship / Community outreach activities, etc., may be of 2-credits or as appropriate.

d. Final year Research project / Dissertation etc., may be of 12 credits.

10. STRUCTURE OF THE UNDERGRADUATE PROGRAMME

As prescribed in the UGC regulations, the UG program will consist of the following categories of courses and the minimum credit requirements for 3-year UG Degree, and 4-year UG (Honors) Degree or UG (Honors with Research) Degree programs are detailed in **Table-2** given below:

Table - 2

Minimum Credit Requirements to Award Degree under Each Category

Sl. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06 - 08	06 – 08
7	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12

Note:* Honors students not undertaking research will do 3 courses for 12 credits in lieu of a research project / Dissertation.

a) Major and Minor Courses:

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practical. The credits for tutorials or practical shall also form part of the 4 credits.

b) Other Courses:

All courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories may be of 3-credits or as appropriate.

c) Common Value-Added Courses:

Courses under Value Added, Summer Internship / Apprenticeship / Community outreach activities, etc.,

may be of 2-credits or as appropriate.

d) Final year Research project / Dissertation etc., may be of 12 credits.

The above broad categories of courses are grouped into three as under:

- a. Discipline Specific Core Courses (DCC)
- b. Elective Courses (EC), and
- c. Ability Enhancement Courses (AEC)

a) Discipline Specific Core Courses (DSCC) are compulsory **Core Courses** of the program.

b) Elective Courses (EC) are categorized into three viz.,

- Discipline Specific Elective (DSE) courses
- Open Elective Courses (OEC), and
- Dissertation / Research Project, Vocational Courses and Internship.

- (i) **Discipline Specific Elective (DSE)** courses are offered under the Core discipline of the study.
- (ii) **Open Elective Courses (OEC)** is an elective course chosen from any other discipline / subject, with an intention to seek exposure beyond core course / discipline.

The student shall select any one OEC in the given semester, other than his / her DCC across the disciplines from **Annexure - III**.

A student can opt to study the OEC from the same subject in all the 04 semesters or can choose different OECs in every semester.

- (iii) **Dissertation / Research Project:** An elective course designed to acquire special / advanced knowledge, such as supplement study / support study to a project work, and a candidate shall study such a course on his / her own, with an advisory support of a teacher / faculty member is called Dissertation / Research project.
- (iv) **Vocational Courses:** Vocational course refers to instructional and hands-on training programs / courses that focus on the skills required for a particular job function or trade for various programs mentioned in the **Annexure - IV**.
- (v) **Internship:** It shall be a short-term internship of 10-15 days in 6th semester and long term internship of about 30 days in lieu of Dissertation / Research project work in 8th semester for a job training in a suitable organization or hands on training or activity based course at college level in order to gain work experience or to satisfy the requirements for a qualification.

c) Ability Enhancement Courses (AEC) (08 credits): Modern Indian Language (MIL) & English language focused on language and communication skills.

Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable

students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

Thus, the Ability Enhancement Courses (AEC) are divided into two categories:

- a. Ability Enhancement Compulsory Courses (AECC):
- b. Skill Enhancement Courses (SEC):

a. Ability Enhancement Compulsory Courses (AECC):

Following are the two **Compulsory** courses with common curriculum for all the programs, viz.

- Environmental Studies and
- Constitution of India
- English & Modern Indian Language

The University shall prescribe at least one course for each of the above in the first four semesters of the Undergraduate Programs.

Environmental Studies and Constitution of India are the compulsory courses.

English & Modern Indian Languages

In addition to Environmental Studies and Constitution of India, two languages shall be studied in the first four semester out of which one shall be Kannada and the other shall be either English or an Indian Language or other foreign language given below:

English, Sanskrit, Hindi, German, French, Japanese and any other language prescribed/ approved by the university.

- i. The Candidates shall study two languages in the first four semesters of the programs. The students who have studied Kannada at school and/or Pre-University or equivalent level, shall opt Kannada as one of the languages and study it in the first four semesters of the programs. In addition to Kannada, the students shall opt for another language from the languages offered in the university/college and study it in the first two semesters of the programs. They may continue to study the same language in the second year or may choose a different language in the second year. A candidate may opt for any language listed above even if

the candidate has not studied that language at PUC or equivalent level.

- ii. Students who have not studied Kannada at any level from school to Pre-University shall study Kannada as functional language in one of the first two semesters along with another language of their choice. They shall study any two languages of their choice in the remaining three semesters. They may change languages every year. With the permission of the University, a candidate may opt for any other language listed above even if the candidate has not studied that language at PUC or equivalent level.
- iii. Speech/hearing/visually impaired/mentally challenged and study disabled students are exempted from studying one of the languages prescribed under para above.

b. Skill Enhancement Courses (SEC):

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. These are categorized as: (i) value-based courses, and (ii) skill-based courses. The students choose from a pool of courses detailed at **Annexure - V** to provide value based and skill-based knowledge. These should contain lab / hands on training / field work.

11. COURSE PATTERNS AND SCHEMES OF EXAMINATIONS

The details of the model program structure and the Course Patterns (hours of instructions per week) and the Schemes of Examinations of the different degree programs are given in **Annexure – VI(A) to VI (J)**. The detailed Syllabi shall be worked out by the respective Board of Studies and approved by the Academic Council of the University.

12. PEDAGOGY ACROSS ALL PROGRAMMES

Effective learning requires appropriate curriculum, apt pedagogy, continuous formative assessment, and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative, and experiential learning pedagogies are some of the examples. Use of technology in creating learning environment that connects learners with content, peers, and instructors all through the learning process respecting the pace of learners is need of the hour.

- a) Classroom processes must encourage rigorous thinking, reading, and writing, debate, discussion, peer learning and self-learning.
- b) The emphasis is on critical thinking and challenge to current subject orthodoxy and develop innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.
- c) Classroom pedagogy should focus on the how of things i.e., the application of theory and ideas. All courses including social sciences and humanities should design projects and practicums to enable students to get relevant hands-on experiences.

- d) Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country, and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic, and intellectual backgrounds.

- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.
- h) Pedagogies like PBL (Problem / Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.

Blended learning (BL) mode is to be used to help learners develop 21st century skills along with effective learning and skill development related to the subject-domains. BL should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate a successful implementation of BL in the higher education of our country.

13. BLENDED MODE (BL) AS A NEW MODE OF TEACHING-LEARNING

UGC suggests implementing Blended Mode (BL) as a new mode of teaching-learning in higher education. BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centered instructional environment.

Implementing BL requires a systematic, planned instructional process. An effective teaching learning process in a blended environment calls for understanding and skills of using appropriate pedagogies with suitable technologies. The UGC Concept Note provides guidelines for implementation of BL.

13.1. Pedagogies for Online and Face-to-face Modes

Learner-centered teaching-learning activities include several cognitive processes which enable learners to be communicative, confident, creative and cooperative. Learners in BL environments are not visualized as passive learners, but active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting. There are a few learning processes for both online and face-to-face mode.

Higher education learners are adult learners who come with their own world of experience, previous knowledge gained at schooling level and previous years of education, exposure to other sources of knowledge, etc. Even pre-session resources suggested by teachers help them with some knowledge and information. The lecture of teacher assuming the learners are empty boxes is no longer a preferred pedagogy. Learners, instead, can contribute by sharing their knowledge, ideas, views, either in the classroom or else on online platforms.

BL mode will provide this opportunity to learners to a great extent. Resources can be uploaded, and external links can be posted on Learning Management Systems prior to classroom sessions. These Out-of-class resources prove useful at least for acquiring information. Once the students' study through the resources, classroom time can be utilized fruitfully in discussions. Online platforms such as discussion forums, shared documents, blogs, etc. may be used to help them share their ideas and knowledge on a common platform.

Brainstorming exercise always helps learners to think spontaneously; derive solutions, ideas; appreciate other ideas and enjoy generation of several ideas by the whole group instead of listening to ideas and views of only teacher. It develops a sense of responsibility to think and learn ourselves.

In addition to Brainstorming, Concept-mapping / Mind-mapping, Creative Presentations, Exposure to the real world, Case Study, Cooperative Learning Strategies are a few learning processes for both online and face-to-face mode.

Under such circumstances, the area of assessment and evaluation needs to be explored in the light of BL mode.

13.2. Continuous Comprehensive Evaluation

Summative evaluation will not suffice the need of testing all levels of learning outcomes. Modular curriculum demands assessment at several intervals during and after achievement of learning outcomes specified for every module. Cognitive skills such as logical thinking application of knowledge and skills, analysis and synthesis of concepts and rules demands evaluation strategies other than summative paper pencil tests. Innovative evaluation strategies are to be used by teachers during the semester. Increased weightage of internal evaluation should be encouraged by including innovative assessment and evaluation strategies.

13.3. Innovative trends in Evaluation and Assessment

Out-of-box thinking about summative as well as formative evaluation is expected from the teacher implementing BL mode. The following paragraphs throw light on a few innovative strategies. The list is not exhaustive but mentions a few points with the expectation of continuous exploration of such strategies by the teachers.

13.4. Summative Evaluation Strategies Open book examination:

It is a right way to move away from the conventional approach of examination where remembering and reproducing is prime. In real functioning beyond formal education, life is all about open book examination. Hence in the Higher Education system, we must prepare students for work life by making them acquainted with open book examinations. It will also facilitate better understanding and application of the knowledge with a better potential for its positive impact.

13.5. Group examinations even for conventional theory papers:

Such an approach is followed some time for project and laboratory assessments. But for theory type examinations it is generally not followed. The group examinations once introduced for theory papers can improve the average performance of a class as students would be encouraged to share their knowledge with each other and also help them improve their general understanding.

13.6. Spoken / Speaking examinations:

These types of different approaches can be introduced now with the support of a new generation of technologies. They can make examinations faster and easier and also can be helpful to students with different abilities.

13.7. On demand examinations:

In most cases students are forced to write examinations in a single go and collectively. However, with the advent of new methods which are technology based and also blending of teaching-learning and examinations in new form, it would be a good approach to offer examination on demand to offer more flexibility and student centricity.

13.8. Formative Evaluation Strategies e-Portfolio

e-Portfolio is not only a compilation of a few best assignments, activities of a learner throughout the program, but his / her reflections about the assignments, experience and challenges faced during the process of working on these assignments, overall approach, attitude, philosophy towards life as a learner, and also his/her academic resume. e-Portfolio is a comprehensive tool which becomes a mirror to a learner for the world.

13.9. Creative Products

Innovative Pedagogies and relevant ICT tools enable learners to come up with creative products as individual or group learning activities. These products are learning experiences in the beginning, but learners should always be given corrective feedback about their outputs. Once feedback is sought, learners need to be given a chance to improve on their products and then can be considered for formative evaluation. e.g. preliminary concept-map can be revised after discussion of the topic, summarization and feedback. Revised concept- map can be assessed.

One creative/collaborative activity may then be led towards another product which can be an assessment activity. e.g., Group or individual presentations by self-learning would be a learning activity and not an assessment activity. Once the teacher provides corrective feedback during such presentations, learners can be expected to revise the same presentations, add a small write-up / infographic / video to it and submit it as an assignment.

Creative assignments such as digital stories, Cartoon strips, drama scripts, e-Newsletter, e-Magazine, Recorded interviews of stakeholders, Case studies, etc. can be used for formative assessment.

13.10. Classroom/Online Quizzes

Though paper-pencil tests, over-use of question-answers may be discouraged for formative assessments, a few ICT tools for quizzes and games can be used eventually for formative assessment.

13.11. Use of Artificial Intelligence (AI) tools for Proctoring as well as assessments:

During the Covid time, many exams were forced to be conducted in an online mode. These were supported by a variety of tools which came into being in recent times and were based on proctoring through Artificial Intelligence tools. However, AI as technology can be used for many more assessments like, attention levels, speed of learning, level of learning etc. Hence new tools should be experimented with for examinations and assessments.

14. ASSESSMENT AND EVALUATION

Assessment is an integral part of the teaching learning process. A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the program:

- a) Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and students about the teaching-learning process.
- b) Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- c) The process of assessment should be carried on in a manner that encourages better student participation and rigorous study.
- d) Assessment should be a combination of continuous formative evaluation and an end- point summative evaluation.
- e) A range of tools and processes for assessment should be used (e.g., open book tests, portfolios, case study / assignments, seminars / presentations, field work, projects, dissertations, peer, and self-assessment) in addition to the standard paper-pen test. The teachers concerned shall conduct test / seminar / case study, etc. The students should be informed about the modalities well in advance. The evaluated courses / assignments shall be immediately provided to the students.
- f) Paper-pen tests should be designed rigorously using a range of tools and processes (e.g., constructed response, open-ended items, multiple-choice with more than one correct answer). Faculty may provide options for a student to improve his / her performance in the continuous assessment mode.
- g) Continuous / Internal assessment marks awarded shall be shown separately. A candidate who has failed or wants to improve the result, shall retain the IA marks, provided he/she fulfils the minimum requirements.

14.1. Continuous Formative Evaluation / Internal Assessment:

- 14.1.1 Assessment and Evaluation shall be off-line / on-line or a combination of both depending upon the feasibility and preparedness of the respective Schools.
- 14.1.2 The Scheme of Assessment and Evaluation will have two parts, namely.
- i. Internal Assessment (IA); and
 - ii. Semester End Examination (SEE)
- 14.1.2 Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of all degree programs shall carry 40:60 marks respectively (i.e., 40 marks Internal Assessment; 60 marks Semester End Examination).
- 14.1.3 There shall be a **Question Paper Scrutiny Committee** for each program or group of programs in a School which shall comprise of minimum of 3 and a maximum of 6 senior faculty members in respective areas, of whom one shall be Chairperson.
- 14.1.4 The Question Paper Scrutiny Committee shall scrutinize the question papers set for Internal Tests. The Committee shall also scrutinize questions papers of Semester End Examinations before they are taken to the Board of Examiners. It shall be the responsibility of the Question Paper Scrutiny Committee, its Chairperson, and the Board of Examiners to maintain integrity of the examination system and the quality of the question papers.
- 14.1.5 There shall also be an **Examination Review Committee** comprising of 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. The Examination Review Committee 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.
- 14.1.6 The report provided by the Examination Review Committee shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program.

14.2 Internal Assessment (IA):

The evaluation process of IA marks shall be as follows.

- 14.2.1 The 40 marks of internal assessment shall comprise of:

Internal Assessment (IA) Tests	20 marks
IA-1 - 10 marks	

IA-2	- 10 marks	
Assignments / Seminars / Model Making / Integrated Lab / Project Based Learning / Quizzes / MOOC courses etc.		20 marks

14.2.2. There shall be **Two Internal Assessment Tests** for each course conducted as per the schedule given below. The students shall attend both the Tests compulsorily.

- 1st test for 10 marks during **second part of the 8th week** of the beginning of the Semester.
- 2nd test for 10 marks during **second part of the 16th week** of the beginning of the Semester.

14.2.3. The coverage of syllabus for the said two tests shall be as under:

- The **1st test** (IA-1) shall be based on first 50 % of the total syllabus of the Course.
- The **2nd test** (IA-2) shall be based on second 50 % of the total syllabus of the Course;

14.2.4. There shall be Assignments / Seminars / Model Making / Integrated Lab / Project Based Learning/ Field Visit(s) / Quizzes / MOOC courses etc. carrying 20 marks.

14.2.5. There shall be two Assignments / Seminars / quizzes each carrying 5 marks; whereas the number of model designs and the marks for each model design, Integrated Lab / Project Based Learning/ Field Visit(s) MOOC courses etc. shall be decided by the school well in advance and should be announced before commencement of the Semester to avoid ambiguity and confusion among students and faculty members. The assignments / quizzes shall be either offline or online.

14.2.6. The **duration of the Internal Assessment (IA) test shall be 60 minutes. Each internal test shall be conducted for 20 marks or 40 marks depending upon the decision of the school and the same shall be scaled down to 10 marks.**

14.2.7. 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 the question paper(s). However, these question papers shall be scrutinized by the Question Paper Scrutiny Committee to bring in the uniformity in the question paper pattern and as well to maintain the quality of the question papers.

14.2.8. The Question Paper Scrutiny Committee shall scrutinize all the question papers set by the individual faculty members and as well as group of faculty members, remove duplications of questions if any, and correct grammatical errors to avoid any probable shortcomings in the process of examination. The Committee shall also ensure that the proper question paper pattern is followed in all the question papers and high quality of standard is maintained.

14.2.9. The evaluation of the answer scripts shall be done by the internal teachers who have taught the course.

14.3. Provision for Appeal

14.3.1. If a candidate is not satisfied with the evaluation of Internal Assessment components, he / she can approach the **Grievance Cell** with the written submission together with all facts, the assignments, and test papers etc, which were evaluated. He / she can do so before the commencement of 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 taking disciplinary / corrective action on an evaluator if he / she is found guilty. The decision taken by the grievance cell is final.

14.3.2. **Grievance Cell:** For every program there will be one Grievance Cell. The composition of the Grievance Cell is as follows:

- The Controller of Examination - 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 Member / Subject Expert drawn from outside the University school / department – Member.

14.3.3. Absence during Internal Test:

In case a student has been absent from an internal test due to the illness or other contingencies he / she 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.

14.4. Semester End Examination (SEE):

A candidate shall register for all the courses/papers of a semester for which he/she fulfills the requirements, when he/she appears for examination of that semester for the first time.

- (a) There shall be Theory and Practical examinations at the end of each semester.
- (b) Unless otherwise stated in the schemes of examination, practical examinations shall be conducted at the

end of each semester and before commencement of Semester End Examination. They shall be conducted by two examiners, one internal and one external and shall not be conducted by both internal examiners. The statement of marks sheet and the answer books of practical examinations shall be sent to the Registrar (Evaluation) by the Chief Superintendent of the respective Schools immediately after the practical examinations.

- (c) The candidate shall submit the record book for practical examination duly certified by the course teacher and the H.O.D/staff in-charge. It shall be evaluated at the end of the Semester at the practical examination.

14.4.1 Attendance Requirement and Eligibility to Appear for Semester End Examination (SEE)

- a) All students must attend every lecture, tutorial and practical
- b) 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.
- c) 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.
- d) 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.

14.4.2 Re-Registration and Re-Admission:

- a) 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 he / she shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.
- b) 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 he / she shall seek re-admission to such dropped semester.

14.4.3 Question Paper Setting, Scrutiny and Conduct of Semester End Examination:

- a) 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 all units of the course.
- b) **The Semester End Examination paper** shall be set for a **maximum of 100 marks to be answered in 3 hours duration**. The entire course syllabus must be covered while setting the question paper. The questions must be set to assess the students' outcomes / course outcomes described in the course document.
- c) 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.

- d) 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.
- e) The pattern of question paper shall be as per the guidelines set by the University.

14.4.4 Assessment and Evaluation of Answer Scripts

- a) There shall be a 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.
- b) 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.

14.5 Assessment of the performance level of the students, Measuring the Attainment of Cos, POs, and PEOs

- a) There shall also be a Program Assessment Committee (PAC) comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results to 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. The Program Assessment Committee 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.
- b) The report provided by the Program Assessment Committee shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program.

14.6 Conduction of Exams during Unforeseen Circumstances

- a) 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 / School Board in consultation with Controller of Examination and Vice Chancellor.
- b) University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper.
- c) Any deviations required to the above provisions in the Regulation during the said situation can be made with the written consent of the Vice Chancellor.

14.7 Guidelines for Online Course Assessment

Online courses may be offered as per UGC norms.

13.7.1. The following shall be the guidelines for assessment of online courses:

- a) 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.
- b) 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.
- c) In case a student fails in an online course(s) / he / she may be allowed to repeat the course and earn the required credits.
- d) Internal Assessments for online courses could be avoided and will remain at the discretion of the School.
- e) The online platforms identified could be SWAYAM, NPTEL, and any other internationally recognized platforms like MIT online, Harvard online etc. However, the respective school shall assess the quality of the online platform / courses and announce the select online platforms for undertaking MOOC courses in the beginning of the academic year / semester.
- f) Further, the schools can identify recognized online platforms (such as Infosys Springboard platform) and conduct the courses and examination jointly. The school may also identify the online platforms and assign the responsibility of conduction of the course (s) as well as the exam. However, in such cases the school shall decide the credits to be awarded based on the quality of course content and number of hours the course is taught as detailed below:
 - ❖ 15 hours online course / MOOC – 1 credit
 - ❖ 30 hours online course / MOOC – 2 credits
 - ❖ 45 hours online course / MOOC – 3 credits
- g) Please note that no online course with less than 15 hours duration should be considered for award of credit.

14.8 Summary of Continuous Assessment and Evaluation:

The Summary of Internal Assessment, Semester End Examination and Evaluation Schedule is provided in the table given below.

Summary of Continuous Assessment and Evaluation Schedule

Sl. No.	Type of Assessment	when	Syllabus Covered	Max * Marks	Date by which the process must be completed
1	Test-1 (IA-1)	During 8th week	First 50%	10	End of 9th week
2	Test -2 (IA-2)	During 16th	Second 50%	10	End of 17th Week

3	Assignment / Quiz** / model making *** etc.	Between 2 nd & 14 th week	-	20	-
4	SEE	18/19 th Week	100%	60	End of 21 st Week

- Note:**
1. * Each *Internal test* shall be conducted for 20 or 40 marks over the duration of 75 minutes and the marks secured by the students shall be scaled down to 10 marks. So also the *Semester End Examination (SEE)* shall be conducted for 100 marks over the duration of three hours and the marks secured by the students shall be scaled down to 60 marks.
 2. **The conduction and the assessment of the performance of students regarding quizzes, Integrated Lab, Project Based Learning etc., shall be a continuous process. The modalities and pattern of assessment and award of marks shall be decided by the School Board. However, the decision of the School Board should be announced in the beginning of the Semester for students to avoid ambiguity and confusion.
 3. ***As far as the model making is concerned, the School Board shall decide about the Marks and the number of Model Designs and as well as the schedule of allocation and presentation of model design(s). If the model design carries 5 marks, there shall be two model designs; and in case of 10 marks, there shall be one model design. However, in such circumstances, the decision of the School Board should be announced in the beginning of the Semester for students to avoid ambiguity and confusion.
 4. Examination and Evaluation shall take place concurrently and Final Grades shall be announced latest by 8 days after completion of the examination.
 5. Practical examinations wherever applicable shall be conducted 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.

14.9 Assessment of Performance in Practical Courses

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

- a) Knowledge of relevant processes;
- b) Skills and operations involved;
- c) Results / products including calculation and reporting

14.9.2 The 40 marks meant for Internal Assessment (IA) of the performance in carrying out practice sessions 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 include performance in the conduction of experiment and write up about the experiment.	10 marks
	Total	40 marks

14.9.3 The 60 marks meant for Semester End Examination (SEE), shall be allocated as under:

i	Conduction of semester end practical examination	40 marks
ii	Write up about the experiment / practical conducted	10 marks
iii	Viva Voce	10 marks
	Total	60 marks

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

14.9.5 The Assessment of students' performance in practice-based MOOC and Online Courses shall be as under. However, the pattern of assessment and the duration shall be decided by the concerned School Board.

For 3 and more than 3 Credit Courses

i	IA-I	20 marks
ii	IA-2	20 marks
iii	Semester end examination by the concern school board (demo, test, viva voce etc.)	60 marks
	Total	100 marks

For 1 & 2 Credit Courses

I	IA-I	10 marks
Ii	IA-2	10 marks
iii	Semester end examination by the concern school board (demo, test, viva voce etc.)	40 marks
	Total	60 marks

14.10 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:

Components of Valuation	Description
I	Periodic Progress and Progress Reports (25%)
II	Demonstration and Presentation of work including the findings

	of the Work and Draft Report (25%)
III	Final Evaluation and Viva-Voce (50%). Evaluation of the report is for 30% and the Viva-Voce examination is for 20%.

14.11 Requirements to Pass a Course:

- a) 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 = 40 , SEE = 60) and have to secure a minimum of 40% to declare pass in the course. However, a candidate has to secure a minimum of 25% (15 marks) in Semester End Examination (SEE) which is compulsory.
- b) A candidate who passes the semester examinations in parts is eligible for only Class, CGPA and Alpha-Sign Grade but not for ranking.

- c) The results of the candidates who have passed the final semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed the Lower Semester Examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
- d) If a candidate fails in a subject, either in theory or in practical, he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practical, separately) as stated above.

14.12 Award of Ranks / Medals / Prizes

Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to VIII semester and complete successfully prescribed number of credits for the concerned program in 8 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.

15 CLASSIFICATION OF SUCCESSFUL CANDIDATES

- a) The declaration of result about the performance of candidates in the examination is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the completion of all the eight semesters of the program and the corresponding overall alpha-sign grades.
- b) If some candidates exit at the completion of first, second or third year of the four years Undergraduate Programs, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the Cumulative Grade Point Average (CGPA) obtained in the two, four, or six semesters, respectively for award of:
 - Certificate in Arts/ Science/ Commerce (after successful completion of 2 semesters)
 - Diploma in Arts/ Science/ Commerce (after successful completion of 4 semesters)
 - Bachelor's Degree in Arts/ Science/ Commerce (after successful completion of semesters)
- c) Those candidates who complete successfully all the eight semesters are awarded Bachelor's Degree with Honors / Bachelor's Degree with Honors by Research in the concerned Discipline/Subject
- d) In addition to the above, successful candidates at the end of tenth semester of the integrated Master's Degree Programs, shall also be classified on the basis of CGPA obtained in the ten semesters of the Programs.
- e) Likewise, the successful candidates of one year or two semesters Master's Degree Programs are also classified on the basis of CGPA of two semesters of the Master's Degree Programs.

15.1. 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.

15.2. COMPUTATION OF SGPA AND CGPA

15.2.1. Semester Grade Point Average (SGPA):

The Following procedure to compute the 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 : $SGPA (S_i) = \sum (C_i \times G_i) / \sum C_i$ 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.

Illustration for Computation of SGPA of 4 years Honors Degree

Illustration No. 1

Computation of SGPA for ONE Semester

Course	Credit (Ci)	Grade letter	Grade Point (Gi)	Credit Point (Credit x Grade point) (Ci) x (Gi)
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
Course 7	2	B+	7	2X7=21
Course 8	2	O	10	2X10=20
	24			175
$\text{SGPA (Si)} = \frac{\sum(Ci \times Gi)}{\sum Ci} = 175 \div 24 = 7.29$				

Illustration for Computation of SGPA of 3 years Bachelor's Degree

Illustration No. 2

Computation of SGPA for ONE Semester

Course	Credit (Ci)	Grade letter	Grade Point (Gi)	Credit Point (Credit x Grade point) (Ci) x (Gi)
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
Course 7	2	B+	7	2X7=14
Course 8	2	O	10	2X10=20
	24			175
SGPA (Si) = $\sum(C_i \times G_i) / \sum C_i = 175 \div 24 = 7.29$				

Illustration for Computation of SGPA of 2 years (4 Semesters) Diploma

Computation of SGPA for Ist Semester

Illustration No. 3

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	6	3X7=18
Course 5	3	B	6	3X6=18
Course 6	3	C	5	3X5=15
Course 7	2	B	6	2X7=12
Course 8	2	A	8	2X10=16
	24			166

Thus, SGPA = $166 \div 24 = 6.92$

Computation of SGPA for Second Semester

Illustration No. 4

Course	Credit (Ci)	Grade letter	Grade Point (Gi)	Credit Point (Credit x Grade point) (Ci) x (Gi)
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
Course 7	2	B+	7	2X7=21
Course 8	2	O	10	2X10=20
	24			175
SGPA (Si) = $\sum(Ci \times Gi) / \sum Ci = 175 \div 24 = 7.29$				

Illustration for Computation of SGPA of 1 year (2 Semesters) Certificate

Computation of SGPA for Ist Semester

Illustration No. 5

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	6	3X7=18
Course 5	3	B	6	3X6=18
Course 6	3	C	5	3X5=15
Course 7	2	B	6	2X7=12

Course 8	2	A	8	2X10=16
	24			166

Thus, SGPA = $166 \div 24 = 6.92$

Computation of SGPA for Second Semester

Illustration No. 6

Course	Credit (Ci)	Grade letter	Grade Point (Gi)	Credit Point (Credit x Grade point) (Ci) x (Gi)
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
Course 7	2	B+	7	2X7=14
Course 8	2	O	10	2X10=20
	24			175
SGPA (Si) = $\sum(Ci \times Gi) / \sum Ci = 175 \div 24 = 7.29$				

15.2.2 Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits (160) for B. Tech degree in Engineering & Technology is calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e : $CGPA = \sum(Ci \times Si) / \sum Ci$

Where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

Illustration for Computation of CGPA of 4 Years Honors Degree

Illustration No. 7

CGPA after Final Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	24	6.83	24 x 6.83 = 163.92
2	24	7.29	24 x 7.29 = 174.96
3	24	8.11	24 x 8.11 = 194.64
4	22	7.40	22 x 7.40 = 162.80
5	21	8.29	21 x 8.29 = 174.09
6	21	8.58	21 x 8.58 = 180.18
7	18	9.12	18 x 9.12 = 164.16
8	22	9.25	22 x 9.25 = 203.50
Cumulative	176		1418.25

Thus, CGPA = $24 \times 6.83 + 24 \times 7.29 + 24 \times 8.11 + 22 \times 7.40 + 21 \times 8.29 + 21 \times 8.58 + 18 \times 9.12$

$$+ 22 \times 9.25 = 1418.25 \div 176 = 8.06$$

Illustration for Computation of CGPA of 3 years Bachelor's Degree

Illustration No. 8

CGPA after Sixth Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	24	6.83	24 x 6.83 = 163.92

2	24	7.29	$24 \times 7.29 = 174.96$
3	24	8.11	$24 \times 8.11 = 194.64$
4	22	7.40	$22 \times 7.40 = 162.80$
5	21	8.29	$21 \times 8.29 = 174.09$
6	21	8.58	$21 \times 8.58 = 180.18$
Cumulative	136		1050.59

Thus, $CGPA = 24 \times 6.83 + 24 \times 7.29 + 24 \times 8.11 + 22 \times 7.40 + 21 \times 8.29 + 21 \times 8.58 = 1050.59 \div 136 = 7.72$

Illustration for Computation of CGPA of 2 years (4 Semesters) Diploma

Illustration No. 9

CGPA after Fourth Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	24	6.92	$24 \times 6.92 = 166.08$
2	24	7.29	$24 \times 7.29 = 174.96$
3	24	8.11	$24 \times 8.11 = 194.64$
4	22	7.40	$22 \times 7.40 = 162.80$
Vocational Training during summer	4	2.00	$4 \times 2 = 8.00$
Cumulative	88+4 (92)		706.48

Thus, $CGPA = 24 \times 6.92 + 24 \times 7.29 + 24 \times 8.11 + 22 \times 7.40 + 4 \times 2 = 706.48 \div 92 = 7.68$

Illustration for Computation of CGPA of 1 year (2 Semesters) Certificate

Illustration No. 10

CGPA after Fourth Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	24	6.92	24 x 6.92 = 166.08
2	24	7.29	24 x 7.29 = 174.96
Vocational Training during summer	4	2.00	4x2=8.00
Cumulative	48+4 (52)		349.04

Thus, $CGPA = \frac{24 \times 6.92 + 24 \times 7.29 + 4 \times 2}{52} = \frac{349.04}{52} = 6.71$

15.3. Conversion of Grades into Percentage:

Conversion formula for the conversion of CGPA into Percentage is:

- Percentage of marks scored = CGPA Earned x 10
- Illustration: CGPA Earned 8.05 x 10=80.5

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

15.4. 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

$8 \geq \text{CGPA} < 9$	9	A+	Excellent	
$7 \geq \text{CGPA} < 8$	8	A	Very Good	First Class
$6 \geq \text{CGPA} < 7$	7	B+	Good	
$5.5 \geq \text{CGPA} < 6$	6	B	Above average	Second Class
$> 5 \text{ CGPA} < 5.5$	5.5	C+	Average	
$> 4 \text{ CGPA} < 5$	5	C	Satisfactory	Pass
$< 4 \text{ CGPA}$	0	F	Unsatisfactory	Unsuccessful

Overall percentage = $10 * \text{CGPA}$

15.5. Provisional Grade Card:

The tentative / provisional grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The provisional grade card provides Semester Grade Point Average (SGPA).

15.6. Final Grade Card:

Upon successful completion of B Tech Degree, a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

16. PROVISION FOR SUPPLEMENTARY EXAMINATION

16.1 Provision for Unsuccessful Candidates:

- 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 semester end examination results of all the programs.
- The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek improvement of the performance.

16.2 Provision for Rejection of Results:

- a) A candidate may be permitted to reject result of the whole examination or a particular course (s) / paper(s) of a given semester within TEN days of the declaration of result of the concerned semester.
- b) The candidate who has rejected the result shall appear for the immediately following examination / supplementary examination.
- c) The rejection shall be exercised only once in each semester and the rejection once exercised shall not be revoked.
- d) Application for rejection of results along with the payment of the prescribed fee shall be submitted to the Controller of Examination through the Director of respective school together with the original statement of marks within 10 days from the date of publication of the result.
- e) **A candidate who rejects the result is eligible for only SGPA/CGPA or Class and not for Rank.**

17. PROVISION TO CARRY FORWARD THE FAILED SUBJECTS / COURSES:

The student who has failed in a maximum of 4 courses in odd and even semesters together shall move to next semester of succeeding year(s) of study till 8th semester. And he / she shall appear for Semester End examination of failed courses of previous semesters concurrently with odd semester end examinations and / or even semester end examinations of current year of study.

Case 1: A student who has failed in a maximum of 4 courses in 1st and 2nd semester together shall move to the 3rd semester of the succeeding year.

Case 2: A student who has failed in a maximum of 4 courses from semester 1 to 4 together shall move to the 5th semester of the succeeding year.

Case 3: A student who has failed in a maximum of 4 courses from semester 1 to 6 together shall move to the 7th semester of the succeeding year.

18. CHALLENGE VALUATION:

- a) A student who desires to apply for challenge valuation shall obtain a photocopy of the answer script(s) of semester end examination by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Controller of Examinations within 10 days after the announcement of the results. This challenge valuation is only for semester end examination.
- b) The answer scripts (in whatever form) for which challenge valuation is sought shall be evaluated by the external examiner who has not involved in the first evaluation. The higher of two marks from first valuation and challenge valuation shall be the final.
- c) 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.

19.PROVISION FOR IMPROVEMENT OF RESULTS:

- f) A candidate who has passed all the course papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- g) Reappearance may be permitted during the period N+2 years (where N refers to duration of the program) without restricting it to the subsequent examination only.
- h) The student may be permitted to apply for improvement examination 45 days in advance of the pertinent semester examination whenever held.
- i) If a candidate passes in all the subjects in reappearance, a higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, the candidate shall retain the earlier result.
- j) A candidate who has appeared for improvement examination is eligible for class/CGPA only and not for Rank.
- k) Internal Assessment (IA) marks shall be shown separately. A candidate who wants to improve the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the IA marks already obtained.
- l) A candidate who fails in any of the semester examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the candidate took the examination for the first time. This facility shall be limited to the following two years.

20.TRANSFER OF ADMISSION:

20.1 Transfer of admissions are permissible only for odd semesters for students of other universities and within the University.

20.2 Conditions for transfer of admission of students within the University.

- a. His/her transfer admission shall be within the intake permitted to the program concerned.
- b. He/she shall fulfill the attendance requirements as per the University Regulation.
- c. He/she shall complete the program as per the regulation governing the maximum duration of completing the program.

20.3 Conditions for transfer of admission of students of other Universities.

- a) A Candidate migrating from any other University may be permitted to join an odd semester of the degree program provided he/she has passed all the subjects of previous semesters / years as the case may be. Such candidate(s) must satisfy all other conditions of eligibility stipulated in the regulations of the University.
- b) His/her transfer admission shall be within the intake permitted to the concerned program of the University.
- c) He / she shall fulfill the attendance requirements as per the University Regulation.
- d) **The candidate who is migrating from other Universities is eligible for overall SGPA / CGPA or Class**

and not for Rank.

- e) He / she shall complete the program within the maximum duration as per the regulation governing the maximum duration of completing the program.

21.POWER TO REMOVE DIFFICULTIES:

If any difficulty arises in giving effect to the provisions of these regulations, the Vice- Chancellor may by order make such provisions not inconsistent with the Act, Statutes, or other Regulations, as appears to be necessary or expedient to remove the difficulty. Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.

22.MODIFICATION TO THE REGULATIONS:

Notwithstanding the foregoing, any amendments / modifications issued or notified by the University Grants Commission and its verticals such as National Higher Education Regulatory Council, General Education Council or the State Government, from time to time, shall be deemed to have been incorporated into these Regulations and shall constitute an integral part of these Regulations.

23. REPEAL AND SAVINGS:

The existing Regulations governing three years Bachelor's degree programs in the faculties of Arts, Science and Commerce shall stand repealed. However, the above Regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of this regulation.

REGISTRAR

NATIONAL SKILLS QUALIFICATIONS FRAMEWORK

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes qualifications according to a series of knowledge, skills, and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. National Occupational Standards (NOS) are statements of the skills, knowledge and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance. They list down what an individual performing that task should know and also are able to do. These standards can form the benchmarks for various education and training programs to match with the job requirements.

General Education must be synchronized/ aligned with skill and Vocational Education as per National Skills Qualifications Framework. The level descriptors are given below as described in UGC Guidelines on National Skills Qualifications Framework. The curriculum should be designed in a manner that at the end of year-1, year-2 and year-3 of the graduate study, students are able to meet below mentioned level descriptors for level 5, 6 and 7 of NSQF, respectively: The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at entry level of the program) to expert problem solvers (by the time of graduation):

Progressive Curriculum Proposed	Knowledge and Skills Required on the Continuum of Novice Problem Solvers
At the end of first year	Ability to solve well defined problems
At the end of second year	Ability to solve well defined problems
At the end of third year	Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them.
During fourth year	Experience of workplace problem solving in the form of Internship or Research Experience preparing for Higher Education or Entrepreneurship Experience

Levels of Job Performance and Knowledge & Skills Required

Levels	Process required	Professional knowledge	Professional skill	Course skill	Responsibility
Level-5	Job that requires well developed skill, with clear choice of	Knowledge of facts, principles, processes and in a	A range of cognitive and practical skills	Desired mathematical skill,	Responsibility for own work and learning & some

	procedures general concepts, in familiar context	field of work or study	required to accomplish tasks and solve problems by selecting and applying basic methods tools and information	understanding of social, political and some skills of collecting and organizing information and communication	responsibility for other's works and learning
Level- 6	Demands wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard and non- standard practices	Factual and Theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in Mathematical calculation, understanding of social, political and, reasonably good in data collecting, organizing information and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning
Level- 7	Requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non-routing context.	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Good logical and mathematical skill; understanding of Social, political and natural environment; ability in collecting and organizing information, communication and presentation skill	Full responsibility for output of group and development

Professional knowledge is what a learner should know and understand with reference to the subject.

Professional skills are what a learner should be able to do.

Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including IT skills needed for that job.

The responsibility aspect determines the (i) nature of working relationship, (ii) level of responsibility for self and others, (iii) managing change and (iv) accountability for actions.

Learning Outcomes of Graduates envisaged by NHEQF

Type of learning outcomes	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning	Graduates should be able to demonstrate the acquisition of:
	Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
	Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
	skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
Generic learning outcomes	capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.
	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

Type of learning outcomes	The Learning outcomes descriptors
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	<p><i>Critical thinking:</i> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	<p><i>Creativity:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
	<p><i>Communication Skills:</i> The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

	<p><i>Analytical reasoning/thinking:</i> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others; • analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints. • <i>Research-related skills:</i> The graduates should be able to demonstrate: <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions, • the ability to problematize, synthesize, and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships • the capacity to develop appropriate methodology and tools for data collection, • the appropriate use of statistical and other analytical tools and techniques,
Type of learning outcomes	The Learning outcomes descriptors
	<ul style="list-style-type: none"> • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	<p><i>Coordinating/collaborating with others:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p><i>Leadership readiness/qualities:</i> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.

	<p><i>‘Learning how to learn skills:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling, • work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines. • inculcate a healthy attitude to be a lifelong learner, <p><i>Digital and technological skills:</i> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data •
	<p><i>Multicultural competence and inclusive spirit:</i> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
Type of learning outcomes	The Learning outcomes descriptors

	<p><i>Multicultural competence and inclusive spirit:</i> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
	<p><i>Value inculcation:</i> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt an objective, unbiased, and truthful actions in all aspects of work, • instill integrity and identify ethical issues related to work and follow ethical practices.

	<p><i>Autonomy, responsibility, and accountability:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces
Type of learning outcomes	The Learning outcomes descriptors
	<p><i>Environmental awareness and action:</i> The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change, and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
	<p><i>Community engagement and service:</i> The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.</p>
	<p><i>Empathy:</i> The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

Open Elective Courses for Arts, Performing Arts, Science and Social Sciences UG Programs

Sl. No	Course	Sl. No	Course
1	Kannada		Applied Statistics
2	English		Media Law
3	Hindi		Psychology
4	Sanskrit		Computer Applications
	French		Agricultural Marketing
	German		Yoga
	Russian		Music
	Journalism & Mass Communication		Dance
	Economics		Sports
	Chemistry		Microbiology
	Physics		Biotechnology
	Mathematics		Computer Science
	Genetics		Statistics
Open Elective Courses for Commerce and Business Administration UG Programs			
	Commerce		Journalism & Mass Communication
	Tourism and Travel Management		Computer Applications
	Business Administration		Media Law

Note:

- 1) In addition to the above the BoS concerned shall prescribe Open Elective from other Discipline.
- 2) Student shall choose OEC from other than his /her DSCC even across the Discipline.
- 3) A student can opt to study the OEC from the same subject in all the 04 semesters or can choose different OECs in every semester.

List of the Vocational Courses for B. A. / B.Sc. / B Com / BBA Programs

Sl. No	Vocational Course	Sl. No	Vocational Course
	Advertising		Radiation Biology
	Entrepreneurship Development		Industrial Microbiology
	Office/Home Management		Instrumentation
	Office Practice and Secretary ship		Electronic Devices and Circuits
	Secretariat Practice & Accounting		Radio Engineering and Audio Systems
	Financial Accounting		Television and Video Systems
	Elements of Cost Accountancy & Auditing		Post Harvest Technology and Preservation
	Salesmanship		Floriculture
	Consumer Behaviour and Protection		X-Ray Technician
	Principles Practice of Life Insurance		Radiography
	Accounting for Business – 1		Clinical Pathology
	Retail Services and Operations		Hematology
	Business Data Processing		Histopathology)
	DTP, CAD and Multimedia		Clinical Biochemistry
	Tourism and Travel Management		Yoga Anatomy and Physiology

Note: i) The student shall opt for any one of the above vocational courses which is relevant to the program being pursued and study after completion of second semester and fourth semester of the degree program.

ii) The University shall introduce from time to time any other vocational courses on the recommendation of the concerned Board of Studies and approved by the Academic Council.

Skill Enhancement Courses for all the Programs

There are two types of Skill Enhancement Courses viz., Value Based Courses and Skill Based Courses as detailed below.

1. Value Based Courses:

A student shall opt any two of the following activities offered in the university in each of the first to sixth semester of the undergraduate programmes. The activity carries two credits each semester and will be internally assessed for 50 marks by the staff like NCC Officer/ NSS Officer / Physical Education Teacher / Librarian / Teacher shouldering the responsibility of activities. Evaluation of these activities shall be as per the procedure evolved by the University from time to time. The concerned staff shall submit the marks to the University during submission of internal assessment marks.

Following are the Value Based / Activity based courses for semesters 1 to 6 for all degree programmes

- a. Tree Plantation
- b. Activities related to Yoga
- c. Health & Wellness (Physical exercises including warming-up and relaxation techniques)
- d. Indoor/ Outdoor Sports and Games
- e. N.S.S. / N.C.C / R&R (S&G)
- f. Field studies
- g. Computer assisted/web-based learning and e-library skills
- h. Leadership Qualities and Organisational Skills
- i. Innovative compositions and creations in Music, Performing Arts, Fine arts, and visual arts etc.
- j. Involvement in popularization programmes such as scientific temper
- k. Publication of articles in news papers, magazines or other publications
- l. Activity exploring different aspects of Indian civilizations
- m. Community work such as promotion of values of National Integration, Environment, Human rights and duties, Peace, Civic Sense, Social responsibility, etc.,
- n. Evolution of study groups/seminar circles on Indian thoughts and ideas
- o. Involvement in campus publication

- p. A Small project work concerning the achievements of India in different fields.
- q. Other Activities, such as Cultural Activities etc., as prescribed by the University.

B) Skill Based

Student shall study any skill course / trade from National Skill Qualification Framework (NSQF) for level - 5, 6 and 7 for first, second and third year of the U.G. Programs respectively or one in each semester as prescribed by the concerned **Board of Studies** and approved by the **Academic Council**.

Sem	B.A. / B.Sc. programs	Other U G programs
I	Equivalent to Level-5 Digital Fluency / SEC-1 of any one core course(optional) selected	Equivalent to Level-5 Digital Fluency / SEC-1 as suggested by the concerned BoS of the degree
III	Equivalent to Level-6 Artificial Intelligence / SEC-2	Equivalent to Level-6 Artificial Intelligence / SEC-2 as suggested by the concerned BoS of the degree
V	Equivalent to Level-7 Cyber Security / SEC-3	Equivalent to Level-7 Cyber Security / SEC-3 as suggested by the concerned BoS of the degree
VI	Equivalent to Level-7 Societal Communication / SEC-4	Equivalent to Level-7 Societal Communication / SEC-4 as suggested by the concerned BoS.

Note: Skill Based Activities shall be evaluated for 50 marks as per the procedure evolved by the University from time to time

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:

³⁵₁₇ **PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge and in understanding Journalism and Mass Communication study.

³⁵₁₇ **PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.

- ³⁵₁₇ **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.
- ³⁵₁₇ **PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- ³⁵₁₇ **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
- ³⁵₁₇ **PO 6: Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- ³⁵₁₇ **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.
- ³⁵₁₇ **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
- ³⁵₁₇ **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.

BA Single Major Program as per NEP
(Journalism and Mass Communication – JMC)
Scheme of Instructions (2023-2027)

Sl. No	Course Code	Title of the Course	Course Type	Credit Pattern and Value				Weekly Contact Hours
				L	T	P	Total	
FIRST SEMESTER								
1	B23JN0101	Contemporary Trends in Mass Media	DCC	3	1	0	4	4
2	B23AD0102	Reporting and Editing	DCC	2	1	0	3	3
3	B23AD0103	Lab Journal Production	DCC	0	0	1	1	2
4	B23AD0104	Visual Communication (Theory)	DCC	3	1	0	4	4
5	B23AD0105	Visual Communication (Practical)	DCC	0	0	1	1	2
6	B23JNS111	Social Media Storytelling (Theory)	DSE	2	0	0	2	2
	B23JNS112	Brand Ecology (Theory)						
7	B23JNS113	Social Media Storytelling (Practical)	DSE	0	0	1	1	2
	B23JNS114	Brand Ecology (Practical)						
8	B23AH0101	SEC1 (Digital Humanities & Artificial Intelligence)	SEC	2	0	0	2	2
9	B23AH0102	SEC1-Digital Humanities and Artificial Intelligence Lab	SEC	0	0	1	1	2
10	B23AHE101	Communicative English – I	AEC	3	0	0	3	3
11	B23AHK101	Language – II: Kannada - I	AEC	3	0	0	3	3
	B23AHH101	Language – II: Hindi - I						
	B23AHA101	Language – II: Additional English - I						
		Total Credits		18	3	4	25	29
SECOND SEMESTER								
1	B23AD0201	Science Communication	DCC	3	1	0	4	4
2	B23AD0202	Multimedia Production (Theory)	DCC	2	1	0	3	3

3	B23AD0203	Multimedia Production (Practical)	DCC	0	0	1	1	2
4	B23AD0204	Broadcast Journalism (Theory)	DCC	3	1	0	4	4
5	B23AD0205	Broadcast Journalism (Practical)	DCC	0	0	1	1	2
6	B23AD0206	Audio-video Editing	SEC	2	0	0	2	2
7	B23AD0207	Lab- Audio-video Editing	SEC	0	0	1	1	2
8	B23AHE201	Communicative English – II	AEC	3	0	0	3	3
9	B23AHK201	Language – II: Kannada - II	AEC	3	0	0	3	3
	B23AHH201	Language – II: Hindi - II						
	B23AHA201	Language – II: Additional English - II						
10	B22AS0207	Tree Plantation in Tropical Region: Benefits and Strategic Planning	VAC	0	0	1	1	2
		Total Credits		17	3	4	23	27

Students exiting the program after securing 48 credits will be awarded UG Certificate in Arts (Journalism & Mass Communication) provided they secure 4 credits in work-based vocational courses offered during summer term internship/apprenticeship in addition to 6 credits from skill-based courses earned during 1st and 2nd semesters.

THIRD SEMESTER

1	B23AD0301	Corporate Communication	DCC	3	1	0	4	4
2	B23AD0302	Photography Techniques (Theory)	DCC	2	1	0	3	3
3	B23AD0303	Photography Techniques (Practical)	DCC	0	0	1	1	2
4	B23AD0304	Principles of Advertising (Theory)	DCC	3	1	0	4	4
5	B23AD0305	Principles of Advertising (Practical)	DCC	0	0	1	1	2
6	B23ADS311	Business Journalism	DSE	2	1	0	3	3
	B23ADS312	Media and Human Rights						
7	B23AD0306	Digital Composition	SEC	2	0	0	2	2
	B23AD0307	Digital Composition Lab	SEC	0	0	1	1	2
8	B23AHK301	Language – II: Kannada - III	AEC	3	0	0	3	3
	B23AHH301	Language – II: Hindi - III						
	B23AHA301	Language – II: Additional English - III						
9	B23ASM301	Environmental Science	VAC	2	0	0	2	2

		Total Credits		17	4	3	24	27
FOURTH SEMESTER								
1	B23AD0401	Media Laws and Ethics	DCC	3	1	0	4	4
2	B23AD0402	UI and UX (Theory)	DCC	2	1	0	3	3
3	B23AD0403	UI and UX (Practical)	DCC	0	0	1	1	2
4	B23AD0404	Documentary Production (Theory)	DCC	3	1	0	4	4
5	B23AD0405	Documentary Production (Practical)	DCC	0	0	1	1	2
6	B23AD0406	Leadership Essentials (Economics)	IDC	2	1	0	3	4
7	B23AHK401	Language II: Kannada - IV	AEC	3	0	0	3	3
	B23AHH401	Language II: Hindi - IV						
	B23AHA401	Language II: Additional English - IV						
8	B23LSM401	Indian Constitution and Human Rights	VAC	2	0	0	2	2
9	B23HSS411/ B23HSS412	Yoga/ Health and Wellness	VAC	0	0	1	1	2
		Total Credits		15	4	3	22	26
Students exiting the program after securing 94 credits will be awarded UG Diploma in Arts (Journalism & Mass Communication) provided they secure 4 credits in work-based vocational courses offered during summer term internship/apprenticeship offered during 1st year or 2nd year summer term.								
FIFTH SEMESTER								
1	B23AD0501	Digital Humanities and Cyber Culture	DCC	3	1	0	4	4
2	B23AD0502	2D Animation (Theory)	DCC	2	1	0	3	3
3	B23AD0503	2D Animation (Practical)	DCC	0	0	1	1	2
4	B23AD0504	Event Management (Theory)	DCC	3	1	0	4	4
5	B23AD0505	Event Management (Practical)	DCC	0	0	1	1	2
6	B23ADS511	Sports Communication	DSE	2	1	0	3	3
	B23ADS512	Media, Society and Culture						
7	B23AHM501	Consumer Psychology	IDC	2	1	0	3	4
8	B21AH0502	Soft Skills Training	SEC	0	0	1	1	2
		Total Credits		12	5	3	20	24

SIXTH SEMESTER								
1	B23AD0601	Introduction to Media Psychology	DCC	3	1	0	4	4
2	B23AD0602	Peace and Conflict Studies	DCC	3	1	0	4	4
3	B23AD0603	Film Appreciation (Theory)	DCC	3	1	0	4	4
4	B23AD0604	Film Appreciation (Practical)	DCC	0	0	1	1	2
5	B23JN0603	Integrated Marketing Communication	IDC	2	1	0	3	4
6	B23AD0606	Social Media Marketing	SEC	1	0	0	1	1
7	B23AD0607	Lab- Social Media Marketing	SEC	0	0	1	1	2
8	B23AHS611/ B23AHS612	Internship/ Research Project	Int/RP	0	0	4	4	8
		Total Credits		12	4	6	22	29

Students opting for exit in 3rd year with Bachelor of Arts - BA in Journalism & Mass Communication - JMC (With the completion of Courses equal to a minimum of 134 Credits) OR Continue studies to earn BA Honors / BA Honors with Research Degree

Note: Students who secure 75% and above marks in the first six semesters and wish to undertake Research at the Undergraduate level can choose a Research stream in the fourth year and such students will be awarded BA Degree (Honours with Research)

SEVENTH SEMESTER								
1	B23JN0701	Media Research	DCC	4	0	0	4	4
2	B23JN0702	Mass Communication Theories	DCC	4	0	0	4	4
3	B23JN0703	Entrepreneurship in Media	DCC	3	1	0	4	4
4	B23JNS711	Feature and Magazine Writing (Theory)	DSE	1	1	0	2	2
	B23JNS712	Content Creation for the Web (Theory)						
5	B23JNS713	Feature and Magazine Writing (Practical)	DSE	0	0	1	1	2
	B23JNS714	Content Creation for the Web (Practical)						
6	B23JNS721	Data Journalism	DSE	3	0	0	3	3
	B23JNS722	Corporate Social Responsibility						
7	B23JN0704	Research Paper Writing (Journalism)	RP	0	0	2	2	4
		Total Credits		15	2	3	20	23

EIGHTH SEMESTER								
1	B23JN0801	Media and Globalization	DCC	3	1	0	4	4
2	B23JN0802	Development Communication	DCC	3	1	0	4	4
3	B23JN0803	Digital Media Marketing (Theory)	DCC	3	0	0	3	3
4	B23JN0804	Digital Media Marketing (Practical)	DCC	0	0	1	1	2
5	B23JNS811	Political Economy of Media	DSE	2	0	0	2	2
	B23JNS812	Subaltern Narratives in Media						
6	B23JN0805	Major Research Project	RP	0	0	6	6	12
		Total Credits		11	2	7	20	27
Award of Bachelor of Arts Degree with Honours in Journalism & Mass Communication (with the completion of Courses equal to a minimum of 176 Credits) OR Continue studies for Masters' Degree								
Note: The students opting for BA Honours with Research shall have to choose following courses during Eighth Semester								
EIGHTH SEMESTER								
Honours with Research in Journalism & Mass Communication								
1	B23JN0802	Development Communication	DCC	3	1	0	4	4
2	B23JN0803	Digital Media Marketing (Theory)	DCC	3	0	0	3	3
3	B23JN0804	Digital Media Marketing (Practical)	DCC	0	0	1	1	2
4	B23JN0805	Major Research Project	RP	0	0	12	12	24
		Total Credits		6	1	13	20	33
Award of Bachelor of Arts Degree - BA (Honors with Research) in Journalism & Mass Communication with the completion of courses equal to a minimum of 176 credits OR continue studies for Master's degree								

Semester-wise Summary of Credit Distribution

Semesters	No. of Credits
First Semester	25
Second Semester	23
Third Semester	24
Fourth Semester	22
Fifth Semester	20
Sixth Semester	22
Seventh Semester	20
Eighth Semester	20
Total Credits	176

Distribution of Credits Based on Type of Courses

Semester	DCC	DSE	MC	AECC/AEC	SEC	Internship/ Research Project	VAC	Credits
I	13	3	0	6	3	0	0	25
II	13	0	0	6	3	0	1	23
III	13	3	0	3	3	0	2	24
IV	13	0	3	3	0	0	3	22
V	13	3	3	0	1	0	0	20
VI	13	0	3	0	2	4	0	22
VII	12	6	0	0	0	2	0	20
VIII (Hons)	12	2	0	0	0	6	0	20
VIII (Res)	8	0	0	0	0	12	0	

Total	102/98	17/15	9	18	12	12/18	6	176
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DCC – Discipline Specific Core Courses

DSE – Discipline Specific Electives

IDC – Interdisciplinary Courses

AEC – Ability Enhancement Courses

SEC – Skill Enhancement Courses

VAC – Value-Added Course

Distribution of Credits Based on L:T:P

Semester	L	T	P	Credits
I	18	3	4	25
II	16	3	4	23
III	17	4	3	24
IV	15	4	3	22
V	12	5	3	20
VI	12	4	6	22
VII	15	2	3	20
VIII	11/6	2/1	7/13	20
Total	116/111	27/26	33/39	176

FIRST SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0101	Contemporary Trends in Mass Media	DCC	3	1	0	4	4

Course Description:

The course titled Contemporary Trends in Mass Media 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 focusing on recent trends. Students explore the models that explain how mass media 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:

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

Course Outcomes:

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

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

Course Content:

Unit I: Introduction to communication process

(13 Hours)

Introduction to communication process: Definition, nature, scope 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, Print and Broadcast 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. Broadcast Media - Radio and TV

Unit III: Digital media

(13 Hours)

Digital media: Definition, nature, scope and specifications of digital media, Interactivity, Hyper textuality; Social media, democratic space within digital media, representations of realities on digital spaces.

Unit IV: Contemporary trends in Mass media

(13 Hours)

Contemporary trends in Mass media- Citizen Journalism; Media Convergence; Mobile Journalism; Yellow Journalism; Breaking News; Trial by media; Media and Children; Media and Youth; Media and Gender

Current Issues in the fourth estate – Media Literacy; Fake News; misinformation; disinformation; factchecking; Traditional media and fake news; Digital Media and fake news. Is it the fourth estate?

References:

- Berlo, David. The Process of Communication, Holt, Rinehart, & Winston, New York, 1960.
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- Ghosh, Subir. Mass Communication: An Indian Perspective, Shishu Sahitya Samsad, 2000
- Narula, Uma. Mass Communication: Theory and Practice, Haranand Publications Pvt Ltd, New Delhi, 2008.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0102	Reporting & Editing	DCC	2	1	0	3	3

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: Reading newspapers

Pedagogy: Chalk and Board

Course Objectives:

- To help the students understanding the process of news gathering or print media
- To impart skills in writing and editing media content- news story, press release, headlines, photo-captions
- To gain knowledge about the various beats of journalism

Course Outcomes:

- Develop skill in reporting for different beats and editing
- Develop practical knowledge on editing and proof reading
- Demonstrate the visual elements in print media

Course Content:

Unit-I: Attributes of Print Journalism

(10 Hours)

Journalism- Definition, nature and scope; News- Definition, Changing values; Money as a key factor; Structure of a news story- lead, body, tail; Methods of writing news; Types of leads; Newsroom structure; Qualities of a reporter, Different kinds of newspapers.

Unit-II: Techniques of Reporting

(10 Hours)

Techniques of Reporting; Types and techniques; Beats of reporting-crime investigative, politics, sports, court, legislature, environment, business; Sources of news: Attribution and verification; Interviews – preparation and Techniques; entertainment or page 3 reporting

Unit-III: Introduction to editing**(10 Hours)**

Introduction to editing; Principles of editing- Checking facts, Correcting the 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; Writing columns; Famous columns in the newspapers

Unit-IV: Design Principles**(9 Hours)**

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

References:

1. Desh Pandey, B.K. 2007. *Photo journalism*. New Delhi: Sonali Publication.
2. Carole Rich. 2005. *Writing and Reporting news*. Wadsworth Thompson Learning Inc.
3. Pilger John 2004 (Edt). *Tell me no lies*. London :Vintage Publishers.
4. Jon & Lawis(Eds).2003. *The Mammoth Book of Journalism*.London:Robinsm Publishers.
5. R. Smith, Schumeman(Edt). 2000. *Photographic Communication: Principles Problem and challenges of Photo Journalism*,New York : Hasing House.
6. Kamath MV. 1991. *Professional Journalism*, Vikas Publication.
7. Desai M V and Ninan Sevanti .1996. *Beyond Those Headlines*.Bangalore: Allied Publishers Limited.
8. Westley Bruce. 1980. *News Editing*, Oxford IBH.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0103	Lab Journal Production	DCC	0	0	1	1	2

Course Description: This course introduces students to the practical aspects of designing a newspaper. Students will be trained in writing and reporting; editing the story, proof reading with proper editing signs and symbols, layout of the story with DTP softwares such as PageMaker, In-Design.

Pre-requisites: Keen understanding on practical aspects of reporting and editing for newspaper Production

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning (grp projects)

Course Objectives:

1. To make students acquainted with all the important principles of news gathering for print
2. To make students proficient with principles of news editing for print
3. To develop the skill & knowledge of DTP softwares
4. To impart professional skills of Page layout and design

Course Outcomes:

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

1. Simplify news reporting and writing
2. Take part in editing, proof reading, page designing
3. Examine software involved in bringing out a print publication
4. Evaluate deeply get acquainted with the final stages of print production

Course Content:

(26 Hours)

- Learn to cover stories in Bengaluru, important events and write it in Inverted pyramid structure. Try to do follow up stories of any daily routines, do two profile stories of a local celebrity/ startup company, pick two human interest news and convert them into news feature stories / Do four photo features covering a street in Bangalore with a news angle, Capture all lab journal assignments with photographs and videos
- Edit the story in the proper format; Rewrite the stories, Insert photos with captions and catch words; Writing suitable headlines for each stories; Preparing first proof; Conduct proof reading
- Learning various software used for print editing- In-design Adobe Photoshop; Learning photo editing and placing photographs in the layout; Learning different layout for print media; Visit to printing press
- Prepare a Lab Journal

References:

- Pandey, B.K. Desh. *Photo Journalism*. Sonali Publication, 2007.
- Carole, Rich. *Writing and Reporting News*. Wadsworth Thompson Learning Inc., 2005.
- Pilger, John (Edt). *Tell me no lies*. Vintage Publishers, 2005.
- Jon & Lawis(Eds). *The Mammoth Book of Journalism*. Robinsm Publishers, 2003.
- R. Smith, Schumeman(Edt). *Photographic Communication: Principles Problem and Challenges of Photo Journalism*. Hasing House, 2000.
- Kamath, M.V. *Professional Journalism*, Vikas Publication, 1991.
- Desai, M.V. and Ninan Sevanti. *Beyond Those Headlines*. Allied Publishers Limited, 1996.
- Westley, Bruce. *News Editing*, Oxford IBH., 1980.
- Parthasarathy, Rangaswamy. *Basic Journalism*. Macmillan India Ltd., 1984.
- Stovall, James Glen. *Writing for the Mass Media* Boston. Allyn and Bacon., 1998

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0104	Visual Communication (Theory)	DCC	3	1	0	4	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:

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

Course Outcomes:

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

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

Course Content:

Unit I- Design Basics

(13 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 Vectors in Creative Services.

Unit II- Image Editing

(13 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**(13 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**(13 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.
B23AD0105	Visual Communication (Practical)	DCC	0	0	1	1	2

Content:**(26 Hours)**

- Designing a magazine cover page
- Create an Ad for a company
- Manipulating Images
- Branding material
- Create your resume
- Create info graphic posters

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JNS111	Social media Telling (Theory)	DSE	2	0	0	2	2

Course Description: This course is designed to provide the students with detailed insight into the significance of social media storytelling. Students in the process shall gain an understanding of strategies for creating effective social media stories. It also includes a focus on ethical considerations and the role of storytelling in creating social change, encouraging students to think critically about the impact of their stories on society.

Pre-requisites: Basic level of understanding of social media

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

Course Objectives:

1. To develop students' ability to use social media as a platform for storytelling.
2. To explain students how to create effective stories on different social media platforms.
3. To understand how to analyze the performance of their social media stories and optimize them for success.
4. To provide students with the ability to use storytelling to build brand identity or to create social change.

Course Outcomes:

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

1. Develop and execute a social media storytelling campaign
2. Create multimedia content for different social media platforms.
3. Analyze the performance of their social media stories and make adjustments to optimize success.
4. Demonstrate a deep understanding of the role of storytelling in building brand identity and creating social change.

Course Content:

Unit-I: Introduction to Social Media Storytelling (7 Hours)

Defining social media storytelling, Understanding the power of storytelling on social media
Overview of social media platforms and their storytelling features, Elements of Effective Social Media Stories: The use of imagery, sound, and other multimedia elements in social media storytelling

Unit-II: Developing social media Story and Audience engagement (7 Hours)

Developing a compelling story concept, Audience analysis, Creating Visual Content for Social Media Stories, Audience Engagement, Measuring Social media metrics: Tracking

engagement, reach, and other key performance indicators Analyzing and optimizing social media stories

Unit III: Social Media Storytelling

(6 Hours)

The role of storytelling in building brand identity on social media, Storytelling for Social Causes; Examples of effective social cause storytelling and brand building on different platforms; Ethical considerations in social media storytelling, including representation and bias

UNIT IV: Future of Social Media Storytelling

(6 Hours)

Emerging trends in social media storytelling, The impact of new technologies and platforms on social media storytelling, Opportunities and challenges for social media storytelling in the future

References:

- Kawasaki, G., & Fitzpatrick, P. (2014). *The Art of Social Media: Power Tips for Power Users*. Penguin.
- Lambert, J. (2010). *Digital Storytelling: Capturing Lives, Creating Community*. Routledge.
- Miller, D. (2017). *Building a StoryBrand: Clarify Your Message So Customers Will Listen*. HarperCollins Leadership.
- Mueller, M. E., & Rajaram, D. (2022). *Social Media Storytelling*. Taylor & Francis.
- Page, R. E. (2013). *Stories and Social Media: Identities and Interaction*. Routledge.
- Safko, L., & Brake, D. K. (2012). *The Social Media Bible: Tactics, Tools, and Strategies for Business Success*. Wiley.
- Walter, E., & Gioglio, J. (2014). *The Power of Visual Storytelling: How to Use Visuals, Videos, and Social Media to Market Your Brand*. McGraw-Hill.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JNS112	Brand Ecology (Theory)	DSE	2	0	0	2	2

Course Description:

The course Brand Ecology is structured to prepare students to have an understanding on how brands communicate with consumers. It gives a deeper insight to students about brand communication methods from traditional forms like guerilla marketing to modern ways that have opened up in electronic and social media. It familiarizes students in understanding effective brand communication by use of new media technologies towards new types of consumers and media users. Students will also learn to design and implement brand communication strategies, measure brand effectiveness and cater the internal and external stakeholders. The course will be a combination of inform lecture and involve group discussion activities, case analysis and exercises.

Pre-requisites: A basic idea about the concept of brands.

Pedagogy: Direct instruction, inquiry based and Collaborative method

Course Objectives:

- To introduce the students to the concepts of Branding, Brand image, Brand value and equity.
- To understand how brands are created, managed and sustained.
- To plan and implement brand marketing programs.
- To familiarize with the concepts of managing brands.

Course Outcomes:

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

- Identify the brand management concepts in the real world.
- Examine how Brands function and sustain.
- Interpret the Planning, designing and implementing brand communication strategies.
- Make use of the new media technologies as a medium to communicate to stakeholders.

Course Content:

Unit-I : Introduction to Brand Management (7 Hours)

The importance of Branding. Brand versus Product; Brand image, Brand Value, Brand Equity, Brand Position, Product Life Cycle, Market Segmenting, Targeting.

Unit-II : Brand Management concepts (6 Hours)

Identifying and establishing brand positioning. Positioning guidelines, Brand Associations, Internal Branding, Branding challenges and opportunities, Brand-Product Matrix.

Unit-III: Strategic Brand Management (7 Hours)

New product Branding and Introduction process; Brand Extensions, Advantages and disadvantages and Opportunities, How consumers evaluate Brand Extensions, Developing Brand Plans, Measuring and Interpreting Brand performance, Sustaining Brand Equity.

Unit-IV: Managing Brands (6 Hours)

Managing Brand Portfolio, Reinforcing Brands, Revitalizing brands, Maintaining Brand Consistency, Protecting Sources of Brand Equity, Acquiring New customers, Global Brand Positioning.

References:

- Arnold: (1993), The Handbook of Brand Management, Perseus Books, Massachusetts.
- Jean – Noel Kapferer: (2004). Strategic Brand Management- Creating and Sustaining Brand Equity, Kogan Page India Pvt Ltd, New Delhi
- Barnd Van Auckers. (2002). The Brand Management Check List- proven tool and techniques for creating winning brands, Kogan Page Ltd
- Ulrich and Eppinger (McGraw-Hill 1995, 2000, 2004, 2008) Product Design and Development, McGraw Hill International.
- Jones, John Philip. (1998). Whats in a Brand? Tata McGraw Hill Publishing Co Ltd

- Majumdar: Product Marketing in India-2nd edition, Prentice Hall of India Pvt ltd
- Crawford: New Products Management- 5th edition, Irwin Publication, USA.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JNS113	Social media Telling (Practical)	DSE	0	0	1	1	2

Practical Component:

26Hours

- Develop a visual story for Instagram
- Create Hashtags and catchy captions for products
- Prepare a social media campaign plan for social cause
- Interview a social media influencer

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JNS114	Brand Ecology (Practical)	DSE	0	0	1	1	2

Practical Component:

26Hours

- Analyze two brands of their choice
- Develop a brand
- Compare two brands the market
- Propose a brand extension idea

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AH0101	Digital Humanities & Artificial Intelligence (Theory)	SEC	2	0	0	2	2

Course Description:

In the era of technological advancement, it is pertinent to understand the intervention of technology in every aspect of human life. The possibility of machines thinking like humans and performing the various functions of humans has unlocked a lot of questions about human abilities. The integration of human abilities in the artificial beings created by humans opens up posthuman possibilities along with fear of disruption of moral and ethical boundaries. The present course addresses the intersection of artificial intelligence with humanities and challenges in the field of research in digital humanities. The usage of digital tools have contributed to new ways of research in the field of ethics, humanism, culture, and psychology.

The course explores the nuances of digital humanities and its application in the present world ruled by artificial intelligence with the help of various digital and literary tools. The course facilitates the synchronized understanding of AI and its impact in the field of humanism.

Pre-requisites: Students must possess a basic knowledge of the field of humanities and the advancement of technological tools.

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

Course Objectives:

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

1. Develop better understanding of digital humanities and AI.
2. Familiarize with the various tools used in the integration of humanities and AI.
3. Analyze the research methods and theoretical tools in the field of digital humanities.
4. Examine the intersection of AI and creative work of art.

Course Outcomes:

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

1. Outline the meaning of AI and digital humanities by analyzing their intersection.
2. Assess the various tools used in the field of digital humanities.
3. Apply specific theoretical tools in research related to digital humanities.
4. Appraise the integration of AI and humanities in fiction.

Course Content:

Unit-I-Introduction to Digital Humanities & AI [6 Hours]

1. Introduction to Digital Humanities
2. What is AI?
3. Human Thinking and Computer Processing
4. Lisa Spiro: "Toward a set of Digital Humanities Values" from "This Is Why We Fight"

Unit-II- Elements of Digital Humanities [7 Hours]

1. Texts, documents
2. Objects, Artifacts, Image, Sound, and Space
3. Digital Tools
4. AI Language models

Unit-III –AI & Posthumanism [6 Hours]

1. D Haraway: "Part I & II" (from *A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late 20th Century*)
2. Heidegger: The Question Concerning Technology
3. Shilling: Technological Bodies
4. Wally Pfister: *Transcendence* (2014) – film text

Unit – IV – AI & Fiction [7 Hours]

1. Concepts: Frankenstein complex, AI Takeover, AI Rebellion
2. Stanley Kubrick: *2001: A Space Odyssey* (1968) – film text
3. Alex Garland: *Ex Machina* (2014) – film text
4. Denis Villeneuve: *Blade Runner 2049* (2017) – film text
5. Steven Spielberg: *A.I. Artificial Intelligence* (2001) – film text
6. Alex Proyas: *I, Robot* (2004) – film text

References:

- Gardiner, E., & Musto, R. G. *The Digital Humanities: A Primer for Students and Scholars*. CUP, 2015.
- Haraway, D. *A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late 20th Century*.
- Hard, M., & Jamison, A. *Hubris and Hybrids: A Cultural History of Technology and Science*. T&F. 2005.
- Gupta, S., & Tu, P. H. *What is Artificial Intelligence?: A Conversation Between an AI Engineer and a Humanities Researcher*.
- Shilling, Chris. *The body in culture, technology and society*. Sage Publications. 2005
- Spiro, Lisa. “‘This Is Why We Fight’: Defining the Values of the Digital Humanities.” *Debates in the Digital Humanities*, edited by Matthew K. Gold, NED-New edition, University of Minnesota Press, 2012.
- Gardiner, Eileen and Ronald G. Musto. *The Digital Humanities: A Primer for Students and Scholars*. Cambridge University Press. 2015.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AH0102	Digital Humanities & Artificial Intelligence Lab	SEC	0	0	1	1	2

The practical course aims to provide an understanding to the usage of various elements of AI and its implications in digital humanities. The course aims to understand the newer ways of research in humanities by integrating AI using the tools of digital humanities.

Topics for practical components:

26hour

1. Usage of Digital Tools
2. Usage of AI Language Models
3. Analysis of Frankenstein complex, AI Takeover, AI Rebellion through AI related film texts

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHE101	Communicative English - I	AEC	3	0	0	3	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

[10 Hours]

Remedial Grammar: The Present Tense

- Present Simple
- Present Continuous
- Present Perfect
- Present Perfect continuous

Writing Skills: Official Letters

- Apology Letter
- Complaint Letter
- Letter of Enquiry: (Internship, Fellowship, Job Options)

Literature: Jyoti Lanjewar - Mother

Unit-II: Interpersonal Skills

[10 Hours]

Remedial Grammar: The Past Tense

- Past Simple
- Past Continuous
- Past Perfect
- Past Perfect continuous

Writing Skills: Essays:

- Descriptive Essay

- Narrative Essay
- Compare and contrast Essay
- Argumentative Essay

Literature: Nissim Ezekiel – Poet, Lover and Bird Watcher

Unit-III: Multitasking Skills

[10 Hours]

Remedial Grammar: The Future Tense

- Future Simple
- Future Continuous
- Future Perfect
- Future Perfect continuous

Writing Skills:

- Note Making
- Note Taking
- Precis writing

Literature: Sadaat Hasan Manto – Toba Tek singh

Unit-IV: Communication Skills

(9 Hours)

Remedial Grammar:

- Prepositions of Place and Time
- Collocations
- Idioms and Phrases

Writing Skills: Comprehension
(Unseen Passages followed by questions)

Literature: Rk Narayan – A Horse and Two Goats

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 Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHK101	Language – II: Kannada - I	AEC	3	0	0	3	3

Course description

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ಪ್ರಕಾರವಾಗಿ ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವೈಯಕ್ತಿಕ ವಿಕಾಸ ಹಾಗೂ ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪಠ್ಯವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಸಾಹಿತ್ಯ, ಕಲೆ, ವಾಣಿಜ್ಯ, ಆಡಳಿತಾತ್ಮಕ ಮತು ವೈಜ್ಞಾನಿಕ ವಿಚಾರಗಳಿಗೆ ಒತ್ತಡವನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಮೂರು ಕ್ರಮಗಳನ್ನು ಹೊಂದಿದೆ.

Prerequisite :

- ಕನ್ನಡ ಭಾಷೆಯ ಬಗ್ಗೆ ಪ್ರಾಥಮಿಕ ತಿಳುವಳಿಕೆ ಅಗತ್ಯ..
- ಭಾಷೆಯನ್ನು ಓದಲು ಮತು ಬರೆಯಲು ತಿಳಿದಿರಬೇಕು.
- ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣದಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಓದಿರಬೇಕು.

Pedagogy:

- Direct method
- ICT and Digital support (Links attached)
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ಮೊದಲನೆಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಜನಪದ, ಪ್ರಾಚೀನ, ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯಗಳು, ಹೊಸಗನ್ನಡದ ಸಣ್ಣಕಥೆಗಳು ಹಾಗೂ ನಾಟಕ ಸಾಹಿತ್ಯವನ್ನು ಪಠ್ಯವನ್ನಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸದ್ಭಾವೆಯನ್ನು ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವೈಯಕ್ತಿಕ ವಿಕಾಸದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- 1) ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತು ಸಂಸ್ಕೃತಿಗಳನ್ನು ಕನ್ನಡ, ಕರನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ. ಹಾಗೂ ವೈವಿಧ್ಯಮಯ ಭಾರತದ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಗಳನ್ನು ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.
- 2) ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲ್ಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.

- 3) ಅವರಲಿಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವ್ಯವಸ್ಥಾ ಗುಣ, ನೌರಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ
- 4) ಸ್ವಪರಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವೃತ್ತಿಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ..

Course Outcomes:

ಜನಪದ, ಪರಾಚೀನ, ಮಧ್ಯಕಾಲೀನದ ವೈವಿಧ್ಯ ಪರಕಾರದ ಕಾವ್ಯಗಳು, ಹೊಸಗನ್ನಡದ ಸಣ್ಣಕಥೆಗಳು ಹಾಗೂ ನಾಟಕ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ಥಿತಿಯಂತರಗಳನ್ನು ಅದರ ಒಳನೋಟಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

- 1) ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಪರಿಸರ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧ ಸೂಕ್ಷ್ಮಮತೀಯ ವೈಚಾರಗಳಿಗಾಗಿ ಗಮನ ಹರಿಸುವುದರಿಂದಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
- 2) ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳ ವೈವಿಧ್ಯ ಆಯಾಮಗಳೊಂದಿಗೆ ಅಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನೌವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
- 3) ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.
- 4) ಸಂಶೋಧನಾ ಮನೋಭಾವ ಮತ್ತು ಸ್ವಪರಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸುತ್ತದೆ.

COURSE CONTENT/ SYLLABUS

Unit I ಜನಪದ ಮತ್ತು ಹಳಗನ್ನಡ

10

Hours

- | | |
|--------------------------------|------|
| 1. ಕೆರೆಗೆ ಹಾರ | ಜನಪದ |
| 2. ಶರೀಮತಿ ಮತ್ತು ವಜ್ರಜಂಘರ ಪರಸಂಗ | ಪಂಪ |
| 3. ಒಲವಾದೊಡೆ ರೂಪಿನ ಕೋಟಲೆ ಯೇಮದೋ | ಜನ್ನ |

Unit II ಮಧ್ಯಕಾಲೀನ ಸಾಹಿತ್ಯ

10

Hours

- | | |
|-----------------------------------------|---------------|
| 1. ಆತ್ಮಮಸತ್ವಗುಣಹನಿಯೆ ಸೂಚಿಸದೇ ವಿನಾಶಮಂ... | ನಾಗಚಂದ್ರ |
| 2. ವಚನಗಳು | ಆಯ್ದ ವಚನಕಾರರು |
| 3. ಮಹಾದೇವಾಯಕನ ರಗಳೆ (ಆಯ್ದ ಭಾಗ) | ಹರಹರ |

Unit III ಸಣ್ಣಕತೆಗಳು

10

Hours

- | | |
|----------|-------------------|
| 1. ಸಂಬಂಧ | ಶರೀಕೃಷ್ಣ ಅಲನಹಳ್ಳಿ |
| 2. ತಾಯಿ | ಬೆಸಗರಹಳ್ಳಿ ರಾಮಣ್ಣ |

Unit IV ನಾಟಕ

9 Hours

1. ನಾಗಮಂಡಲ

ಗೌರೀಶ್ ಕಾರ್ನಾಡ್

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- 1) ಮುಗಳ ರಂ.ಶೇರ್, ಕನ್‌ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
- 2) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಚರಿತ್ರೆ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2008
- 3) ಸೀಮಾಂತ ಕನ್‌ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5, ಮತ್ತು 6 ಕುರಿತು ಕನ್‌ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಶವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು. 2014
- 4) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಕನ್‌ನಡ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2007
- 5) ನಾರಾಯಣ ಪಿ.ವಿ, ಚಂಪೂ ಕವಿಗಳು, ಪರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 6) ಕಾಳೇಗೌಡ ನಾಗವಾರ, ತೆರಿಪದಿ, ರಗಳೆ ಮತ್ತು ಜನಪದ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 7) ಸಂ. ಬೆನಗಲಿ ರಾಮ ರಾವ್ ಮತ್ತು ಪಾನ್‌ಯಂ ಸುಂದರ ಶಾಸ್ತ್ರೀ, ಪುರಾಣ ನಾಮ ಚೂಡಾಮಣಿ, ಪರಕಾಶಕರು ಪರಸಾರಂಗ, ಮೈಸೂರು ವಶವವಿದ್ಯಾನಿಲಯ. 2010
- 8) ಡಾ. ಚಿದಾನಂದ ಮೂರತಿ, ವಚನ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013
- 9) ಸಂ ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ನಾಗರಾಜ ಕೆ.ರಂ. ವಚನ ಕಮೆಂಟರಿ, ಪರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
- 10) ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ಷಟ್ಪದಿ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 11) ಸಂ. ಸೀತುರಾಮ ರಾವ್ ಅ.ರಾ., ಶೇರ್ ಲಕ್ಷ್ಮೀಮಣಿ ಜೈಮಿನಿ ಭಾರತ(ಮೂಲ-ತಾತ್ಪರ್ಯ-ಸಚಿತ್ರ), ಪರಕಾಶಕರು ಕಾಮಧೇನು ಪುಸ್ತಕ ಭವನ, ಬೆಂಗಳೂರು. 2010
- 12) ಸಂ. ಸೀತುರಾಮ ರಾವ್ ಅ.ರಾ., ಶಿಶುನಾಳ ಶರಣರ ನೂರಾರು ತತ್ವಪದಗಳು, ಪರಕಾಶಕರು ಕಾಮಧೇನು ಪುಸ್ತಕ ಭವನ, ಬೆಂಗಳೂರು. 2007
- 13) ಸಂ. ಜಿ.ಎಸ್.ಭಟ್ಟ, ಕುಮಾರವ್ಯಾಸನ ಕರ್ಣಾಟ ಭಾರತ ಕಥಾಮಂಜರಿ ಪರಿವೇಶ, ಪರಕಾಶಕರು ಅಕ್ಷರ ಪರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಸಾಗರ. 2006
- 14) ರಂಜನ್ ದರಗಾ, ಶರಣರ ಸಮಗ್ರ ಕೃತಿ, ಪರಕಾಶಕರು. ಲೋಹಿಯಾ ಪರಕಾಶನ, ಬೆಂಗಳೂರು. 2015
- 15) ಕೀರ್ತನಾಧ ಕುರತಕೋಟಿ, ಕನ್‌ನಡ ಸಾಹಿತ್ಯ ಸಂಗ್ರಹ, ಪರಕಾಶಕರು ಕುರತಕೋಟಿ ಮೈಸೂರು-ಬೆಂಗಳೂರು ಟ್ರಸ್ಟ್, ಧಾರವಾಡ. 2009

- 16) ಶಾಮರಾಯ ತ.ಸು., ಕನ್‌ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪರಕಾಶಕರು ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು -2014
- 17) ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. ಕನ್‌ನಡ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ, ಪರಕಾಶಕರು ಸವಪ್ಪ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013
- 18) ಸಂ.ಜಿ.ಎಸ್.ಅಮೂರ, ಕನ್‌ನಡ ಸಣ್ಣ ಕಥೆಗಳು, ನಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ನವದೆಹಲಿ, 2000
- 19) ಸಂ. ಡಾ. ಬೈರಮಂಗಲ ರಾಮೇಗೌಡ, ವರತಮಾನದ ಕಥೆಗಳು, ಕನ್‌ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು 2011
- 20) ಸಂ. ಡಾ. ರಾಮಲಿಂಗಪ್ಪ ಟಿ. ಬೇಗೂರು, ವರತಮಾನದ ಕಥೆಗಳು, ಕಣ್ವ ಪರಕಾಶನ, ಬೆಂಗಳೂರು, 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHH101	Language –II; Hindi - 1	AEC	3	0	0	3	3

Course Overview: ಅಧ್ಯಯನ ಸಂಕ್ಷಿಪ್ತ ವಿವರಣೆ:

ಯಹ ಪಾಠ್ಯಕ್ರಮ ನೌಸಿಖಿಯಾ, ಅಪನಿ ಭಾಷಾ ಕೀ ಕ್ಷಮತಾ ಕಾ ವಿಕಾಸ ಕರ್ನೇ ಹೇತು ತಥಾ ವಿಭಿನ್ನ ಸಾಹಿತ್ಯಿಕ ಪ್ರಕ್ರಿಯಾಂ ದ್ವಾರಾ ಸಮಾಜ, ಸಂಸ್ಕೃತಿ ಎವ್ ಜೀವನ ಕೇ ಮೂಲ್ಯೊ ಕೊ ಸಮಜ್ಜನೇ ಹೇತು ಅಭಿಕ್ಲಿಪಿತ ಹೈ |

Prerequisites/Pre reading for the course: ಪೂರ್ವಪೇಕ್ಷಾ:

- ಅಧ್ಯೇತಾ, ಪಿ.ಯು.ಸಿ ಕೇ ಸ್ತರ ಪರ ದ್ವಿತ್ಯ ಭಾಷಾ ಕೇ ರೂಪ್ ಮೆ ಹಿಂದಿ ಕಾ ಅಧ್ಯಯನ ಕರ್ನಾ ಚಾಹೀ |
- ಹಿಂದಿ ಸಾಹಿತ್ಯ ಕೇ ಇತಿಹಾಸ ಕಾ ಸಂಕ್ಷಿಪ್ತ ಜ್ಞಾನ ಕೀ ಅವಶ್ಯಕತಾ ಹೈ |
- ಹಿಂದಿ ವ್ಯಾಕರಣ ಕಾ ಅವಬೋಧನ ಅವಶ್ಯಕ ಹೈ |
- ಅಂಗ್ರೇಜಿ – ಹಿಂದಿ ಅನುವಾದ ಸೇ ಸಂಬಂಧಿತ ಜಾನಕಾರಿ ಜರೂರಿ ಹೈ |

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Objectives: ಪಾಠ್ಯಕ್ರಮ ಉದ್ದೇಶ್ಯ:

- ಸಂದರ್ಭಾನುಸಾರ ಉಚಿತ ಭಾಷಾ ಕಾ ಪ್ರಯೋಗ ಕರ್ನೇ ಕೀ ದಕ್ಷತಾ ಕೊ ಛಾತ್ರೊ ಮೆ ಉತ್ಪನ್ನ ಕರ್ನಾ |
- ಸಾಹಿತ್ಯ ಕೇ ಮಾಧ್ಯಮ ಸೇ ಸಮಾಜ ಎವ್ ಮಾನವೀಯ ಮೂಲ್ಯೊ ಕೊ ಸಮಜ್ಜಾಕರ, ಉನ್ ಮೂಲ್ಯೊ ಕೀ ರಕ್ಷಾ ಹೇತು ಪ್ರೇರಿತ ಕರ್ನಾ |
- ಛಾತ್ರೊ ಮೆ ಪುಸ್ತಕ ಪಠನ ಎವ್ ಲೇಖನ ಕೀ ಅಕೃತಿಮ ಪ್ರವೃತ್ತಿ ಸ್ಥಾಪಿತ ಕರ್ನಾ |
- ಅಧ್ಯೇತಾಂ ಮೆ ಸಾಹಿತ್ಯ ಕೇ ಮಾಧ್ಯಮ ಸೇ ಪ್ರಭಾವಿ ಎವ್ ಕುಶಲ ಸಂಚಾರ ಕಾ ವಿಕಾಸ ಕರ್ನಾ |

Course Outcomes ಅಧಿಗಮ ಪರಿಣಾಮ:

ಅಧ್ಯಯನ ಕೀ ಸಮಾಪ್ತಿ ಪರ ಅಧ್ಯೇತಾ –

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

Course Content : अध्ययन विषय सूची / पाठ्यक्रम

इकाई -1 : कहानी, संस्मरण (10 hrs)

1. कहानी – प्रायश्चित – प्रेमचंद
2. कहानी – खेल - जैनेन्द्र कुमार
3. संस्मरण – कितने कमलेश्वर – मन्नु भंडारी

इकाई - 2 : कहानी, रेखाचित्र (10 hrs)

4. कहानी – वापसी - उषा प्रियंवदा
5. कहानी – सुखमय जीवन – चंद्रधर शर्मा 'गुलेरी'
6. रेखाचित्र – सुभान खां - रामवृक्ष बेनीपुरी

इकाई - 3 : एकांकी, व्यंग्य रचना, यात्रा वर्णन (10 hrs)

7. एकांकी – आवाज का नीलाम – धर्मवीर भारती
8. व्यंग्य रचना – वैष्णव की फिसलन – हरिशंकर परसाई

9 यात्रा वर्णन - जमनोत्री की यात्रा - विष्णु प्रभाकर

इकाई - 4: अनुवाद (9 hrs)

अनुवाद : अंग्रेज़ी – हिन्दी (शब्द एवं अनुच्छेद)

संक्षेपण : परिच्छेद का एक तिहाई भाग में।

सूचना : प्रत्येक इकाई 25 अंक के लिए निर्धारित है ।

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHA101	Language – II: Additional English - I	AECC	3	0	0	3	3

Course Description:

This is a 3 credit course designed to help the learner gain competency in language through the exploration of various genres of classic literature intended to develop the capacity to appreciate, assimilate and research on the various dimensions of society, culture and life.

Course Objectives:

- To equip students with the ability to acquire the functional use of language in context.
- To motivate the students to explore and critique issues related to society and Ethics.
- To develop in the students a genuine habit of reading and writing leading to effective and efficient communication.
- To develop the ability to write cohesively, coherently and flawlessly avoiding grammatical errors, using a wide vocabulary range, organizing their ideas logically on any topic

Course Outcomes:

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

- Demonstrate ethical responsibilities in taking cognizance of issues relating to society and values.
- Develop an understanding of literature in context.
- Interpret and paraphrase their ideas logically and cohesively.
- Illustrate the systems and ideologies inherent in the society.

Course Content:

Unit-I: Values and Ethics

[10 Hours]

Literature: Dalai Lama: The Paradox of our Times

William Wordsworth – London, 1802

O Henry - The Last Leaf

Language: Vocabulary Building: Precis writing

Unit-II: Natural & Supernatural

(10 Hours)

Literature: Edgar Allen Poe – Tell Tale Heart

Thomas Hardy – The Shadow on the Stone

Charles Dickens – The Trial for Murder

Language: News Report

Unit-III: Travel and Adventure

(9 Hours)

Literature: Robert Frost – The Road Not Taken
Walt Whitman – Song of the Open Road
Jack London— The White Silence

Writing Skills: Travelogue writing

Unit-IV: Success Stories

(10 Hours)

Literature: Rudyard Kipling - IF
Maya Angelo – Still I Rise
APJ Abdul Kalam – Thanks Giving Address to the Nation

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.
- Shakespeare, William. *The Complete Works of William Shakespeare*. Sagwan Press, 2015.
- Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, Arun Kolatkar, Dilip Chitre, 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.
- Anderson, Hans Christian. *The Fir Tree*. Dreamland Publications, 2011.
- Colvin, Sidney (ed). *The Works of R. L. Stevenson. (Edinburgh Edition)*. British Library, Historical Prints Edition, 2011.
- Bishop, Elizabeth. *Poems*. Farrar, Straus and Giroux, 2011.
- Swift, Jonathan. *Gulliver's Travels*. Penguin, 2003.
- Dickinson, Emily. *The Complete Poems of Emily Dickinson*. Createspace Independent Publications, 2016.
- Brooke, Rupert. *The Complete Poems of Rupert Brooke*. Andesite Press, 2017.
- 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.
- Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
- Thorpe, Edgar and Showick Thorpe. *Basic Vocabulary*. Pearson Education India, 2012.

SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0201	Science Communication	DCC	3	1	0	4	4

Course Description:

Science communication encompasses a range of activities, from the scientific paper to science stories in mass media to informal science in museums, films and social media. This course will introduce students to the range of activities that are used to communicate science to a range of audience.

Pre-requisites: Basic concepts of Science communication

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

Course Objectives:

- To introduce students a basics of science communication
- To understand the need of science communication to the society
- To develop skills for critically analyzing science communication for content, credibility and quality presentation
- Develop an awareness of the ethical and legal aspects of science communication

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

- Create, co-produce and evaluate public facing science communication
- Promote public and cross disciplinary understanding of scientific information
- Critically analyze science messages addressed to public audience around science
- Engage in constructive conversations about contested science, environmental, health and agricultural topics

Course Content:

Unit-I: Introduction to Science Communication [13 Hours]

Science and Technology definition – Science for a science communicator, Professional scientific communication, History of science and technology, History of science in India's wisdom starting from the Indus Valley civilization and traditional wisdom the world over – forms of scientific knowledge – Emergence of modern science – Eminent scientists: their life and achievements – Recent Nobel laureates on science – History of science journalism in India, Gender, Science and Technology.

Unit-II: Role of Science Communication [13 Hours]

Nature and scope of science communication, need for science communication – Importance and use of science communication – Public understanding of Science (PUS)- Sources of Science communication: programmes, organizations, individuals, books, scientific reports, scientific journals, magazines, feature syndicates, leaflets, tabloids, wall magazines, speeches, seminars, press releases, databases and encyclopaedias on science

Unit-III: Techniques of Science Communication**[13 Hours]**

Role of Science Communication in Agriculture, Health, Nutrition Science, Environmental Hazards, Weather forecast, climate change, inventions,

Unit-IV: Tools of Science Communication**[13 Hours]**

Writing science news, stories, features and articles; Tools of Science communication: Newspaper, magazines, books, television shows, professional science videos, blogs, public talks, social media, podcasts. Guidelines and Ethical aspects in science communication. Eminent science writers.

References:

- Ryan C. Fortenberry, Complete Science Communication: A guide to connecting with Scientist, Journalists and the public, Royal Society of Chemistry, 2019
- Abhay SD Rajput, Hand book of Science Journalism, Vigyan Prasar, 2017

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23AD0202	Multimedia Production (Theory)	DCC	2	1	0	3	3

Course Description:

The course Multimedia Production is devised for students to become trained in the nuances of multi-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 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 multi-media outputs
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. Discuss the role and progress of different organizations related to cinema in India
4. Understand studio production

Course Content:

Unit I: Audio and Radio Production

10 Hours

Introduction to radio production; Writing for radio, Programme formats news, talk, features, interviews, discussions, documentaries, plays; Audio recording – types of microphones; Audio Setup In Studio, Audio Console- Audio Mixer And Monitoring Audio, w Music, Sfx, Voice Over, Audio Connections - Studio To PCR

Unit II: Script-writing for Radio and TV

10 Hours

Hours

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

Unit III: Basics in TV Production

10 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: Studio Production

9 Hours

Video Connectors (From Studio To PCR), Talk Back System, Tele Prompter, Lighting Techniques, Shooting In a Multi Camera Setup, The 180 Degree Axis and continuity, Understand And Produce A String Of Basic Shots Into A Meaningful Sequence, Sets And Props, Talents: Role And Function. Production Control Room- The Recording System (The Basic Interface Of Black Magic Software And The Different Recording Formats), Character Generator, vision Mixer 1, Vision Mixer 2, External Source, Source Monitor, Program Monitor, Connections Of Various equipment (Connectors And Line Connections)

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.
B23AD0203	Multimedia Production (Practical)	DCC	0	0	1	1	2

Practical Components:**26Hours**

- Know Your camera
- Shot composition
- Stages of Studio Production- PCR
- 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.
B23AD0204	Broadcast Journalism (Theory)	DCC	3	1	0	4	4

Course Description:

This course is intended for the student as a media writer and producer by learning the basics of Broadcast Journalism. It includes writing for TV, Radio and production methods. 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 Understand the production the styles.
3. To produce broadcast Journalism contents with ethics and responsibility.
4. To help the students build upon basic broadcast writing, shooting and editing video, and reporting skills

Course Outcomes:

After the completion of the course, the students will 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 and radio

13 Hours

Text to visuals: documentaries; news, features, Soap operas, and commercials; Writing TV production scripts: importance of script; Structure of TV news, structure of TV report, PTC, bytes and writing for other visual inputs; radio in Broadcast Journalism. Difference between writing for radio and TV.

Unit II: Elements Of Multimedia Journalism

13 Hours

The package and its elements: Video, Audio, Podcasts, Headlines Texts, Animation, Maps, Still photos, Graphics, Slideshows, Online gaming, Interactivity Hyperlinks, Importance of SEO. The integraAI and Augmented reality

Unit III: Storytelling and content format

13 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; Dramatic presentations (3 acts/ 4 acts); screenplay and conflict; writing scenes and exposition; Teleplay structure- Sitcoms & Hour Dramas; Subplots, Pitches, Troubleshooting and marketing

Unit IV: Content creation with responsibility

13 Hours

Media Regulation; Ethical practices in media production: Broadcast code and ethics, false light and distortion of sound and visuals; misinformation and disinformation; Principles of Journalism and responsibilities of a Journalist; Responsibilities of an Editor, broadcaster, and TV Producer; Ombudsman; The projection of violence and sex, product placement, stereotypes, Taste and taboo.

Texts:

- 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

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.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0205	Broadcast Journalism (Practical)	DCC	0	0	1	1	2

Course Description:

This course is intended for the student as a media writer and producer by learning the basics of Broadcast Journalism. It includes writing for TV, Radio and production methods. 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:

- To write correctly, accurately, and appropriately for a variety of media platforms (broadcast, online, print, etc.)
- To Understand the production the styles.
- To produce broadcast Journalism contents with ethics and responsibility.
- To help the students build upon basic broadcast writing, shooting and editing video, and reporting skills

Course Outcomes: After the completion of the course, the students will able to

- Develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.
- Assess the similarities and differences among all forms of media writing.
- Analyse and produce writing that delivers accurate, clear and concise information to a mass audience
- Construct media content based on media ethics

Practical Components:

26Hours

- Produce a radio News Bulletin
- Produce a TV News Bulletin
- Practice to face camera and anchoring
- Studio anchoring and Use of Teleprompter

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0206	Audio-video Editing	SEC	2	0	0	2	2

COURSE DESCRIPTION

Audio-Video editing- Audio video Editing is usually considered to be one part of the postproduction process. It is the process of manipulating and rearranging video shots to create a desired outcome. The course starts with introduction to interface, importing audio files, working with tools, removing noise, mixing multiple tracks and saving and exporting audio files. Then it moves to working with video clips, color correction & color grading, exporting video clips. Further it moves to applying audio video effects & transitions.

PRE-REQUISITES

Should have medium to high level working knowledge of computer operation, should have learnt any multimedia tools like photoshop & should have general idea about editing field.

COURSE OBJECTIVES

1. Describe the elements available in the interface and list the technical terms used in audio.
2. Explain the new features in video editing software, interface and functions associated with it.
3. Explain how to get started with editing and cross-application workflows.

COURSE OUTCOMES

Upon Completion of the course, the students will be able to:

1. Understand the difference between analog and digital audio and work with audio tools.
2. Work with audio files, edit audio clips, save and export audio files.
3. Understand the workspace and functions in a standard video editing software and create and change sequences, add, rearrange, and work with video clips in a sequence.
4. Work with clips, channels, and tracks, edit audio in the timeline panel and use different audio and video effects to edit clips.

COURSE CONTENTS

UNIT I

Fundamental of sound, Understanding Interface, importing audio files, recording audio, Adjusting Audio preferences, creating and opening files, Working with tools.

UNIT II

Editing Audio clips, Removing Noise, adding audio effects, Saving and exporting files, batch process, converting sample type, adding multiple audio tracks, mixing multiple tracks.

UNIT III

Understanding interface, Basic workflow, Adding, rearranging and working with Clips in a sequence, Rendering and previewing Sequences, working with tools, overview of Audio and Audio Track Mixer, color correction & color grading, exporting video, changing video speed.

UNIT IV

Working with Clips, Channels, and tracks, About Effects- Applying, Removing, Finding and Organizing Effects, Viewing and Adjusting Effects, Keyframes and Effects Presets, Applying Transitions, Audio Effects and Transitions.

TEXT BOOKS

1. Maxim Jago, Adobe Premiere Pro CC Classroom in a Book, Adobe, 2018 release
2. Maxim Jago, Adobe Audition CC Classroom in a Book, Adobe Creative Team, Jun 28, 2013

REFERENCE BOOKS

1. Michael Frierson, Film and Video Editing Theory: How Editing Creates Meaning, 1st Edition, Routledge, April 2018
2. Gerardus Blokdyk, Adobe Audition: Plan, Program, Extend, Createspace Independent Pub, Jan 13, 2018

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0207	Lab - Audio-video Editing	SEC	0	0	1	1	2

COURSE DESCRIPTION

Audio Video Editing is usually considered to be one part of the postproduction process. Here students will know how to edit the audio for better experience like removing background noise, adding multiple tracks. In video editing students will learn different types of cuts to use, working with mask, color corrections, video transitions.

PRE-REQUISITES

Should know video editing techniques and have interest towards video editing.

COURSE OBJECTIVES

1. To explain basic difference between analog and digital audio.
2. To demonstrate a workspace of a standard video editing software.
3. To explain the List of audio and video effects.

COURSE OUTCOMES

Upon Completion of the course, the students will be able to:

- Differentiate between analog and digital audio.
- Learn how to Work with audio files, edit audio clips, save and export audio files.
- Describe the workspace and functions in a standard video editing software interface.
- Understand the basic principles of audio and video effects to edit clips.

COURSE CONTENTS

Part A

1. Remove background noise from the audio. 8. 9.
2. Make audio sound better with EQ, amplitude and compression.
3. Add delay and eco effect to audio.
4. Remove the green screen and add background for video.
5. Import multiple footage of same background and merge them using mask.
6. Edit footage using J and L cut.
7. Edit multiple footage using match cut.

Part B

1. Import a raw footage and Work with color correction using lumetri color. 5. 6.
2. Import a footage and isolate only one color from it and turn rest into black & white.

3. Import minimum 3 footage and make all footage visible at the same time using split screen.
4. Make a rolling credits text.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHE201	Communicative English - II	AECC	3	0	0	3	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

[10 Hours]

Remedial Grammar: Sentence Structure - I

- Simple
- Compound

- Complex
- Compound- Complex

Writing Skills: Official Communication

- Blog writing
- Letters to the News Papers, Public Notices
- Circulars, Minutes of the meeting

Literature: Saki – The Lumber Room

Unit-II: Persuasive Skills

[10 Hours]

Remedial Grammar: Sentence Structure - II

- Declarative
- Interrogative
- Imperative
- Exclamative

Writing Skills: Report writing

- Survey report
- Feasibility report

Literature: Barack Obama - Farewell address at Chicago

Unit-III: Cognitive Skills

[10 Hours]

Remedial Grammar:

- Direct and Indirect speech
- Active and Passive Voice

Writing Skills: Creative writing

- Short story writing
- PPT Presentation

Literature: Edgar Allen Poe – The black Cat

Unit-IV: Employability Skills

[9 Hours]

Remedial Grammar:

- Conditional sentences
- Degrees of Comparison
- Modals
- Word formation

Writing Skills: Cover letter and Curriculum Vitae writing

Literature: W H Auden – Everything you need for every book you read

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.
B23AHK201	Language – II: Kannada - II	AEC	3	0	0	3	3

Course description

ರಾಷ್‌ಟ್ರೀಯ ಶೌಕ್‌ಷಣ ನೇತೃತ್ವ ಪರಕಾರವಾಗೂ ಭಾಷೆಯನ್ನೂ ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗೆಗೆ ಸ್ಪಷ್ಟವಾಗೂ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವೈಯಕ್ತಿಕತೆ ವಿಕಾಸ ಹಾಗೂ ಸ್ವಾಭಾವಿಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪಠ್ಯವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಸಾಹಿತ್ಯ, ಕಲೆ, ವಾಣಿಜ್ಯ, ಆಡಳಿತಾತ್ಮಕ ಮತ್ತು ವೈಜ್ಞಾನಿಕ ವಿಚಾರಗಳಿಗೆ ಒತ್ತಡವನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಮೂರು ಕ್ರಮಗಳನ್ನು ಹೊಂದಿದೆ.

Prerequisite :

- ಕನ್ನಡ ಭಾಷೆಯ ಬಗೆಗೆ ಪ್ರಾಥಮಿಕ ತಿಳುವಳಿಕೆ ಅಗತ್ಯ.
- ಭಾಷೆಯನ್ನು ಓದಲು ಮತ್ತು ಬರೆಯಲು ತಿಳಿದಿರಬೇಕು.
- ಪದವಿ ಪೂರ್ವ ಶೌಕ್‌ಷಣದಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಓದಿರಬೇಕು.

Pedagogy:

- Direct method
- ICT and Digital support (Links attached)
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಮಧ್ಯಕಾಲೀನ ಕಾವ್ಯಗಳು, ಲೇಖನಗಳು ಹಾಗೂ ಸಂಕೀರ್ಣ ಸಾಹಿತ್ಯವನ್ನು ಪಠ್ಯವನ್ನಾಗಿ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗೆಗೆ

ಸದಭಿರುಚಿಯನ್ನು ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವೈಯಕ್ತಿಕವಾಗಿ ವ್ಯಕ್ತಿಸಿದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- 1) ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕತೆಗಳನ್ನು ಕನ್ನಡ, ಕರನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ. ಹಾಗೂ ವೈವಿಧ್ಯಮಯ ಭಾರತದ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಗಳನ್ನು ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.
- 2) ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವಿರಲಿ ಮನವ ಸಂಬಂಧಗಳ ಬಗೆಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನೆಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.
- 3) ಅವಿರಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವೈಯಕ್ತಿಕ ಗುಣ, ನೌರಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ.
- 4) ಸ್ವಾಭಾವಿಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವೈಯಕ್ತಿಕತೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ..

Course Outcomes:

ಮಧ್ಯಮಕಾಲೀನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಾಂಸ್ಕೃತಿಕತೆ, ಉತ್ತಮ ಮತ್ತು ಸಂಕೀರ್ಣ ಬರಹ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ವಾಭಾವಿಕತೆಗಳನ್ನು ಅದರ ಒಳನೋಟಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

- 1) ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಪರಿಸರ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧ ಸೂಕ್ತವಿಷಯ ವಾಚನಗಳಿಗೆ ಗಮನ ಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
- 2) ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳ ವೈವಿಧ್ಯ ಆಯಾಮಗಳೊಂದಿಗೆ ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನೈರವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
- 3) ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.
- 4) ಸಂಶೋಧನಾ ಮನೋಭಾವ ಮತ್ತು ಸ್ವಾಭಾವಿಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸುತ್ತದೆ.

Course Content:

Unit I ಮಧ್ಯಮಕಾಲೀನ ಸಾಹಿತ್ಯ

10 Hours

1. ಮಾಯೆಯ ಸಂವಾದ ಚಾಮರಸ
2. ಕರ್ಣನ ಅವಸಾನ ಕುಮಾರವ್ಯಾಸ
3. ಸರ್ವಜ್ಞನ ವಚನಗಳು ಸರ್ವಜ್ಞ

Unit II ಮಧ್ಯಮಕಾಲೀನ ಸಾಹಿತ್ಯ

10 Hours

1. ಗೆಲಿಯು ಪಂಜರದೊಳಿಲ್ಲ ಪುರಂದರದಾಸ
2. ಕುಲಕುಲವೆಂದು ಹೊಡೆದಾಡದಾರಿ ಕನಕದಾಸ

3. ಸೋರುತುಹುದು ಮನೆಯಮಾಳುಗಿ

ಶಿಶುನಾಳ ಶರೀಪ್.

Unit III ಲೀಖನಗಳು

10 Hours

1. ಮಹಿಳಾ ಹತ್ಯೆ ಮತು ಪುರುಷಶಾಹಿ ಮೌಲ್ಯಗಳು

ಎನ್. ಗಾಯತ್ರಿರಾಜೇವಿ

2. ಯಾವ ಮೋಹನ ಮುರಳಿ ಕರೆಯಿತೋ

ಚಂದ್ರಶೇಖರ ಅಲೂರ

3. ಹೊಲಿಸು ತಿಂಬುವವನೇ ಹೊಲಿಯ

ರಹಮತ್ ತರೀಕೇರೆ

Unit IV ಕಾದಂಬರಿ

9 Hours

1. ಕುರುಗೂರನ ಗಯ್ಯಾಳುಗಳು

ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- 1) ಮುಗಳ ರಂ.ಶರೀ, ಕನ್ಹಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
- 2) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಚರಿತ್ರೆಕ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2008
- 3) ಸೀಮಾಂತ ಕನ್ಹಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5, ಮತು 6 ಕುವೆಂಪು ಕನ್ಹಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಶವವಾದ್ಯಾನಾಲಯ, ಮೈಸೂರು. 2014
- 4) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಕನ್ಹಡ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2007
- 5) ನಾರಾಯಣ ಪಿ.ವಿ, ಚಿಪೂ ಕವಿಗಳು, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 6) ಕಾಳೇಗೌಡ ನಾಗವಾರ, ತರಪದಿ, ರಗಳೆ ಮತು ಜನಪದ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 7) ಸಂ. ಬೆನಗಲ್ ರಾಮ ರಾವ್ ಮತು ಪುನೆಯಂ ಸುಂದರ ಶಾಸ್ತ್ರೀ, ಪುರಾಣ ನಾಮ ಚೂಡಾಮಣಿ, ಪರಕಾಶಕರು ಪರಸಾರಾಂಗ, ಮೈಸೂರು ವಶವವಾದ್ಯಾನಾಲಯ. 2010
- 8) ಡಾ. ಚಿದಾನಂದ ಮೂರತಿ, ವಚನ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013
- 9) ಸಂ ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ನಾಗರಾಜ ಕೆ.ರಂ. ವಚನ ಕಮಮಟ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
- 10) ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ಷಟ್ಪದಿ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 11) ಸಂ. ಸೀತುರಾಮ ರಾವ್ ಅ.ರಾ., ಶರೀ ಲಕ್ಷ್ಮೀಮೇಷನ ಜೈಮಿನಿ ಭಾರತ(ಮೂಲ-ತಾತ್ಪರ್ಯ-ಸಚಿತ್ರೆ), ಪರಕಾಶಕರು ಕಾಮಧೇನು ಪುಸ್ತಕ ಭವನ, ಬೆಂಗಳೂರು. 2010
- 12) ಸಂ. ಸೀತುರಾಮ ರಾವ್ ಅ.ರಾ., ಶಿಶುನಾಳ ಶರೀಪರ ನೂರಾರು ತತ್ವಪದಗಳು, ಪರಕಾಶಕರು ಕಾಮಧೇನು ಪುಸ್ತಕ ಭವನ, ಬೆಂಗಳೂರು. 2007
- 13) ಸಂ. ಜಿ.ಎಸ್.ಭಟ್., ಕುಮಾರವಯಾಸನ ಕರ್ಣಾಟ ಭಾರತ ಕಥಾಮಂಜರಿ ಪರವೇಶ, ಪರಕಾಶಕರು ಅಕ್ಷರ ಪರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಸಾಗರ. 2006
- 14) ರಂಜನ್ ದರಗಾ, ಶರಣರ ಸಮಗರ ಕರಾಂತೆ, ಪರಕಾಶಕರು. ಲೋಹಿಯಾ ಪರಕಾಶನ, ಬಳ್ಳಾರಿ. 2015

- 15) ಕೀರ್ತನಾಥ ಕುರತಕೋಟಿ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗ್ರಹ, ಪರಕಾಶಕರು ಕುರತಕೋಟಿ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಧಾರವಾಡ. 2009
- 16) ಶಾಮರಾಯ ತ.ಸು., ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪರಕಾಶಕರು ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು -2014
- 17) ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHH201	Language –II : Hindi - 2	AEC	3	0	0	3	3

Course Overview: ಅಧ್ಯಯನ ಸಂಕ್ಷಿಪ್ತ ವಿವರಣೆ :

ಯಹ ಪಾಠ್ಯಕ್ರಮ ನೌಸಿಖಿಯಾ, ಅಪನಿ ಭಾಷಾ ಕೀ ಕ್ಷಮತಾ ಕಾ ವಿಕಾಸ ಕರ್ನೇ ಹೇತು ತಥಾ ವಿಭಿನ್ನ ಸಾಹಿತ್ಯಿಕ ಪ್ರಕ್ರಿಯಾಂ ದ್ವಾರಾ ಸಮಾಜ, ಸಂಸ್ಕೃತಿ ಎವ್ ಜೀವನ ಕೇ ಮೂಲ್ಯಂ ಕೋ ಸಮಜ್ಜನೇ ಹೇತು ಅಭಿಕ್ಲಿಪಿತ ಹೈ |

Prerequisites/Pre reading for the course: ಪೂರ್ವಪಕ್ಷ:

- ಅಧ್ಯೇತಾ, ಪಿ.ಯು.ಸಿ ಕೇ ಸ್ತರ ಪರ ದ್ವಿತ್ಯ ಭಾಷಾ ಕೇ ರೂಪ್ ಮೇ ಹಿಂದಿ ಕಾ ಅಧ್ಯಯನ ಕರ್ನಾ ಚಾಹೀ |
- ಹಿಂದಿ ಸಾಹಿತ್ಯ ಕೇ ಇತಿಹಾಸ ಕಾ ಸಂಕ್ಷಿಪ್ತ ಜ್ಞಾನ ಕೀ ಅವಶ್ಯಕತಾ ಹೈ |
- ಹಿಂದಿ ವ್ಯಾಕರಣ ಕಾ ಅವಬೋಧನ ಅವಶ್ಯಕ ಹೈ |
- ಅಂಗ್ರೇಜಿ – ಹಿಂದಿ ಅನುವಾದ ಸೇ ಸಂಬಂಧಿತ ಜ್ಞಾನಕಾರಿ ಜರೂರಿ ಹೈ |

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Objectives: ಪಾಠ್ಯಕ್ರಮ ಉದ್ದೇಶ :

- ಸಂದರ್ಭಾನುಸಾರ ಉಚಿತ ಭಾಷಾ ಕಾ ಪ್ರಯೋಗ ಕರ್ನೇ ಕೀ ದಕ್ಷತಾ ಕೋ ಛಾತ್ರಂ ಮೇ ಉತ್ಪನ್ನ ಕರ್ನಾ |
- ಸಾಹಿತ್ಯ ಕೇ ಮಾಧ್ಯಮ ಸೇ ಸಮಾಜ ಎವ್ ಮಾನವೀಯ ಮೂಲ್ಯಂ ಕೋ ಸಮಜ್ಜಾಕರ, ಉನ್ ಮೂಲ್ಯಂ ಕೀ ರಕ್ಷಾ ಹೇತು ಪ್ರೇರಿತ ಕರ್ನಾ |
- ಛಾತ್ರಂ ಮೇ ಪುಸ್ತಕ ಪಠನ ಎವ್ ಲೇಖನ ಕೀ ಅಕೃತಿಮ ಪ್ರವೃತ್ತಿ ಸ್ಥಾಪಿತ ಕರ್ನಾ |
- ಅಧ್ಯೇತಾಂ ಮೇ ಸಾಹಿತ್ಯ ಕೇ ಮಾಧ್ಯಮ ಸೇ ಪ್ರಭಾವಿ ಎವ್ ಕುಶಲ ಸಂಚಾರ ಕಾ ವಿಕಾಸ ಕರ್ನಾ |

Course Outcomes अधिगम परिणाम :

अध्ययन की समाप्ति पर अध्येता –

- सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
- साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।
- समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।
- 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 (10 hrs)

1. कबीर के दोहे
2. कविता – अर्जुन की प्रतिज्ञा - मैथिलीशरण गुप्त
3. कविता – मेरी कविता - सुभद्राकुमारी चौहान

इकाई – 2 कविता - प्राचीन एवं आधुनिक (10 hrs)

4. तुलसीदास के पद
5. कविता – जूही की कली - सूर्यकांत त्रिपाठी 'निराला'
6. कविता – पूंजीवादी समाज के प्रति - गजानन माधव मुक्तिबोध

इकाई – 3 कविता - प्राचीन एवं आधुनिक (10 hrs)

7. मीराबाई के पद
8. कविता – विप्लव गान - बालकृष्ण शर्मा 'नवीन'
9. कविता – पथ की पहचान - हरिवंशराय बच्चन

इकाई – 4 (9 hrs)

अनुवाद : शब्द एवं अनुच्छेद (हिन्दी से अंग्रेज़ी)

युनिकोड प्रविधि

सूचना : प्रत्येक इकाई 25 अंक के लिए निर्धारित है।

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHA201	Language – II: Additional English - II	AECC	3	0	0	3	3

Course Description:

This is a 3 credit course designed to help the learner gain a deeper understanding of the society and the world at large, which will be not only beneficial for his professional competence but also contribute towards his/her social and cultural development.

Course Objectives:

- To help the student understand the multiple values of the society.
- To develop a cultural understanding in the student to sharpen his/her social skills.
- To ensure a gradual development of literary interest in the student.
- To develop in the students a genuine habit of reading and writing leading to effective and efficient communication.

Course Outcomes:

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

- Demonstrate a deep understanding of the society and its values.
- Develop a constructive understanding of the cultural dimensions of the human world.
- Make use of his understanding to become a responsible global citizen of tomorrow.
- Develop an understanding of literature in context.

Course Content:

Unit-I: Ecology & Environment

[10 Hours]

Literature: William Wordsworth – Lines Written in Early Spring

Robert Frost – The Sound of Trees

Rachael Carson- *Silent Spring* (Extracts)

Language: Degrees of Comparison

Unit-II: Voices from the Margin

(10 hours)

Literature: Langston Hughes- Dream Deferred

Pavel Friedmann – The Butterfly

Prem Chand – The Thakur's Well

Language: Book / Movie Review

Unit-III: Women & Society

(10 Hours)

Literature: Audre Lorde – A Woman Speaks

Charlotte Anna Perkins Gilman – To the Indifferent Women

Amrita Pritam : The Weed

Writing Skills: Dialogue Writing

Unit-IV: Popular Culture**(9 Hours)****Literature:** Rudyard Kipling – The Beginning

Aldous Huxley – Beauty Industry

Alvin Toffler – *Future Shock* (Extracts)**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.
- Gale, Cengage Learning. *A Study Guide for Tomas Rivera's The Harvest*. Gale, Study Guides, 2017.
- Basu, Tejan Kumar. *The Life and Times of C. V. Raman*. Prabhat Prakashan, 2016.
- Rozewicz, Tadeusz. *New Poems*. Archipelago, 2007.
- Manohar, Murli. *Critical Essays on Dalit Literature*. Atlantic Publishers, 2013.
- Hansda, Sowendra Shekhar. *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Createspace 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.
- Kipling, Rudyard. *The Absent-Minded Beggar*. Hardpress Publishing, 2013.
- Doyle, Arthur Conan. *The Hound of the Baskervilles*. General Press, 2017.
- 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.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B22AS0207	Tree Plantation in Tropical Region: Benefits and Strategic Planning	VA C	0	0	1	1	2

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:

13Hours

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

Unit 2:

13Hours

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:

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

Reference Books:

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

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0301	Corporate Communication	DCC	3	1	0	4	4

Course Description: Corporate communications course focuses on researching problems, setting objectives, identifying audiences, designing messages, choosing communication channels, and evaluating results for all types of organizations. Ethical decision making, on-line communication, and career opportunities are also analyzed via case studies in the field. The course will be a combination of informal lecture and small-group discussion, case studies.

Pre-requisites: A preliminary exposure to media and public relations.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

- To introduce to the Concepts and Public Relations, Corporate Communication and Brand Management
- To take the roles and scopes of PR in management, its various tools, and the emerging importance of discipline in varying areas.
- To look at the evolution of Corporate Communication
- To expand role in organizational and marketing communication

Course Outcomes:

- Outline the strategies of corporate communications
- Construct and analyze audience research, media research, and environmental scanning
- Design public relation strategy for the organization image and well-being
- Formulate corporate communication strategy for crisis management, brand management, etc.

Course Content:

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

Unit-I: Principles & Concepts of Corporate Communication [13 hours]

Fundamentals of Corporate Communication; Basics of Business Communication; Defining structure of an organization; Various kinds of communication in an organization; Role and scope of corporate communication.

Unit-II: Understanding Corporate Communication

[13 hours]

Growth and development of Corporate Communication; Difference and similarities between Public Relations and Corporate Communication; Corporate Communication and public affairs, Corporate Communication, and corporate affairs; Publics in Corporate Communication - Financial publics, media, opinion makers, government.

Unit-III: Tools Corporate Communication

[13 hours]

Lobbying; Spin doctoring; Sponsorship; Corporate Social Responsibility; Financial communication; Reputation management; Corporate identity; Corporate events.

Unit-IV: Crisis Management in Corporate Communication

[13 hours]

Crisis Communication; Understanding your audience; Effective communication; Using social media during a crisis; Ethics in Corporate Communication; Financial Communication; Corporate Communication campaigns, Case studies.

References:

- Reddi Narasimha CV (2013) Effective Public Relations And Media Strategy. Prentice Hall India Learning Private Limited
- Mehta D. S. (1980) Handbook of Public Relations in India. Allied Publishers Pvt. Ltd.
- Jethwaney Jaishri (2018) Corporate Communication Principles and Practice. SAGE Publications Pvt. Ltd
- Fernandez Joseph (2004) Corporate Communications- A 21st Century Primer. Sage Response
- Cornelissen Joep (2017) Corporate Communications Theory and Practice. SAGE Publications Ltd

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0302	Photography Techniques (Theory)	DCC	2	1	0	3	3

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: 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]

Human eye and the camera, Photography and its role, importance and history, Types of camera- TLR, SLR, Polaroid, Underwater Camera & Digital Camera, Action camera, Parts & functions of camera- Aperture, Shutter speed, ISO, Focal Length, Depth of Field, Shallow Depth of Field; Camera accessories: Tripod, Monopod, Filters, Lens hood

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

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, Cropping and Editing, Meaning making through colours, angles and shots

Unit-IV: Genres and Subjects

[9 Hours]

Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports Advertising and Night photography; Text vs. Photograph; Essentials of a press photograph,

Photojournalism and role of photojournalist, Visual story telling - Photo-features, Photo – essays, Writing captions, Different problems related to Photography.

References:

- Hunter, F., Fuqua, P & Biver, S. (2013). Light: Science and Magic: An Introduction to Photographic Lighting. Taylor and Francis.
- Peterson, B.(2010) Understanding Exposure: How to Shoot Great Photographs with a Film or Digital Camera. Amphoto Books.
- London, Barbara and Stone, Jim. A Short Course in Digital Photography. Pearson, 2012
- Freeman, M. (2017). The photographer's eye: composition and design for better digital photos. Routledge.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0303	Photography Techniques (Practical)	DCC	0	0	1	1	2

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: 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 critiques 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

Practical Components:

Handling camera

- Shooting exercise
- 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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0304	Principles of Advertising (Theory)	DCC	3	1	0	4	4

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.
B23AD0305	Principles of Advertising (Practical)	DCC	0	0	1	1	2

Practical Components:

26Hours

- Pitch an advertising idea
- Create print advertising

- Create TVC
- Analyze Print and TV commercial
- Create a Social Media Ad campaign

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23ADS311	Business Journalism	DSE	2	1	0	3	3

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

Indian Economic Reforms of 1991. Green revolution in India - white revolution - blue revolution - population policy - bank nationalization - new economic policy (NEP) – LPG– liberalization – privatization – globalization – FDI-commercial banks – non-banking financial institutions. GST implementation in India. Demonetization in India.

Unit II: Business Reporting & Editing

10 Hours

Definition and scope, principles of business reporting, qualifications of a business reporter, sources of business reporting; editing and proofreading. Types of business reporting. Interviewing techniques. Chamber of commerce, CSR and business, Reserve Bank of India and basics of monetary policy – introduction to stock markets – regulatory mechanism. Business ethics.

Unit III: Business Journalism in India.

10 Hours

Overview of Indian Business Landscape. Role of Business Journalism in India. 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, various business publications; Influence of Corporates in Business Journalism. Globalisation of Business Journalism. Ethics in Business Journalism; New trends in business journalism.

References:

- Asha, K. Business Communication, PHI Learning Private Limited, New Delhi, 2009
- Bhatia, R C . Business Communication, Ane Books Pvt Ltd, New Delhi, 2008
- Kjar, Peter & Slaatta, Tore . Mediating Business - The Expansion of Business Journalism, Copenhagen Business School Press, Denmark, 200
- Roush, Chris . Profits and Losses - Business Journalism and its role in Society, Marion Street Press, Portland, 2006
- Thomas, E.C. Economic and Business Journalism. New Delhi: Sterling Publishers, 1998

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23ADS312	Media and Human Rights	DSE	2	1	0	3	3

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 Kristic 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:

1. Begum, Mehanfas, *Human Rights in India*, A.P.H. Publishing Corporation, New Delhi, 2000
2. Das, J.K. *Human Rights and Indigenous Persons*, A.P.H. Publishing Corporation, New Delhi, 2001
3. Tuck, Richard, *Natural Rights Theories*, Cambridge University, 1979
4. Balnaves, M., Donald, S., & Shoosmith, B. . *Media theories and approaches: A global perspective*. Houndmills, Basingstoke: Palgrave Macmillan, 2009
5. Mackay, H. *The media reader: Continuity and transformation*. London: SAGE Publications, 2003
6. 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.
B23AD0306	Digital Composition	SEC	2	0	0	2	2

COURSE DESCRIPTION

VFX- VFX (visual effects) is the process of combining computer-generated imagery (CGI) with live-action video footage to create scenes that does not physically exist in real life. The course starts with introduction to digital composition, workflow in adobe After effects, adding effects, understanding timing & animation. Then it moves to Importing Digital Assets, Interpreting Footages, Arranging and Managing Layers, Previewing the Composition. Further it teaches Color Correction and Image Optimization, Working with Green Screen Footages. Finally, it moves to Tracking a Scene with a 3D Camera Tracker and the process of previewing and rendering the final output.

PRE-REQUISITES

Should have basic working knowledge of computer operation and editing software and have general idea about compositing & editing field.

COURSE OBJECTIVES

1. To explain basic concepts of compositing and various types of compositing.
2. To Explain the step-by-step approach in creating animations and adding effects.
3. To describe the process of importing & adding various digital assets.

COURSE OUTCOMES

Upon Completion of the course, the students will be able to:

1. Demonstrate step by step approach in creating animations and adding effects.
2. Apply concepts for selecting and arranging the layers of a composition.
3. Understand color correction and work with green/blue screen footages.
4. understand the working of a 3D layer and 3D camera and the process of previewing and rendering the final output.

COURSE CONTENTS

UNIT I Introduction Digital Compositing 7 HOURS

Introduction to After Effects, General workflow in After Effects, working with other applications, Projects, Composition, Understanding Settings, Effects in After Effects, Understanding Timing, Keyframes and Graph Editor, Using Shortcuts, Understanding Animation, Applying Accurate Motion Blur, Applying Timing and Retiming

UNIT II Selections and Compositing 6 HOURS

Importing Digital Assets, Interpreting Footages, Details of Files, Switches and columns, Working on Digital Assets, Arranging and Managing Layers, Previewing the Composition, Region of Interest, Snapshots, Work with Multiple Comps and Projects, Understanding Adjustment and Guide Layers, Working with Image Pipeline, Understanding Global Performance Cache, and Render Speed, Optimizing a Project.

UNIT III Color Correction & Color Keying 7 HOURS

Color Correction and Image Optimization, Working with Levels, Understanding Curves in After Effects, Applying Hue/Saturation, Understanding Compositors Match Colors, Understanding Procedural Mattes, Working with Linear Keys and Hi-Con Mattes, Understanding Color Keying, Working with Green Screen Footages, Green Screen and Blue Screen, Understanding Key-light, Keying Tool, Fine-tuning and Problem Solving.

UNIT IV Effective Motion Tracking 6 HOURS

Tracking a Scene with a 3D Camera Tracker, Understanding Wrap Stabilizer VFX: Smooth Move, Understanding Point Tracker, Working with Camera Integration, Motion Stabilization, Motion Tracking, Face Tracking.

TEXT BOOKS

1. Adobe After Effects CC Visual Effects and Compositing Studio Techniques – by Mark Christiansen – Edition 1, Adobe Press

REFERENCE BOOKS

1. Adobe After Effects CC Classroom in a Book - by Lisa Fridsma (Author), Brie Gyncild (Author), Edition-1 st (2018 release), Publication: Adobe Press
2. Compositing Visual Effects in After Effects: Essential Techniques - by Lee Lanier(Author), Edition -1 st (November 8, 2015), Publication: Routledge

WEBSITE

1. [The Power of Compositing: 4 Must-Watch After Effects Tutorials \(rocketstock.com\)](#)
2. [Adobe After Effects A Brief Technical History of Compositing : macProVideo.com](#)

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0307	Digital Composition Lab	SEC	0	0	1	1	2

COURSE DESCRIPTION

Adobe After Effects allows you to create videos containing animation and special effects for graphics-related projects. You can use After Effects to animate, alter, and composite media using various tools. The program is widely used by motion-graphics professionals, website designers, and visual effect artists for post-production on digital films, DVD, video, and the web.

PRE-REQUISITES

Should have basic to intermediate working knowledge of computer operation, image editing software, video editing software & interest towards digital Compositing.

COURSE OBJECTIVES

1. To understand Motion-Graphics and basic concepts of compositing
2. To understanding the step-by-step approach in creating animations and adding effects.
3. To understand some of the popular compositing techniques applied to animation

COURSE OUTCOMES

Upon Completion of the course, the students will be able to:

1. Understand Motion-Graphics, digital compositing and various types of compositing.
2. Ability to demonstrate step by step approach in creating animations and adding effects.
3. Ability to recall popular compositing techniques applied to animation.
4. Describe the process of previewing and rendering the final output

COURSE CONTENTS

26Hours

Part A

1. Create a slide show animation using simple image
2. Create a slide show transition using simple video
3. Create a key frame title animation
4. Create trim path animation for any shape

5. Create a Text and animate it using animate position
6. Create a text path animation
7. Create a Text Ramp effects
8. Add a Fill color RGB and Wiggle selector using animate option under Text layer.

Part B

1. Remove green screen using keylight
2. Create a simple clock and animate it
3. Create a 1 point tracker and add text in it with a help of null object
4. Stabilize the footage using stabilize motion.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHK301	Language – II: Kannada - III	AEC	3	0	0	3	3

Course description

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ಪ್ರಕಾರವಾಗಿ ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲವು, ಸಾಹಿತ್ಯದ ಬಗೆಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವೈಯಕ್ತಿಕವಾಗಿ ವಿಕಾಸ ಹಾಗೂ ಸ್ವಾಭಾವಿಕವಾಗಿ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪ್ರಯತ್ನವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಸಾಹಿತ್ಯ, ಕಲೆ, ವಾಣಿಜ್ಯ, ಆಡಳಿತಾತ್ಮಕ ಮತ್ತು ಮನೋವಿಕಾಸದ ವಿಚಾರಗಳಿಗೆ ಒತ್ತಡವನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಮೂರು ಕ್ರಮಗಳನ್ನು ಹೊಂದಿದೆ.

Prerequisite :

- ಕನ್ನಡ ಭಾಷೆಯ ಬಗೆಗೆ ಪ್ರಾಥಮಿಕ ತಿಳುವಳಿಕೆ ಅಗತ್ಯ.
- ಭಾಷೆಯನ್ನು ಓದಲು ಮತ್ತು ಬರೆಯಲು ತಿಳಿದಿರಬೇಕು.
- ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣದಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಓದಿರಬೇಕು.

Pedagogy:

- Direct method
- ICT and Digital support (Links attached)
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives:

ನಾಲೆಕು ಸೆಮೆಸೆಟರಗಳಲೆಲಿ ಸಮಗರ ಕನನಡ ಸಾಹತೆಯವನನು ಪರಚೆಯಿಸುವ ಉದೇಶವನನು ಹೊಂದಿದೆ. ಅದರಂತೆ ಮೂರನೆಯ ಸೆಮೆಸೆಟರನಲೆಲಿ ನವೋದಯ ಕಾವಯ, ನವಯ ಕಾವಯ, ವಾಣಿಜಯ ಕನನಡ, ವೈಜ್ಞಾನಿಕ ಲೇಖನಗಳು ಮತತು ಏಕಾಂಕ ಸಾಹತೆಯವನನು ಪಠಯವನನಾಗು ಆಯಕೆ ಮಾಡಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲೆಲಿ ಸಾಹತೆಯದ ಬಗ್ಗೆ ಸದಭಿರುಚಿಯನನು ಮೂಡಿಸಲಾಗುತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವ್ಯಕ್ತಿತ್ವವ ವಿಕಸನದ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತದೆ.

- 1) ಭಾಷೆ, ಸಾಹತೆಯ, ಇತಿಹಾಸ ಮತತು ಸಂಸ್ಕೃತಿಗಳನನು ಕನನಡ, ಕರನಾಟಕಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಚೆಯಿಸಲಾಗುತದೆ. ಹಾಗೂ ವೈವಿಧ್ಯಮಯ ಭಾರತದ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಗಳನನು ಪರಚೆಯಿಸಲಾಗುತದೆ.
- 2) ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲೆಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನೆಟನಲೆಲಿ ಪಠಯಗಳ ಆಯಕೆಯಾಗಿದೆ.
- 3) ಅವರಲೆಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವ್ಯವಸ್ಥಾ ಗುಣ, ನೆರರೆಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲಯಗಳನನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ.
- 4) ಸ್ವರಾಜ್ಯತಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವಿಷಯಗಳನನು ಗಮನದಲೆಲಿ ಟಿಟುಕೊಂಡು ಸೂಕ್ತ ಪಠಯಗಳನನು ಆಯಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

Course Outcomes:

ನವೋದಯ ಕಾವಯ, ನವಯ ಕಾವಯ, ವಾಣಿಜಯ ಕನನಡ, ವೈಜ್ಞಾನಿಕ ಲೇಖನಗಳು ಮತತು ಏಕಾಂಕ ನಾಟಕದ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ಥಿತಿಯಂತರಗಳನನು ಅದರ ಒಳನೋಟಗಳನನು ಬೆಳೆಸುತದೆ.

- 1) ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಪರಿಸರ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧ ಸೂಕ್ಷ್ಮಮತೆಯ ವಿಚಾರಗಳೆಡೆ ಗಮನ ಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲೆಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತದೆ.
- 2) ಜೀವನದಲೆಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳ ವಿವಿಧ ಆಯಾಮಗಳೊಂದಿಗೆ ಆಧುನಿಕ ಸಂದರ್ಭದಲೆಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನೆರವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತದೆ.
- 3) ಉತ್ತಮ ಸಂವಹನ ಕಲಿಯನನು ಬೆಳೆಸುವ ಉದೇಶವನನು ಈಡೇರಿಸುತದೆ.
- 4) ಸಂಶೋಧನಾ ಮನೋಭಾವ ಮತತು ಸ್ವರಾಜ್ಯತಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳನನು ಸಜ್ಜುಗೊಳಿಸುತದೆ.

Unit I ನವೋದಯ ಕಾವಯ

10 Hours

- | | |
|-------------------|--------------|
| 1. ಕುರುಡು ಕಾಂಚಾಣಿ | ದ.ರಾ.ಬೇಂದ್ರೆ |
| 2. ಇಂದಿನ ದೇವರು | ಕುವೆಂಪು |
| 3. ದೇವತಾ ಪ್ರಭಾವ | ಮಧುರ ಚೆನ್ನ |

Unit II ನವೆಯ ಕಾವೆಯ**10 Hours**

1. ಇಕ್ಕಳ
2. ಮೋಹನ ಮುರುಳಿ
3. ಎದಿ ತುಂಬಿ ಹಾಡಿದನು

ಕೆ.ಎಸ್.ನರಸಿಂಹಸ್ವಾಮಿ
ಗೋಪಾಲಕೃಷ್ಣ ಅಡಗ
ಜಿ.ಎಸ್.ಶಿವರುದ್ರಪ್ಪ

Unit III ವಚಾರ ಸಾಹಿತ್ಯ**10 Hours**

1. ಕಲಿ ಮತತು ಅಸ್ತತ್ವ

ಜೀನ್ ಪಾಲ್ ಸಾರ್ತ್ರೆ

(ಅನು:

ಡಾ.ಹೆಚ್.ಎಸ್.ರಾಘವೇಂದ್ರರಾವ್)

2. ಪರೀತಿಯ ವಸ್ತುಗಳು

ಎರಾಕ್ ಫರಾಮ್

(ಅನು: ಡಾ.ಕೆ.ವಿ.ನಾರಾಯಣ)

3. ಹಿಂಗಸೆಂದರೆ ಏನು?

ಸಿಮೋನ್ ದಿ ಬುವಾ

(ಅನು: ಡಾ.ಹೆಚ್.ಎಸ್.ಶರಣಮತಿ)

Unit IV ಆತ್ಮಕಥನ**9 Hours**

1. ಅಕ್ಕರಮ ಸಂತಾನ

ಶರಣಕುಮಾರ ಲಿಂಬಾಳೆ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- 1) ಮುಗಳ ರಂ.ಶರಣ್, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
- 2) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಚರಿತ್ರೆಕ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2008
- 3) ಸೀಮಂತೀತ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5, ಮತತು 6 ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಶವವಾದ್ಯಾನಾಲಯ, ಮೈಸೂರು. 2014
- 4) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಕನ್ನಡ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2007
- 5) ನಾರಾಯಣ ಪಿ.ವಿ, ಚಂಪೂ ಕವಿಗಳು, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 6) ಕಾಳೇಗೌಡ ನಾಗವಾರ, ತರಪದಿ, ರಗಳೆ ಮತತು ಜನಪದ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 7) ಸಂ. ಬೆನಗಲ್ ರಾಮ ರಾವ್ ಮತತು ಪಾನೆಯಂ ಸುಂದರ ಶಾಸ್ತ್ರೀ, ಪುರಾಣ ನಾಮ ಚೂಡಾಮಣಿ, ಪರಕಾಶಕರು ಪರಸಾರಾಂಗ, ಮೈಸೂರು ವಶವವಾದ್ಯಾನಾಲಯ. 2010
- 8) ಡಾ. ಚಿದಾನಂದ ಮೂರತಿ, ವಚನ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013
- 9) ಸಂ ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ನಾಗರಾಜ ಕಿ.ರಂ. ವಚನ ಕಮಮಟ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
- 10) ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ಷಟ್ಪದಿ ಸಾಹಿತ್ಯ, ಪರಕಾಶಕರು ಸವಪ್ಪನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHH301	Language –II : Hindi - III	AEC	3	0	0	3	3

Course Overview: अध्ययन संक्षिप्त विवरण :

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।

Prerequisites/Pre reading for the course: पूर्वापेक्षा:

- 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: Collaborative Method, Flipped Classroom, Blended Learning

Objectives: पाठ्यक्रम उद्देश्य :

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

Course Outcomes अधिगम परिणाम :

- अध्ययन की समाप्ति पर अध्येता –
- सामाजिक मूल्य एवं नैतिक जवाबदेही को स्वीकार कर सकता है।
- साहित्य की प्रासंगिकता को जीवन में समझने की दक्षता रखता है।

- समाज में अंतर्निहित पद्धतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है।
- साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास कर सकता है।

Course Content : अध्ययन विषय सूची / पाठ्यक्रम

इकाई – 1:	[10 Hours]
नाटक - जादू का कालीन - मृदुला गर्ग	
नाटक विधा का परिचय	
जादू का कालीन - प्रथम अंक	
इकाई – 2:	[10 Hours]
जादू का कालीन - द्वितीय अंक	
इकाई – 3:	[10 Hours]
जादू का कालीन - तृतीय अंक	
इकाई – 4	[09 Hours]
जनसंचार माध्यम -	
अनुवाद : अंग्रेजी - हिन्दी - समाचार पत्र संबंध	
हिन्दी - अंग्रेजी - समाचार पत्र संबंध	

सूचना : प्रत्येक इकाई 25 अंक के लिए निर्धारित है।

Text book/s: पाठ्य पुस्तक :

1. नाटक : जादू का कालीन – मृदुला गर्ग

References: सन्दर्भ ग्रन्थ :

1. नाटक उद्भव और विकास - डॉ. दशरथ ओझा
2. मीडिया लेखन एवं जनसंचार – डॉ. संजीव कुमार
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. मीडिया विमर्श – रामशरण जोशी
9. संस्कृति, जनसंचार और बाजार – नन्द भरद्वाज
10. प्रयोजनमूलक हिंदी - डॉ. अम्बादास देशमुख

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHA301	Language – II: Additional English - III	AECC	3	0	0	3	3

Course Description:

This is a 3 credit course designed to help the learners gain competency in language and literature by exposing them to a variety of literary genres and in the process also develop their subjective perception of the society and the world at large.

Course Objectives:

- To ensure the development of the linguistic prowess of the students.
- To motivate the students to appreciate literature.
- To promote an appreciable reading habit among the students.
- To explore the use of electronic media such as internet and supplement the learning materials used in the classroom.

Course Outcomes:

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

- Demonstrate a thorough understanding of sensitive and critical social issues.
- Develop their own ideas about their own society and culture.
- Express their own opinions in a coherent and communicable manner.
- Demonstrate speaking ability with clarity, confidence and comprehension and communicate with one or many listeners using appropriate communicative strategies.

Course Content:

Unit-I: Gender & Identity

(10 Hours)

Sylvia Plath – The Moon and the Yew Tree

Alice Walker – Be Nobody's Darling

Toni Morrison - Recitatif

Suniti Namjoshi – Extracts from *Feminist Fables*

Unit-II: Love & Romance

(10 Hours)

Pablo Neruda – Tonight I can Write

William Shakespeare – Sonnet 116

Francis Bacon – Of Love

DH Lawrence – A Modern Lover

Unit-III: War & Trauma

(10 Hours)

Czeslaw Milosz – A song on the end of the world

Wilfred Owen – Strange Meeting

Thomas Hardy's – The Man I Killed
Katherine Mansfield – The Fly

Unit-IV: Children's Literature

(9 Hours)

Rabindranath Tagore – Paper Boats
Sarojini Naidu – The Gift of India
Leo Tolstoy – Little girls are wiser than men
Ruskin Bond – The Blue Umbrella

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?* Createspace Independent Publications, 2017.
- Wilde, Oscar. *The Collected Works of Oscar Wilde*. Wordsworth Editions Ltd., 1997.
- Shakespeare, William. *Romeo and Juliet*. Rupa, 2001.
- Tennyson, Lord Alfred. *The Complete Works of Alfred Tennyson*. Forgotten Books, 2017.
- Owen, Wilfred. *The Poems of Wilfred Owen*. Wordsworth Editions Ltd., 1994.
- Maupassant, Guy de. *Guy de Maupassant-The Complete Short Stories*. Projapati, 2015.
- Manto, Sadaat Hasan. *Manto: Selected Short Stories*. RHI, 2012.
- Brecht, Bertolt. *Fear and Misery in the Third Reich*. Methuen Drama, 2012.
- Ricks, Christopher. *Metaphysical Poetry*. Penguin, 2006.
- Anderson, Hans Christian. *Fairy Tales by Hans Christian Anderson*. Read Books, 2010.
- 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.
B23ASM301	Environmental Science	VAC	2	0	0	2	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- Multidisciplinary Nature of Environmental Studies: 7 Hours**

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 : Environmental pollution, degradation & Waste management 6 Hours

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-Energy & Natural resources:

7 Hours

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: Ecology and ecosystem:

6 Hours

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.

FOURTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0401	Media Laws & Ethics	DCC	3	1	0	4	4

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:

After the successful completion of the course, the 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, Kumar Ajay. *Journalism laws*. New Delhi, Random Publications, 2012.
- Singh, Yatindara Justice. *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.
- Mecluskey, Matha, T. *Feminism, Media and The Law*. New York, Focus Press, 1997.
- Venkateshwaran, KS. *Mass Media Laws and Regulations in India*. Singapore AMIC, 1993.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0402	UI and UX (Theory)	DCC	2	1	0	3	3

Course Description:

User Interface (UI) - User experience (UX) design is the process to create products that provide meaningful and relevant experiences to users. This involves the design of the entire process of acquiring and integrating the product, including aspects of branding, design, usability and function. This course makes you understand what design is and how to think like a designer because that's the most important skill that you need as a designer, explain the difference between good & poor design and the cognitive aspects of the design. Further, it explains understanding and conceptualizing the interaction, understanding the user and different methods of data gathering.

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 Describe what interaction design is and how it relates to human– computer interaction and other fields.
2. To explain what cognition is and why it is important for interaction design
3. To explain the relationship between the user experience and usability
4. To enable you to try to elicit a mental model and be able to understand what it means.

Course Outcomes:

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

1. Analyze the difference between good and poor design
2. Understand how the cognitive and physical capabilities of users inform the design of interactive products
3. Identify the users who will use the product, what they will use it for, and under what conditions they will use it
4. Enable how to plan and run a successful data gathering program, run an interview and to design a simple questionnaire

Course Content:

Unit I- Introduction to UI & UX

10 Hours

Difference between User Experience and user interface, good and poor design, The User experience, UX Goals, Design principles, Applying Design principles in practice.

Unit II- Cognitive Aspects

10 Hours

Cognitive Aspects- Vision, Intellect, Memory, Mortar, how to choose colors, design implications based on cognitive science, Cognitive frame works, information processing, Hick-Hyman Law and Fitts' law in design.

Unit III- Data Gathering & Data Analysis

10 Hours

Introduction to data Gathering, identifying participants, creating profiles and personas, Data recording, Interviews, Questionnaires, observation, choosing a combining technique, qualitative and quantitative data, summarizing the findings, Presenting the findings.

Unit IV- The Process of Interaction

9 Hours

Introduction, four main approaches to interaction design, The Importance of Involving Users, Four Basic Activities of Interaction Design: Establishing Requirements, Designing Alternatives, Prototyping, Evaluating. Prototyping, Importance of Prototyping.

References

- Thills, Rowe, *UI UX Design and Figma: Complete Guide & Picture Illustrations with Practical Examples For Learning & Mastering UI/UX Design* in FIGMA by
- Deacon, Pamala, *UX AND UI Strategy: A step by step guide on UX and UI design*

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0403	UI and UX (Practical)	DCC	0	0	1	1	2

Practical Component

26Hours

1. Compare information architecture for the following-
 - LinkedIn
 - Facebook
 - Wikipedia
2. Sketch a concept for a social media page for marathon runners
3. Write Task Scenarios
 - Go to an e-commerce site of your choice
 - Identify two user activities that might be key to the site's success
 - Complete those activities yourself
 - Note your steps and any issues in the design
 - Write test tasks or scenarios for these activities
4. Create user profile and persona of users of music app
5. Identify aspects of design that fit into four points of design-Navigation, Presentation, Content and Interaction. Use the Heuristic checklist table.
 - www.kmart.com
 - www.cnn.com
 - www.costco.com

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0404	Documentary Production (Theory)	DCC	3	1	0	4	4

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-

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

Course Content:

Unit I: Introduction to Documentary and Film

[13 Hours]

History of documentary making, Nineteenth Century and film making. Italian neorealism; the reaction against 'constructed' images: newsreels: looking at other cultures. Realism, reality and fiction in a documentary. Nanook of the North becomes the first recognized documentary. Introduction: Exploring the concept of documentary film; Social, political and historical issues to documentary film. Docufiction.

Unit-II: Process of Documentary Making

[13 Hours]

Starting with the idea; Theme and story; Screen Play; Dialogue; Essentials of a good script-structure, clarity, coherence; Script development; Story board; 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

[13 Hours]

Handling camera – 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

[13 Hours]

Major compositions; Esthetics of composition; Proportion; Rule of thirds; Framing; balancing; Continuity; Light positions; Taking different shots to convey idea(s), meaning and relationship between the signifier and signified; Master shots/establishing shot; Point of view shots; Cut-away shots; Retakes; Sound recording equipment: types of microphones—unidirectional, bidirectional, omni-directional, Shot guns, Audio recorder, control console, amplifiers; Noise/hum reduction

Texts:

Millerson, Gerald. Video Production Handbook, New Delhi: Focal Press, 1992.

Rosenthal, Allan. Writing, Directing and Producing Documentary Films, Southern Illinois University Press, 1990.

References:

Simon, Mark. Storyboards Motion in Action, Oxford, Focal Press, 2000
Bernard, S. C. (2007). Documentary Storytelling: Making Stronger and More Dramatic Nonfiction Films. Taylor & Francis.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0405	Documentary Production (Practical)	DCC	0	0	1	1	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:

5. To help the students build upon basic broadcast writing, shooting and editing video, and reporting skills
6. To help the students learn how to analyze and critique broadcast reporting and writing
7. To aid the students to learn the intricacies of documentary-making
8. 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-

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

Practical Components:**26Hours**

Facing the camera and voice training

Studio anchoring and Use of Teleprompter

Voice over, sound track for features

A short documentary making

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0406	Leadership Essentials (Economics)	IDC	2	1	0	3	4

Course Overview:

This course aims to provide participants with a solid foundation in leadership principles and practices. It is designed for individuals at various stages of their career who aspire to enhance their leadership skills. The course will cover essential concepts, theories, and practical strategies to help participants develop effective leadership abilities.

Unit 1: Foundations of Leadership

10Hours

Introduction to Leadership Theories: Leadership theories, trait, behavioral, situational, and transformational leadership. Understand the foundational concepts that shape effective leadership; Leadership Styles: Examine different leadership styles such as autocratic, democratic, laissez-faire, and adaptive leadership. Strengths and weaknesses of each style.

Unit 2: Communication and Interpersonal Skills

10Hours

Effective Communication: Strong communication skills are essential for effective leadership. Verbal and nonverbal communication, active listening, and feedback mechanisms; Conflict Resolution: Equip leaders with the skills to identify and address conflicts within a team. Strategies for conflict resolution and fostering a positive team environment.

Unit 3: Decision-Making and Problem-Solving

10Hours

Decision-Making Models: Decision-making models and frameworks. Discuss how leaders can make informed and timely decisions while considering different factors and potential consequences; Problem-Solving Strategies: Effective problem-solving techniques applicable to leadership roles. Critical thinking and creative problem-solving to address challenges in the workplace.

Unit 4: Team Building and Motivation

9Hours

Building High-Performance Teams: Principles of team dynamics, roles, and responsibilities. Strategies for creating and leading high-performance teams; Motivation and Employee Engagement: Theories of motivation and how leaders can inspire and engage team members. Importance of recognizing and rewarding achievements.

References

- "Leadership: Theory and Practice" by Peter G. Northouse

- "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler
- "Thinking, Fast and Slow" by Daniel Kahneman
- "The Five Dysfunctions of a Team: A Leadership Fable" by Patrick Lencioni
- "The 3rd Alternative: Solving Life's Most Difficult Problems" by Stephen R. Covey
- "The Art of Communication: Your Competitive Edge" by Jim Stovall and Raymond H. Hull
- "The Difficulty of Being Good: On the Subtle Art of Dharma" by Gurcharan Das
- "The Mahabharata" (An Epic Poem, available in various translations). The Mahabharata offers insights into leadership, team dynamics, and ethical decision-making through its characters and narratives.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23AHK401	Language II: Kannada - IV	AEC	3	0	0	3	3

Course description

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ಪ್ರಕಾರವಾಗಿ ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವ ಬರೆಯುವ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ವೈಯಕ್ತಿಕ ವಿಕಾಸ ಹಾಗೂ ಸಂಪರ್ಕಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು, ಪ್ರಸ್ತುತ ಸಂದರ್ಭಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಲು ಪ್ರಯತ್ನವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಸಾಹಿತ್ಯ, ಕಲೆ, ವಾಣಿಜ್ಯ, ಆಡಳಿತಾತ್ಮಕ ಮತ್ತು ವೈಜ್ಞಾನಿಕ ವಿಚಾರಗಳಿಗೆ ಒತ್ತತನ್ನು ನೀಡಲಾಗಿದೆ. ಇದು ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಮೂರು ಕ್ರಮಗಳನ್ನು ಹೊಂದಿದೆ.

Prerequisite :

ಕನ್ನಡ ಭಾಷೆಯ ಬಗ್ಗೆ ಪ್ರಾಥಮಿಕ ತಿಳುವಳಿಕೆ ಅಗತ್ಯ.

ಭಾಷೆಯನ್ನು ಓದಲು ಮತ್ತು ಬರೆಯಲು ತಿಳಿದಿರಬೇಕು.

ಪದವಿ ಪೂರ್ವ ಶಿಕ್ಷಣದಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಓದಿರಬೇಕು.

Pedagogy:

- Direct method
- ICT and Digital support (Links attached)
- Collaborative and Cooperative learning
- Differentiated Instruction
- Flipped Classroom

Course Objectives:

ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಪರಿಚಯಿಸುವ ಉದ್ದೇಶವನ್ನು ಹೊಂದಿದೆ. ಅದರಂತೆ ನಾಲ್ಕನೇ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ದಲಿತ - ಬಂಡಾಯ ಕಾವ್ಯ, ಸ್ವಾತಂತ್ರ್ಯ ಕಾವ್ಯ, ಸಮಕಾಲೀನ ಕಾವ್ಯ, ಆಡಳಿತಾತ್ಮಕ ಕನ್ನಡ, ವೈಜ್ಞಾನಿಕ ಲೇಖನಗಳು ಮತ್ತು ಕಾದಂಬರಿ ಸಾಹಿತ್ಯವನ್ನು ಪ್ರಯತ್ನವಾಗಿ ಅರ್ಥೈಸಿಕೊಂಡು, ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಬಗ್ಗೆ ಸದ್ಭಾವೆಯನ್ನು

ಮೂಡಿಸಲಾಗುತ್ತದೆ. ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯ ಜೊತೆಗೆ ವೈಯಕ್ತಿಕತೆ ವಿಕಸನ ಕಡೆಗೆ ಗಮನ ನೀಡಲಾಗುತ್ತದೆ.

- 1) ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಇತಿಹಾಸ ಮತ್ತು ಸಂಸ್ಕೃತಿಗಳನ್ನು ಕನ್ನಡ, ಕರ್ನಾಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ. ಹಾಗೂ ವೈವಿಧ್ಯಮಯ ಭಾರತದ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆಗಳನ್ನು ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.
- 2) ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಅನುವಾಗುವಂತೆ ಹಾಗೂ ಅವರಲ್ಲಿ ಮಾನವ ಸಂಬಂಧಗಳ ಬಗ್ಗೆ ಗೌರವ, ಸಮಾನತೆ ಮೂಡಿಸಿ, ಬೆಳೆಸುವ ನೆಟ್ಟಿನಲ್ಲಿ ಪಠ್ಯಗಳ ಆಯ್ಕೆಯಾಗಿದೆ.
- 3) ಅವರಲ್ಲಿ ಸೃಜನಶೀಲತೆ, ಶುದ್ಧ ಭಾಷೆ, ಉತ್ತಮ ವ್ಯವಸ್ಥಾ ಗುಣ, ನೌರಗಳ ಸಂಭಾಷಣೆ, ಭಾಷಣ ಕಲೆ ಹಾಗೂ ಬರಹ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದು ಗುರಿಯಾಗಿದೆ.
- 4) ಸ್ವಾತಂತ್ರ್ಯ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅನುಕೂಲವಾಗುವಂತಹ ವೃತ್ತಿಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸೂಕ್ತ ಪಠ್ಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

Course Outcomes:

ದಲಿತ - ಬಂಡಾಯ ಕಾವ್ಯ, ಸ್ವಾತಂತ್ರ್ಯ ಕಾವ್ಯ, ಸಮಕಾಲೀನ ಕಾವ್ಯ, ಆಡಳಿತಾತ್ಮಕ ಕನ್ನಡ, ವೈಜ್ಞಾನಿಕ ಲೇಖನಗಳು ಮತ್ತು ಕಾದಂಬರಿಯ ಸಾಹಿತ್ಯ ಕಲಿಕೆಯ ಮೂಲಕ ಕಾಲದ ಸ್ವಾತಂತ್ರ್ಯತರಗಳನ್ನು ಅದರ ಒಳನೋಟಗಳನ್ನು ಬೆಳೆಸುತ್ತದೆ.

1. ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಪರಿಸರ ಹಾಗೂ ಲಿಂಗಸಂಬಂಧ ಸೂಕ್ಷ್ಮಮತಿಯ ವಚನಗಳೊಡನೆ ಗಮನ ಹರಿಸುವುದರೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಚರ್ಚಾ ಮನೋಭಾವವು ಬೆಳೆಯುತ್ತದೆ.
2. ಜೀವನದಲ್ಲಿ ಬರುವ ಅಭಿಪ್ರಾಯ ಬೇಧಗಳ ವೈವಿಧ್ಯ ಆಯಾಮಗಳೊಂದಿಗೆ ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಮಾನವೀಯತೆಯೊಂದಿಗೆ ನೌರವಹಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುತ್ತದೆ.
3. ಉತ್ತಮ ಸಂವಹನ ಕಲೆಯನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವನ್ನು ಈಡೇರಿಸುತ್ತದೆ.
4. ಸಂಶೋಧನಾ ಮನೋಭಾವ ಮತ್ತು ಸ್ವಾತಂತ್ರ್ಯ ಪರೀಕ್ಷೆಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸುತ್ತದೆ.

COURSE CONTENT:

Unit I ನವೆಯ

10 Hours

1. ಅಂಗುಲ ಹುಳುವಿನ ಪರಕಾಯ ಪರವೇಶ ಎ.ಕೆ.ರಾಮಾನುಜನ್
2. ಯೋಧ ಮತ್ತು ಹೆಂಗಸು ಸು.ರಂ.ಎ.ಕುಂಡಿ
3. ಚಾಮುಂಡಿವೆವಗ ಒಂದು ಮನವಿ ಶಶಿಕಲಾ ವೀರಯ್ಯಸ್ವಾಮಿ

Unit II ದಲಿತ ಮತ್ತು ಮಹಿಳಾ ಕಾವ್ಯ

10 Hours

1. ಗೊಂಬೆ ಚ.ಸರ್ವಮಂಗಲ

2. ನಲವತ್ತೇಳರ ಸ್ವಾಮತಂತ್ರಯ

ಸಿದ್ಧದಲಿಂಗಯ್ಯ

3. ಸಮಗಾರ ಭೀಮವಾವ

ಹೆಚ್.ಎಸ್.ಶಿವಪ್ರಕಾಶ್

Unit III ವಾಚಾರ ಸಾಹಿತ್ಯ

10 Hours

1. ಅಸ್ಪೃಶ್ಯತೆಯು ಮತು ಜಾತಿ ವಿನಾಶ

ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ್

2. ಆರ್ಥಿಕ ಪರಗತಿಗೆ ಪರತಯಾಗು ನೈತಿಕ ಪರಗತ

ಮೋ.ಕ. ಗಾಂಧೀಜಿ

3. ಕರ್ನಾಟಕ ದೇಶದ ಕಥೆ

ಡಾ.ಎಂ.ಎಂ.ಕಲಬುರಗಿ

Unit IV ನಾಟಕ

9 Hours

1. ದೊರೆ ಈಡುಪಸ್

ಸೋಪೋಕಲಿಸ್

(ಅನು: ಪಿ.ಲಂಕೇಶ್)

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- 1) ಮುಗಳ ರಂ.ಶರ್ಮ, ಕರ್ನಾಟ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ಪ್ರಕಾಶಕರು ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು. 2014
- 2) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಚಾರಿತ್ರಿಕ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪ್ರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2008
- 3) ಸೀಮಾಂತ ಕರ್ನಾಟ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1,2,3,4,5, ಮತು 6 ಕುವೆಂಪು ಕರ್ನಾಟ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಶವವಾದ್ಯಾನಾಲಯ, ಮೈಸೂರು. 2014
- 4) ಸಂಗರಹ. ನಾಗೇಗೌಡ ಎಚ್.ಎಲ್., ಕರ್ನಾಟ ಜನಪದ ಕಥನ ಕಾವ್ಯಗಳು, ಪ್ರಕಾಶಕರು ಕರ್ನಾಟಕ ಜನಪದ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು. 2007
- 5) ನಾರಾಯಣ ಪಿ.ವಿ, ಚಂಪೂ ಕವಿಗಳು, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 6) ಕಾಳೇಗೌಡ ನಾಗವಾರ, ತರಪದಿ, ರಗಳೆ ಮತು ಜನಪದ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010
- 7) ಸಂ. ಬೆನಗಲ್ ರಾಮ ರಾವ್ ಮತು ಪಾನ್ಯಂ ಸುಂದರ ಶಾಸ್ತ್ರೀ, ಪುರಾಣ ನಾಮ ಚೂಡಾಮಣಿ, ಪ್ರಕಾಶಕರು ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಶವವಾದ್ಯಾನಾಲಯ. 2010
- 8) ಡಾ. ಚಿದಾನಂದ ಮೂರ್ತಿ, ವಚನ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2013
- 9) ಸಂ ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ನಾಗರಾಜ ಕಿ.ರಂ. ವಚನ ಕಮಮಟ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2016
- 10) ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ, ಷಟ್ಪದಿ ಸಾಹಿತ್ಯ, ಪ್ರಕಾಶಕರು ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು. 2010

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHH401	Language –II ; Hindi - IV	AEC	3	0	0	3	3

Course Overview: अध्ययन संक्षिप्त विवरण :

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।

Prerequisites/Pre reading for the course: 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।

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Objectives: पाठ्यक्रम उद्देश्य :

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

Course Outcomes अधिगम परिणाम :

अध्ययन की समाप्ति पर अध्येता –

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

Course Content : अध्ययन विषय सूची / पाठ्यक्रम

इकाई – 1: खंड -काव्य – कुरुक्षेत्र - रामधारी सिंह 'दिनकर' (10 hrs)

कवि परिचय

प्रथम सर्ग

द्वितीय सर्ग

इकाई – 2: खंड -काव्य – कुरुक्षेत्र - रामधारी सिंह 'दिनकर' (10 hrs)

तृतीय सर्ग

चतुर्थ सर्ग

पंचम सर्ग

इकाई – 3: खंड -काव्य – कुरुक्षेत्र - रामधारी सिंह 'दिनकर' (10 hrs)

षष्ठम सर्ग

सप्तम सर्ग

इकाई – 4: अलंकार , सिनिमा रिव्यू: (09 hrs)

अलंकार : परिभाषा , प्रकार

मिशन मंगल, थप्पड़, सूपर 30

सूचना : प्रत्येक इकाई 25 अंक के लिए निर्धारित है ।

Text book/s: पाठ्य पुस्तक:

1. खंड -काव्य – कुरुक्षेत्र - रामधारी सिंह 'दिनकर'

References: सन्दर्भ ग्रन्थ :

1. आधुनिक खण्डकाव्य - डॉ. एस. तंकमणी अम्मा
2. लेखक का सिनेमा - कुंवर नारायण
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. मीडिया विमर्श – रामशरण जोशी
8. सिनेमा-सिनेमा - दयानंद पाण्डेय

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHA401	Language II: Additional English - IV	AECC	3	0	0	3	3

Course Description:

This is a 3 credit course designed to help the learners gain competency in language and literature by exposing them to a larger variety of literary genres and themes to encourage their interests in critical social and cultural issues within literary as well as non-literary domains.

Course Objectives:

- To introduce the students to the multiplicity of literature from all over the world.
- To contribute in the emotional and social development of the students.
- To develop in the students an ability to appreciate cultural and social diversity.
- To develop in the students an ability of reading different genres of texts adopting various reading strategies

Course Outcomes:

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

- Demonstrate a visible understanding of the significant issues of the society.
- Summarize the basic as well as the latent concepts of the texts provided in the syllabus and do justice to them.
- Explain the major and minor themes of the select texts and their significance in the broader context of real life.
- Interpret audio files and comprehend different spoken discourses/ excerpts in different accents

Course Content:

Unit-I: Myths & Mythology

[10 Hours]

John W. May – Narcissus

W.B. Yeats – No Second Troy

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

Iravati Karve – *Yuganta* (Extract)

Unit-II: Family & Relationships

(10 Hours)

Robert Hayden – Those Winter Sundays

Elizabeth Jennings – Father to son

Kushwant Singh – The Portrait Of a Lady

Kate Chopin – The Story of an Hour

Unit-III: Horror & Suspense

(10 Hours)

Robert Browning – My Last Duchess
 Edgar Allen Poe – The Haunted Palace
 Bram Stoker – A Dream of Red Hands
 Stephen King - Gramma

Unit-IV: Education

(9 Hours)

Abraham Lincoln – A letter from Abraham Lincoln to his Teacher.
 Oliver GoldSmith – A Village School Master
 Francis Bacon – Of Studies
 Frigyes Karinthy – *Refund*

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.
- Karve, Irawati. *Yuganta: The End of an Epoch*. Orient Blackswan, 2007.
- Ezekiel, Nissim. *Collected Poems* (With A New Introduction By John Thieme). 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.
- Wsahington, Booker T. *Up from Slavery*. Infinity, 2015.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23LSM401	Indian Constitution and Human Rights	VAC	2	0	0	2	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 implications

Course Outcomes:

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

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

Course Content:

Unit-1: Indian Constitutional Philosophy 7 Hours

- a. Features of the Constitution and Preamble
- b. Fundamental Rights and Fundamental Duties
- c. Directive Principles of State Policy

Unit-2: Union and State Executive, Legislature and Judiciary 6 Hours

- a. Union Parliament and State Legislature: Powers and Functions
- b. President, Prime Minister and Council of Ministers
- c. State Governor, Chief Minister and Council of Ministers
- d. The Supreme Court and High Court: Powers and Functions

Unit-3: Concept and Development of Human Rights 7 Hours

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

Unit-4: Human Rights in India 6 Hours

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

References:

- Basu, D.D., *Introduction to the Constitution of India*, 21stEd, Wadhwa. 2013.
- Jain, M.P. *Constitutional Law*, Lexis Nexis Wadhwapublication
- Jain, M.P. *Indian Constitutional Law*, 7th Edition, Lexis Nexis Wadhwa publication, 2014.
- Malhotra, Anil. *India and Law*, Eastern Book Publishers, 2009.

- Rao, Mamta. *Constitutional Law*, Eastern Book Company.
- Seervai H.M., *Constitutional Law of India*, 4th Ed., Universal Publication.
- Avesti, SK and R.P. Kataria, *Law Relating to Human Rights*, Orient Publications, 2000.
- Bajwa, G.S. and D.K. Bajwa. *Human Rights in India: Implementation and Violations*, D.K. Publishers, 1996.
- Basu, D.D. *Human Rights in Constitutional Law*, Prentice Hall, 1994.
- Kapoor, SK. *Human Rights under International and Indian Law*, Central Law Agency, 1999
- Rao, Mamata. *Law Relating to Woman and Children*. Eastern Book Co., 2008
- Reddy, GB. *Woman and the Law*, Gogia Law Agency, 2001.
- Sehgal, B.P. Singh, ed., *Human Rights in India: Problems and Perspectives*, Deep and Deep Publications, 1999.
- Symmonides, J. *Human Right: International Protection, Monitoring and Enforcement*, Rawat publications. 2005.
- Tripathi, SC. *Law Relating to Woman and Children*, Central Law Publishers, 2001.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23HSS412	Health and Wellness	VAC	0	0	1	1	2

Course Description:

This is a foundation course, which gives a basic understanding about the various aspects of the health and wellness. This course focuses on the latest trends in health, nutrition, physical activity and wellness. From stress management and sleep to overall wellbeing, we will explore personal health, health related attitudes and beliefs, and individual health behaviours.

Pre-requisites: An awareness of maintaining healthy and fit lifestyle.

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

1. To help understand the importance of a healthy lifestyle
2. To familiarize students about physical and mental health
3. To create awareness of various life style related diseases
4. To provide understanding of stress management

Course Outcomes:

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

1. Demonstrate an increased understanding of healthy behaviours and practices that create a safe community
2. Engage in cognitions and behaviors that will improve their own health and enable students to care for others

3. Demonstrate skills to assist others, from diverse backgrounds, who have safety or health related concerns
4. Integrate awareness of health wellness into better life style

Course Content:

UNIT I. INTRODUCTION TO HEALTH & WELLNESS

(13 hrs)

- Define and differentiate health and wellness.
- Importance of health and wellness Education.
- Local, demographic, societal issues and factors affecting health and wellness.
- Diet and nutrition for health & wellness.
- Essential components of balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals.
- Malnutrition, under nutrition and over nutrition.
- Processed foods and unhealthy eating habits.
- Body systems and common diseases.
- Sedentary lifestyle and its risk of disease.
- Stress, anxiety, and depression.
- Factors affecting mental health.
- Identification of suicidal tendencies.
- Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counselling and rehabilitation.

UNIT II. MANAGEMENT OF HEALTH AND WELLNESS.

(13 hrs)

- Healthy foods for prevention and progression of Cancer, Hypertension, Cardiovascular, and metabolic diseases (Obesity, Diabetes, Polycystic Ovarian Syndrome).
- Types of Physical Fitness and its Health benefits.
- Modern lifestyle and hypo-kinetic diseases; prevention and management through exercise.
- Postural deformities and corrective measures.
- Spirituality and mental health.
- Role of Yoga, asanas and meditation in maintaining health and wellness.
- Role of sleep in maintenance of physical and mental health.

SUGGESTED BOOKS:

- Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell.
- Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021.
- Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Well Being by Nashay Lorick, 2022

- Lifestyle Diseases: Lifestyle Disease Management, by C. Nyambichu & Jeff Lumiri, 2018.
- Physical Activity and Mental Health by Angela Clow & Sarah Edmunds, 2013.

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0501	Digital Humanities and Cyber Culture	DCC	3	1	0	4	4

Course Description: The aim of the course is to introduce students to the world of digital humanities tools and methodologies through readings, in-person and online discussions, practical workshops, and group projects. The idea is to critically analyze and use digital technology in their academic research and teaching. Students will be introduced to a wide range of approaches. They will get knowledge on how to successfully exhibit their digital work.

Pre-requisites: Students must have basic knowledge of humanities and digital media.

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

Course Objectives:

- Students will be aware of the broad scope of digital humanities, including current research, ongoing debates, and their own engagement in the field.
- Students will demonstrate basic familiarity with core digital humanities methods and practices.
- Students will understand the theories and concepts informing digital humanities approaches. Students will explore the implications of digital approaches for the humanities.
- Students will critically evaluate digital humanities work.

Course Outcomes:

1. To increase digital literacy skills, and an awareness of a wide variety of digital tools for research.
2. To understand the relationship between traditional humanities and digital humanities.
3. To discover some forms of digital knowledge in today's world.

Course Content:

Unit-I: Fundamentals of Digital Humanities

[13 hours]

Introduction and History of Digital Humanities; Usages of digitization; Data Collection, Social Media Data, Data Curation, Structured and Unstructured Data; Ethics in Digital Environments

Unit-II: Digital Humanities Tools and Methodologies

[13 hours]

Digital Humanities as Convergent Practices; DH across the globe, Post-colonial DH, DH in the Global South; Methodologies; Offline and Online Data Collection (Surveys, Interviews, Focus Groups, Scraping); Qualitative Methods; Quantitative Methods.

Unit-III: Cyber Culture**[13 hours]**

Define cyberculture; Features of cyberculture; Types of cyberculture; Significance and Benefits of cyberculture; E-Generation Gap; Digital Divide.

Unit-IV: Digital media and digital culture**[13 hours]**

Digital media and digital culture; Internet Ethnography; Community and cyberculture; Cyber security; Organizations in cyberculture.

Texts:

1. Jindal Nidhi (2022) Humanities to Digital Humanities. Pencil
2. Simanowski Roberto (2016) Digital Humanities and Digital Media. Fibreculture Books
3. Jones Steven E. (2013) The Emergence of the Digital Humanities. Routledge

References:

1. Gardiner Eileen and Musto Ronald G. (2015) The Digital Humanities The Primer for students and scholars. Cambridge University Press
2. Dodd Maya and Kalra Nidhi (2020) Exploring Digital Humanities in India Pedagogies, Practices and Institutional Possibilities. Routledge India

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Week.
B23AD0502	2D Animation (Theory)	DCC	2	1	0	3	3

With the help of this paper, students will get familiarized with various approaches, methods and techniques of Animation Technology. The students will develop competencies and skills needed for becoming an effective Animator by mastering traditional and digital tools to produce stills and moving images.

Pre-requisites: Should be familiar with basics in visual communication

Pedagogy: Direct Instruction, Collaborative learning; project based learning

Course Objectives:

1. To develop expertise in life-drawing and related techniques
2. To train students in applying laws of human motion and psychology in 2-D
3. To enable students to manage Animation Projects from its Conceptual Stage to the final Product creation.
4. To apply Audio and Video Production Techniques to an Animation Project.

Course Outcomes:

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

1. Gain expertise in life-drawing and related techniques
2. Apply basic tools in 2-D animation

3. Conceptualize and execute outputs in 2D Animation Projects
4. Apply Audio and Video Production Techniques to an Animation Project

Course Content

Unit I: Introduction to Animation

10 Hours

Animation definition - Need for animation - History of animation - Uses of animation, Storyboarding in animation.

Unit II: Types of Animation

10 Hours

Types of Animation – Basics of Traditional animation - Principles of animation - Special effects in animation

Unit III: Basics of 2d animation

10 Hours

Introduction to Adobe Illustrator- Drawing/Sketching Illustrations; Wrapping, Morphing, Twinning, Timing, Timeline Scanning for animation - Onion Skinning – Project Folder - Library, Masking, Keying, Framing

Unit IV: Animation Formats

9 Hours

Stop motion, Motion Capture animation, Info-graphics - Formats – Methods – Usages-Script for animation, and Concept development - Story developing- Audio and Video Concepts - Atheistic for animation movie

References:

1. Tony White. How to Make Animated Films, Second Edition, Focal Press, USA, 2009
2. Paul Wells. Basics Animation 03: Drawing for Animation, Second Edition, AVA Publishing, Switzerland, 2009
3. Animating with Flash MX: Professional Creative Animation Techniques by Alex Michael, focal press, 2002
4. An Introduction to Multimedia for Use With Authorware 3 and Higher Authorware, Simon Hooper, 1997

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23AD0503	2D Animation (Practical)	DCC	0	0	1	1	2

Practical Components

26 Hours

1. To be familiar with the 2D animation applications.
2. 2D menu bar, toolbar and options.
3. Drawing and Painting Tools in 2D
4. Basics of Action Script in 2D
5. Motion twine and shape twine in 2D
6. 2D animation for a logo, title, product Ad, Web Banners' with different formats

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23AD0504	Event Management (Theory)	DCC	3	1	0	4	4

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

13 Hours

Introduction to event: Historical Perspective; Types of events. Introduction to event Management: Significance & Scope; event management team. Principles of event management. Code of ethics.

Unit II: Event Planning and Production

13 Hours

Pre-event activities: Creating a comprehensive event plan: Defining purpose of the event; Establishing objectives; Establishing Budget; Drafting Event Proposal. Identifying and managing logistic and vendors. Technical aspects of event production: audio and visual equipment, staging, lighting, and sound design; Staffing and dress code. During event activities: monitoring, crisis management. Post event activities: feedback and review.

Unit III: Marketing and Promotion of Events

13 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.

Unit IV: Event safety and security

13 Hours

Identifying and managing potential risks: safety and security concerns. Co-ordination with law enforcement and emergency responders. Case studies: Award Winning Events - Evaluation, Coordination and Control: Coordination: Concept, Significance, Techniques Control: Meaning, Process, Requisites of effective control, Control techniques.

References:

- Silvers, Julia Rutherford. Professional Event Coordination (The Wiley Event Management Series), 2003
- Kilkenny, Shannon. The Complete Guide to Successful Event Planning : With Companion CDROM., 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.
B23AD0505	Event Management (Practical)	DCC	0	0	1	1	2

Practical Components:

26Hours

- 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.
B23ADS511	Sports Communication	DSE	2	1	0	3	3

Course Description:

Sports communication is a course that explores the intersection of sports and media. The course focuses on the various ways in which sports and media interact, including the coverage of sporting events, the use of social media by athletes and teams, and the role of sports in popular culture.

Pre-requisites:

Basic interest and knowledge in sports.

Pedagogy:

Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To understand the relationship between sports and media and analyze the various ways that sports and media intersect.

2. To develop critical thinking skills and critically evaluate sports media coverage.
3. To develop practical communication skills and practical skills related to sports communication.
4. To understand the ethical considerations in sports communication.

Course Outcomes:

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

1. Understand the complex relationship between sports and media.
2. Analyse and evaluate sports media coverage, including identifying biases, evaluating sources, and analysing the accuracy and reliability of sports media reporting.
3. Understand the ethical considerations in sports communication.
4. Understand the impact of technology on sports.

Course Content:

Unit I: Introduction to Sports Media

10 Hours

Overview of the history and development of sports media in India. Exploration of the various media platforms used to cover sports: television, radio, print, and digital media. Examination of the economics of sports broadcasting. Impact of media on sports.

Unit II: Ethics in Sports Communication

10 Hours

Overview of ethical considerations in sports communication: accuracy, privacy, and responsible social media use. Exploration of the ethical dilemmas faced by sports journalists and media professionals. Analysis of real-world examples of ethical issues in sports communication: scandals and controversies.

Unit III: Writing for Sports Media

10 Hours

Overview of effective writing techniques for sports media: writing press releases and feature stories. Exploration of the different writing styles used in sports media: news writing, opinion writing, and sports analysis. Analysis of the use of storytelling and narrative in sports media.

Unit IV: Social Media and Sports

9 Hours

Overview of the role of social media in sports communication: the use of social media by athletes and teams. Exploration of the impact of social media on sports media: the rise of citizen journalism and the democratization of sports coverage. Analysis of the ethics of social media use in sports: issues related to privacy, harassment, and fake news

References:

- Steen, R., Novick, J., & Richards, H. (2020). *Routledge Handbook of Sports Journalism*. Routledge.
- Hopwood, M., Skinner, J., & Kitchin, P. (2012). *Sport Public Relations and Communication*. Routledge.
- Domeneghetti, R. (2021). *Insights on Reporting Sports in the Digital Age: Ethical and Practical Considerations in a Changing Media Landscape*. Routledge.
- Rentner, T., & Burns, D. (2018). *Case Studies in Sport Communication: You Make the Call*. Routledge.
- Sullivan, P. (1993). Communication Skills Training for Interactive Sports. *Sport Psychologist*. <https://doi.org/10.1123/tsp.7.1.79>

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23ADS512	Media, Society and Culture	DSE	2	1	0	3	4

Course Description:

This course serves to provide an introduction to the mediascapes and examines the relationship between media and culture, focusing on how media technologies, institutions, and practices are shaped by cultural contexts.. 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 Instruction, ICT based learning

Course Objectives:

- To introduce the students to the field of media studies
- To familiarize the students with the significance and impact of media on society
- To enable the students to critically analyze the role of media in shaping the society in present times
- To make the students analyze the relationship between media and culture

Course Outcomes:

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

- Appraise the basic concepts related to the field of media studies
- Determine the debilitating influence of media in modern times
- Analyze various types of media and their role in shaping the society
- Interpret the relationship between media and culture

Course Content:**Unit I- Introduction to Media****10 Hours**

Communication meaning, definition and process; principles and functions; Importance of media, Kinds of Mass Media, Functions of media; social responsibility of media , New Media and contemporary society; Citizen Journalism; Media Convergence; Mobile Journalism; Digital platforms and globalization

Unit II- Media and Democracy**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, Media ownership in democratic society- controls: Internal and external threats, pressures on media; New liberalism and media; Political impact of media;

Unit III- Media and Culture**10 Hours**

Mass Culture-Critiques of mass culture, Globalisation of media and its impact on culture, Cultural Imperialism, Cultural Hegemony, Popular Culture and Media, Cultural industries and consumerism, Representation of gender , Emerging media technologies and their impact on culture- Social media in shaping cultural practices and norms

Unit IV- Issues in Media**9 Hours**

Media credibility: factors affecting media credibility, contemporary issues, media performance and its role, critical analysis of media credibility Yellow Journalism; Breaking News; Trial by media; Media Literacy; Scams, Page-3, Paid News, Sting Operation, Fake news, Media bias and Propaganda.

References:

- Bennett, T., Curran, J., Gurevitch, M., & Wollacott, J. (2005). *Culture, Society and the Media*. Routledge.
- J Kumar, Keval.(2006) *Mass communications in India*. Mumbai: Jaico Publication.
- Hjarvard, S. (2013). *The Mediatization of Culture and Society*. Routledge.
- Mcquail, Denis. *Mass Communication Theory*. Sage Publication, 2004
- Curran, J., & Hesmondhalgh, D. (2019). *Media and Society*. Bloomsbury Academic.
- Hodgkinson, P. (2016). *Media, Culture and Society: An Introduction*. SAGE.
- S Baran, Stanly and K. Davis ,Dennis.(1999) *Mass Communication Theory: Foundations Ferment and Future*. Thomson Wads Worth.
- Vivian, John (2012) *The Media of Mass Communication*. New Delhi:PHI Learning Private Limited.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHM501	Consumer Psychology	IDC	2	1	0	3	4

Course Description:

Human beings have basic needs that they fulfill by making transactions in the market. Transactions mostly in the form of monetary exchange for goods and services are very basic for the survival of the human race. The present course is designed to study how consumers behave on the market and what the consequences of various behavior patterns. Additionally, the present course also looks at various psychological factors that shape the behavior and actions of the consumer in the global market.

Pre-requisites: Basic knowledge of market research

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

Course Objectives:

- 1) To introduce the concept of Consumer Psychology and
- 2) To help the understand consumer modelling
- 3) To enable the students understand the internal and external factors in consumer behavior
- 4) To make the students understand the processes involved in Consumer Decision Process

Course Outcomes:

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

1. Define and discuss key theoretical concepts related to Consumer Psychology

2. Acquire understanding of consumer modelling
3. Assess the internal and external factors in consumer behavior
4. Understand Consumer Decision Process

Course Content:

Unit 1- Introduction to consumer psychology

10 Hours

Concept and need for studying Consumer Psychology; Overview of foundation of consumer behavior; Understanding the diversity of consumer behavior; the value of consumer research

Unit 2- Consumer Modelling

10 Hours

Learning model; psychoanalytical model; the sociological model; Webster and wind model of organizational buying behaviour

Unit 3-Consumer Decision Making

10 Hours

Consumer Decision Making; Need and Information Search; Alternate Evaluation and Choice; Consumption and Post-Purchase Behavior

Unit 4- Consumer perceptions

9 Hours

The Individual Consumer, Consumer perceptions, Memory and Learning, Mood, Emotion and Involvement, Consumer Attitude, Marketing communications

References

1. Consumer Behavior – Building Marketing Strategy, tenth edition. Hawkins, Mothersbaugh, Best; McGraw-Hill, 2007. ISBN-10: 0-07-310137-0
2. Curtis P Haugtvedt -Curtis P Haugtvedt- Handbook of Consumer Psychology, Psychology Press
3. Barrie Gunter- The Psychology of Consumer Profiling in a Digital Age. Routledge

Course Code	Course Title	CourseType	L	T	P	C	Hrs./ Wk.
B21AH0502	Soft Skills Training	SEC	0	0	1	1	2

Course Description:

Soft skills incorporate a wide variety of personality traits, communication and people skills, social attitudes and emotional intelligence. These qualities also known as core skills are increasingly important for success in the workplace – and not just for those in leadership positions. The Course is offered in two parts – Soft skills Training – I and Soft Skills Training–II. Soft Skills Training – I is offered in the fifth semester and Soft Skills Training – II in the sixth semester. While the two components are to take as a whole, for sheer logistic reasons, the course is spread over two semesters.

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 help the students in building interpersonal skills.
2. To develop skill to communicate clearly.
3. To enhance team building and time management skills.
4. To learn active listening and responding skills.

Course Outcomes:

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

1. Make use of techniques for self-awareness and self-development.
2. Apply the conceptual understanding of communication into everyday practice.
3. Understand the importance of teamwork and group discussions skills.
4. Develop time management and stress management.

Unit I: Self Awareness & self-Development

7 Hours

a) Self-Assessment, Goal setting - Personal & career - Self-Assessment, Perceptions and Attitudes, Positive Attitude, Values and Belief Systems, Self-Esteem, Personal Goal setting.

b) Career Planning, Personal success factors, Handling failure, Depression and Habit, goal setting, prioritization.

Unit II: Communication Skills

6 Hours

a) Importance of communication, types, barriers of communication, effective communication

b) Speaking Skills, Presentation skills, Group discussion- Importance of speaking effectively, body language phonetics, speaking techniques, word stress, correct stress patterns, voice quality, correct tone, types of tones, positive image projection techniques.

Unit III: Corporate / Business Etiquettes

7 Hours

a) Corporate grooming & dressing, Email etiquette, Understand and Implement etiquettes in workplace, presenting oneself with finesse and making others comfortable in a business setting.

b) Importance of first impression, Grooming, Wardrobe, Body language, Meeting etiquettes

Unit IV: Interpersonal relationship

6 Hours

a) Team work, Team Communication. Team, Conflict Resolution, Team Motivation Team ProblemSolving, Building the team dynamics Multicultural team activity.

b) Group Discussion- Preparation for a GD, Introduction, Purpose of a GD, Types of GD, and Strategies in a GD, Conflict management, Do's and Don'ts in GD

References:

- Pushpa Lata, Sanjay Kumar. *Communication Skills*, Oxford University Press, 2002.
- Krishna Mohan, Meera Banerji. *Developing Communication Skill*, McMillan India Ltd, 1998
- Simon Sweeney. *English for Business Communication*, Cambridge University Press, 2005
- E. H. McGrath. *Basic Managerial Skills*, Eastern Economy Edition, 2001.
- Mitra Buran. *Personality Development and Group Discussions* Oxford University Press,
- Priyadarshi Patnaik, *Group Discussions and Interview Skills*, Foundation Books,
- Cambridge University Press, 1999.
- Khera Shiv. *You can win*, Macmillan, 2008.
- Ramesh Gopaldaswamy, Ramesh Mahadevan. *The Ace of Soft Skills by Attitude, Communication and Etiquette for Success*: 2006.

SIXTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
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B23AD0601	Introduction to Media Psychology	DCC	3	1	0	4	4
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Course Description: This course explores the psychological processes underlying media consumption, effects, and interactions. It examines how media influences individuals' thoughts, emotions, behaviors, and attitudes, as well as the reciprocal relationship between media and psychology. Students will critically analyze theories, research findings, and practical applications in media psychology, gaining a comprehensive understanding of the psychological impact and implications of media.

Pre-requisites: Basic level of understanding of the media

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

Course Objectives:

5. To introduce students to the fundamental concepts and theories of media psychology.
6. To examine the psychological processes involved in media perception, cognition, and attention.
7. To understand the influence of media on attitudes, beliefs, and behavior.
8. To analyze the ethical and social implications of media use and effects.

Course Outcomes:

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

1. Explain key theories and concepts in media psychology.
2. Analyze the psychological processes underlying media perception, attention, and memory.
3. Evaluate the effects of media on attitudes, emotions, and behavior.
4. Discuss the ethical considerations and social implications of media use and effects.

Course Content:

Unit-I: Introduction to Media Psychology

13 Hours

Definition and scope of media psychology Construction of reality, theoretical frameworks in media psychology- Cognitive Dissonance theory, Cultivation theory, Social identity theory ,Media ecology theory, Third person effect , Selective Process , social cognitive theory;

Unit II : Media and Cognitive Development

13 Hours

Attention and Media- Factors influencing attentional processes in media contexts, Media and Memory- The role of media in memory consolidation and retrieval, Problem-Solving and Creative Thinking, Media Learning- observational learning, Bandura's Social learning theory, Media and cognitive development

Unit-III: Media Consumption and Its Effects

13 Hours

Media consumption patterns- Media multitasking, binge-watching, and personalized media consumption, Media and Identity Formation, Self-concept and identity in media

representations, Media and social identity development, Media and Body image- Media representations of beauty and body ideals, Body image dissatisfaction and media influence, Media & Violence- Relational Aggression, Theories of media violence; Sex, Sexuality, and the Media, Drugs and the Media

Unit-IV: Digital Media Psychology

13 Hours

Identity Crisis, Digital Bullying, Loneliness and depression due to Social Media, Individual identity in online platforms, Media addiction- Video Game and Internet Addiction- Effects of violent video games , Media toxicity, Cyberbullying and digital aggression, Digital awareness, Digital wellbeing, Privacy and Digital Ethics, Mental Health and Media- Role of media in promoting mental health;

References:

- Dill K. (2013) Edt. The Oxford Handbook of Media Psychology. Oxford University Press. New York
- Gee, J. P. (2007). What Video Games Have to Teach Us About Learning and Literacy (Revised & Updated) (2nd ed.). New York: Palgrave Macmillan.
- Giles, D. C. (2010). Psychology of the Media. London: Palgrave Macmillan.
- Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
- Joinson, A. N. (2003). Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives. Palgrave Macmillan, New York.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0602	Peace and Conflict Studies	DCC	3	1	0	4	4

Course Description:

This course views conflict as an ever-present component of any decision-making environment, and provides a comprehensive overview of key concepts, theories, and approaches in peace and conflict studies. Students will examine the root causes of conflict, explore strategies for conflict resolution, and analyze the impact of peacebuilding efforts on societies.

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

Pedagogy: Direct instruction, Collaborative and Flipped classrooms

Course Objectives:

1. To help understand key concepts and theories in peace and conflict studies
2. To understand the role of culture and identity in conflict
3. To devise policies and practices that seek to manage, resolve and transform conflicts
4. To analyze case studies of conflicts and peacebuilding efforts around the world
5. To Understand the role of international institutions and civil society in building peace

Course Outcomes:

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

1. Develop a critical understanding of the root causes of conflict and the challenges of building peace
2. Understand the role of culture and identity in conflict, and analyse the impact of cultural factors on peacebuilding efforts
3. Examine the mechanism of creating values and achieving integrative negotiation outcomes.
4. Analyse case studies of conflicts and peacebuilding efforts, and evaluate the effectiveness of various approaches to conflict resolution and peacebuilding
5. Evaluate the role of international institutions, including the United Nations, in promoting peace and resolving conflicts

Course Content:**Unit I: Introduction to Peace and Conflict Studies****13 Hours**

Introduction – Nature and Origin of Conflict, Conflict: Meaning, Nature, Characteristics and levels of conflict, Types of conflict-Violent and Non-Violent Conflicts; Peace-meaning, Understanding Peace Process, Conflict Resolution, Conflict mapping

Unit II: Conflict Management**13 Hours**

Conflict Management: A Holistic Approach to Conflict Management; Stages in Conflict Management, Conflict Prevention and Preventive Diplomacy; Challenges for conflict management; Variation in Contexts: Culture, Religion and Identity; Contemporary Challenges: (1) Terrorism; (2) Environmental Conflicts;

Unit II: Conflict Resolution & Peace Building**13 Hours**

Conflict Resolution :Prospects for Conflict Resolution Modes of conflict resolution: Competing, accommodating, avoiding, collaborating, and compromising; Gandhian Method of Conflict Resolution, Peace building- Stages in the Peace Process, Factors affecting Global Peace: Nationalist struggle, Role of International Agencies, Western World and war in developing world, Unequal distributions of resources ,Strategies for Peace building - Negotiation and Mediation; Arbitration and Adjudication, Role of international institutions in peacebuilding ,Impact of globalization on conflict and peacebuilding,

Unit IV: Peace Movements**13 Hours**

Global Peace Initiatives: The Environment and Peace Initiative, UN, India, Global Peace Initiative by the International Civil Society, Peace Building in India: Bhoodan, Gram Dhan Inter faith Dialogue, Communal Harmony, Gandhian Activists and Peace Building: Sundarlal Bahuguna and Anna Hazare, Social Movements and the Issues of Peace: Anti- Nuclear Movement, Movement against Big Dams, Development projects, Ecology Movement and Anti Globalization Movements

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 Samaddar (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.
B23AD0603	Film Appreciation (Theory)	DCC	3	1	0	4	4

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 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.
B23AD0604	Film Appreciation (Practical)	DCC	0	0	1	1	2

Film Analysis

26Hours

The following are to be analysed through viewing of select scenes followed by detailed discussion based on the perspective suggested in the heading. Learners are expected to watch the entire films on their own.

Narrative Study:

Parasite (2019) Dir Bong Joon-ho
Drishyam (2015) NishikantKamat

Postmodern Perspective:

Pulp Fiction (1994) Dir Quentin Tarantino
Dil Chahta Hai (2001) Dir Farhan Akhtar

Caste:

Article 15 (2019) Dir Anubhav Sinha
Ankur (1974) Shyam Benegal

Marxist:

Super 30 (2019) Dir Vikas Bahl

Disability Studies:

Margarita with a Straw (2014) Dir Shonali Bose

Yellow (2014) Dir Mahesh Limaye

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0603	Integrated Marketing Communication	IDC	2	1	0	3	4

Course Description:

The course will enable the students to investigate globalization, adaptation, and real-time communication issues together with new forms of segmentation and an entire new paradigm of understanding consumer in this rapidly changing digital environment.

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

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To help students understand the principles and practices of marketing communications.
2. To focus on analyzing and designing tools used by marketers and to provide a managerial framework for integrated marketing communications planning.
3. To determine the role of the Advertising, Sales Promotion, Publicity, and Public Relations in the development of strategic/ tactical marketing plans so as to understand how the marketing communication process influences consumer decision making

Course Outcomes

On successful completion of the module students will be able to:

1. The student will be able to understand how the communications process fits into and works with consumer behavior with emphasis on the consumer decision making process.
2. Develop an awareness of the connection between marketing communications tools, and how each can be used effectively in an integrated communication mix.
3. The student will be able to identify advertising decision areas and apply marketing communications functions such as advertising, direct marketing, the Internet, interactive media, and sales promotion.
4. Apply basic advertising theories and principles to practice.

Course Content

Unit I: Introduction to IMC

(10 hours)

Overview of IMC, Managing IMC, Barriers to effective IMC, Identifying IMC opportunities, IMC Strategic planning, the role of IMC in straightening companies, corporate identity, image and reputation, corporate brand, Corporate Communication

Unit II: Components of IMC

(10 hours)

Traditional advertising: The role of advertising in IMC, Types of Advertising, Brand awareness and brand attitude strategy's, Traditional Promotion: Basic types of promotion, Promotion to the consumer, building brand attitude with consumer promotion, Promotion to the trade and retailer (as trade) Incentive promotion cost, Non-traditional Media: New Media, sponsorships and event marketing, product placement and packaging; Emergence of Digital Communication; Creating and Managing Digital Word of mouth; Mobile marketing- Scope of it; Developing effective mobile marketing programme; mobile marketing across markets

Unit III: IMC Message

(10 hours)

Message processing: Communication response sequence, Message processing responses, Message development: Positioning, Communication Objectives; Hierarchy of effects model, Innovation-adoption model; The elaboration Likelihood Model (ELM), The Foote, Cone, and Belding (FCB) Model; Case Study

Unit IV: Creative Execution

(9 hours)

Creative brief, Creative idea and Pre-testing; Creative execution: Gaining attention, facilitating learning, Consistency in IMC execution, Specific creative tactics for brand awareness and brand attitude. The IMC Plan- Planning considerations, IMC Planning Processes, Finalizing and implementing the IMC plan

References:

- Advertising and Promotion by George Belch, Michael Belch, Keyoor Purani, 9th Edition, McGraw Hill
- Integrated Marketing Communication in Advertising and Promotion by Terence Shimp, 8th Edition, Cengage Learning
- Advertising and Promotion by Jaishree Jethwaney & Shruti Jain, 2nd Edition, Oxford

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0606	Social Media Marketing	SEC	1	0	0	1	1

Course Description:

The course will enable the students to understand the landscape of traditional, digital and social media marketing. Understand the major social media platforms, how they function and what role they play in marketing. It will help to learn to create SMART goals, identify KPIs, and define your target audience and their customer journey. The course will enable students in choosing the right social media platforms and learn how to create social media policies.

Pre-requisites: Basic knowledge about marketing and various tools used in social media platforms

Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning

Course Objectives:

1. To learn how to select a social media channel that fits your needs,
2. Enable students to set goals and success metrics and determine who your target audience is
3. To understand the landscape of traditional, digital and social media marketing
4. To create marketing content for various social media platforms

Course Outcomes

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

1. Understand what social media is, the various channels through which it operates, and its role in marketing strategy.
2. Develop social media marketing goals, objectives and content.
3. Prepare Facebook Ads and Instagram Ads and understand how to effectively brand their Social Media Pages.
4. Establish a Video Marketing Strategy and learn YouTube Advertising.

Course Content

Unit 1: Introduction to Social Media Marketing

6 Hours

Introduction to Social Media, origin and development of social media, Managing Information – Aggregators, Google Alerts, Blogs. Getting your company ready for Social Media Content Management 08 Touchpoint analysis, Scheduling, Creating content, Managing content programs, Planning Worksheets.

Unit 2: Elements of marketing in different social media platforms

7 Hours

YouTube Long - form video platforms, Setting up a channel, Managing content - Video Flow - Google Pages for YouTube Channel - Verify Channel Webmaster Tool – Adding Asset - Associated Website Linking - Custom Channel URL - Channel ART - Channel Links - Channel Keywords - Branding Watermark - Featured Contents on Channel - Channel Main Trailer - Uploading Videos - Uploading Defaults - Creator Library - Practical Examples. Twitter - Set-up and usage Tips. LinkedIn - Tips and Guides Review of profiles. Pinterest - Visual social media and bookmarking, Set-up and management, Collaborative Marketing & Crowdsourcing - Consumer-generated content (Encouraged Organic), New Technologies – Chat Bots/Messenger Bots and Artificial Intelligence

References:

- Social Marketing in India 1st Edition (Sameer Deshpande, Philip Kotler, Nancy R. Lee), 2013
- Marketing with Social Media (Linda Coles), 2015
- The Social Media Marketing Book (Dan Zarrella), 2009
- Social Media Marketing 1st Edition (Michael R. Solomon, Tracy Tuten), 2017
- The Art of Social Media: Power Tips for Power Users (Guy Kawasaki, Peg Fitzpatrick), 2014

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AD0607	Lab - Social Media Marketing	SEC	0	0	1	1	2

Practical Components:**26 Hours**

- Analyze social media ads – Facebook, Twitter, Instagram and LinkedIn
- Create a Blog by using Wordpress
- Create a YouTube account and set it up to the standard and start uploading videos
- Create google account and run a google ads

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23AHS611/B23AHS612	Internship/ Research Project	Int/RP	0	0	4	4	8

Project:

Each student will choose the topic of research particularly from any area of soft cores studied 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 Department.

Internship:

Internship shall be carried out by students during summer vacations after 5th semester examination; Credits / Marks are awarded during sixth semester. The students shall have to undergo internship of the minimum duration fixed by the university and as per the guidelines of the University either in industry or in a business sector, R&D organization, including educational institutes with excellent research culture. The students are expected to submit a formal report at the end of the internship programme. The marks for internship shall be awarded based on the (a) presentation and (b) comprehensive viva, by the panel of examiners constituted by the Department.

SEVENTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23JN0701	Media Research	DCC	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; Fundamental vs. Applied Research; Quantitative vs. Qualitative data; Role of research in the media; Steps in research- Research question, Hypothesis, Review of Literature-Significance of Review of Literature

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

Methods of Media Research: Experiment Designs- Posttest, Pretest & Posttest, Solomon Four Group Design, Factorial Analysis ; Survey, Content Analysis; Case Study; Tools of data collection: Primary and Secondary data-Questionnaire, Focus Groups, Telephone, Surveys, Online Polls, Published work

Unit III: Research Presentation**13 Hours**

Sampling: Need for Sampling, Sampling Methods, Representativeness of the Samples, Sampling Error; 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**

Application of research in electronic media, Print, Advertising, New Media; Ethical issues in media research; Media research as a tool of reporting. Prepare a research synopsis/proposal on a media research topic of your choice.

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.
B23JN0702	Mass Communication Theories	DCC	4	0	0	4	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:

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

Course Content:**Unit I- Introduction to Mass Communication Theory****13 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 13 Hours

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

Unit III- Media, Society and Culture 13 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 13 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.
B23JN0703	Entrepreneurship in Media	DCC	3	1	0	4	4

Course Description: This course Entrepreneurship in Media is structured to introduce students to the basics of Entrepreneurship, governance and entrepreneurship in media. This involves role of moral value, principles and features of good entrepreneurship. Students will also learn the basics about importance of entrepreneurship and marketing in this digital era.

Pre-requisites: Should have awareness of various media houses and types of ownership

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 media houses
2. To apply the principles of different kinds of ownership

3. To understand basic concepts in the area of media entrepreneurship
4. To gear up for entrepreneurship in the field of Media

Course Outcomes:

1. Identify and describe the main principles of good media ownership
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: Entrepreneurship

13 Hours

Entrepreneurship: definition of entrepreneurship, Merits and risks involved in entrepreneurship, The role of entrepreneurship towards the socio-economic development of the nation, The history of entrepreneurship in media industry, characteristics and qualities of media entrepreneurs.

Unit-II: Principles, theories of Entrepreneurship and its Types

13 Hours

Principles of entrepreneurship, types of entrepreneurship, Small Business Entrepreneurship, Scalable Startup Entrepreneurship, Large Company Entrepreneurship, Social Entrepreneurship, International entrepreneurship; Types of entrepreneurs: Analysts, Innovators, Hustlers, Imitators; Theories of entrepreneurship: Innovation Entrepreneurship theory, Economic Entrepreneurship theory, Sociological Entrepreneurship theory

Unit-III: Steps to become an Media entrepreneur

13 Hours

Importance of entrepreneurship in media, The need for media entrepreneurship in digital era, Process for entrepreneurial media project development: Market research, Idea generation – sources and methods, Identification and classification of ideas, Environmental Scanning and SWOT analysis, Preparation of project plan, Project formulation –project report significance and contents; Research on the current media entrepreneurs; Case studies on Indian and International media entrepreneurship.

Unit-IV: Digital media and entrepreneurship

13 Hours

5 'p's of digital media entrepreneurship, principles of media marketing on digital media, Social media and its significance on sole entrepreneurship, Maintaining e-commerce platforms, marketing and promotions on social media, social media management for media entrepreneurs.

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.
B23JNS711	Feature and Magazine Writing (Theory)	DSE	1	1	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:

- Ziegher, 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.
B23JNS712	Content Creation for the Web (Theory)	DSE	1	1	0	2	2

Course Description:

This course is designed to teach students the fundamental principles of creating effective content for the web. Students will learn how to develop content strategies, identify their audience, and create engaging, relevant, and informative content that will drive traffic and increase engagement. This course also helps students to develop and improve their digital skills and gain confidence in working in a digital workplace.

Pre-requisites:

- Interest in online content creation

Pedagogy:

Direct method, inquiry based and collaborative method

Course Objectives:

1. To inculcate knowledge the principles and best practices of creating content for the web.
2. To acquaint with the concepts of content writing and content management and the various tools used.
3. To develop the ability to learn the practical strategies to communicate effectively online.
4. To evaluate various analytics tools to track the performance of the online content.
5. To understand ethical and legal considerations in content creation for the web.

Course Outcomes:

1. Develop the ability to create impactful content that is customized for your specific target audience.
2. Integrate knowledge of SEO management and page optimization in content creation.
3. Acquaintance with various tools available to create various types of socially relevant content for the web.
4. Understand the value of delivering the right message to the right audience at the right time, and consider the importance of tone, style, and format.

Course Content:

Unit I: Introduction to Online Content

7 Hours

Introduction to Online Content Creation: Online Content – Definition, nature & scope. Types of web content: Use of language on various platforms. Understanding the importance of web content. Planning for an Online Content: Critically examine online content and identify the intension.

Unit II: Content Writing

6 Hours

Content Strategy: Creating a content strategy that aligns with the goals and objectives. Identifying target audience and developing a content calendar. The concept of Content Writing: Role and functions of content writers. Scope and types of content Writing; Search Engine Optimization (SEO)

Unit III: Graphic Content

7 Hours

Graphic creation for Web: Use of Canva. Creating Multimedia Content: Images, videos, infographic, and podcasts, and understanding how to integrate them into your content strategy. Social Media and Content Promotion: Promotion of content and driving traffic to the website. The concept of Content Management

Unit IV: Analytics and Measurement**6 Hours**

Analytics: Using analytics to refine the content. Measurement: Measuring the success of the content. Ethics in online content creation: copyright, plagiarism, and privacy. Laws and regulations applicable in online content creation.

References:

- *Content Creation Services / Brafton*. (2023, April 24). Brafton. <https://www.brafton.com/content-creation/>
- Dadhich, P. (2023, May 1). *How to make a website: A complete guide for 2023*. ZNetLive Blog - a Guide to Domains, Web Hosting & Cloud Computing. <https://www.znetlive.com/blog/how-to-make-a-website/>
- Drotner, K., Schröder, K., & Schröder, K. C. (2010). *Digital Content Creation: Perceptions, Practices, & Perspectives*. Peter Lang.
- Fernández, M., Florescu, D., Kang, J., Levy, A. Y., & Suciu, D. (1998). *Catching the boat with Strudel*. <https://doi.org/10.1145/276304.276341>
- Rice, J. F., & McKernan, B. (2001). *Creating Digital Content*. McGraw Hill Professional.
- *Web Writing and Content Creation Guide / Colgate University*. (n.d.). Colgate University. <https://www.colgate.edu/about/campus-services-and-resources/web-writing-and-content-creation-guide>

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23JNS713	Feature and Magazine Writing (Practical)	DSE	0	0	1	1	2

Practical Components:**26 Hours**

- 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.
B23JNS714	Content Creation for the Web (Practical)	DSE	0	0	1	1	2

**Practical Components:
Hours**

26

- Analyze different forms of content on different social media handles.
- Create and maintain own blog throughout the course.
- Create graphic components for different online platforms.
- Produce a podcast episode on any socially relevant topic.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JNS721	Data Journalism	DSE	3	0	0	3	3

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

10 Hours

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

Unit-II: Elements of Data Journalism

10 Hours

Eliminating irrelevant, misleading data sources; Using Right to Information Act, Responsibilities of a data journalist-- Interpreting data, and Data Visualization

Unit-III: Core Concepts of Data Journalism

10 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 Shwartz (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: Application of Data Journalism

9 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 Bait; 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.
B23JNS722	Corporate Social Responsibility	DSE	3	0	0	3	3

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.
B23JN0704	Research Paper Writing (Journalism)	RP	0	0	2	2	4

Research Paper Writing

Research paper writing plays a crucial role in the advancement of knowledge, critical thinking development, communication of findings, validation through review, career advancement, impact on practice and policy, and personal growth of researcher.

EIGHTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0801	Media and Globalization	DCC	3	1	0	4	4

Course Description: The course examines the economic and technological changes within the international media and cultural industries. It looks at how mediated communication is produced, disseminated, and received under shifting global contexts in a variety of sectors. It uses practical case studies to study the effects of global media and cultural exchange.

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 fundamentals of media agencies.
2. Discuss current topics on globalization in the sector with greater understanding and skill
3. To train the students to understand the role of media in a global scenario.
4. To enable the students to clearly see the role of media conglomerates.

Course Outcomes:

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

Course Content:**Unit-I: Media and Globalization** **13 Hours**

Define globalization of media; History of media globalization; Globalization of TV formats; Information society, Network service economy.

Unit-II: Media and Global Market **13 Hours**

Growth and development of market of media worldwide; Media conglomerates and monopolies: Ted Turner/Rupert Murdoch; Trans-world production chains; Entertainment: Local/ Global/Hybrid - KBC/Big Boss.

Unit-III: Global Conflict and Global Media **13 Hours**

The Gulf Wars: CNN's satellite transmission, Embedded Journalism; 9/11 and implications for the media; 26/11 and implications for the media; Afghanistan crisis; Coverage of civil wars around the world.

Unit-IV: Global Media Agencies **13 Hours**

Growth and development of Reuters; AFP; AP; History of news agencies in India-PTI, UNI, IANS, ANI; Role of news agencies.

Texts:

1. Young Jin Dal (2019) Globalization and Media in the Digital Platform Age. Routledge
2. Srivastav Usha (2011) Globalization Media Culture and Society. New Central Book Agency Pvt Ltd
3. Lule Jack (2021) Globalization & Media- Global Village of Babel. Rowman & Littlefield

References:

1. Dr. Lalruatkimi Irene (2022) Media Globalisation: Towards Homogeneity or Heterogeneity. Notion Press
2. Ranganathan Maya and Rodrigues Usha M. (2010) Indian Media in a Globalised World. SAGE Publications India Pvt Ltd

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0802	Development Communication	DCC	3	1	0	4	4

Course Description:

This course explores the roles of media and communication in development issues. The course critically assesses the strategic use of communication and media tools in advancing the goals of social, cultural, and political change. The course will examine various approaches, models, and strategies of development communication, from both theoretical and historical points of view

Pre-requisites: Exposure to development perspective presented in news media

Pedagogy: Direct Instruction, Flipped Classroom, ICT based Learning

Course Objectives:

The course aims to:

1. Explore emerging and alternative strategies of communicating social change
2. Analyze concepts such as open development, indigenous movements, cultural resistance and digital media activism.
3. Outline the case studies to map-out specific communication strategies
4. Demonstrate particular development issues from a global, national, or local perspective

Course Outcomes:

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

1. Interpret the theory and history of the role of communication in development
2. Assess critically the strategic use of communication and media tools in development goals
3. Analyze case studies on contemporary perspectives on development communication
4. Apply strategies of communicating social change on various development issues from a local, national, and global perspective

Course Content:

Unit I- Origin of Development Communication

13 Hours

Concept and Indicators of Development: Definition and Process of Development, Rostow's stages of development, Economic and Social Indicators of Development- GDP/GNP, Human Development Index, Physical Quality of Life Index, The Millennium Development Goals; Development Communication- Definition; Historical Context of Development Communication

Unit II- Theories and Models of Development

13 Hours

Dominant Paradigm; Modernization- WW Rostow's Theory, Lerner's empathy approach and Schramm's multiplier effect; Dependency theory- Center-Periphery Debate, Bipolar theories of development, Communitarian theory of development, Socialistic model, Integrated rural development of McNamara, Gandhian model of development, Alternative Paradigm; Participation Paradigm- Participatory Development Communication (Paulo Freire, Miguel Sabido);

Unit III- Media & Development

13 Hours

Development of message design and communication; Role and performance of mass media: Print, Radio, TV, Outdoor publicity and traditional media - music, drama, dance, puppetry, street play, fairs, festivals and their role in development; Cyber-media and development: e-governance, digital democracy, e-chaupal; ICT & Development- Sakala and other case studies: SITE Experiment, KHEDA, INSAT, EDUSAT, radio and development, radio rural forums, community radio, Community-based water harvesting by Rajendra Singh in Rajasthan;

Unit IV- Issues in Development Communication**13 Hours**

The genesis of agricultural extension, extension approach system - approach in agricultural communication - diffusion of innovation - model of agricultural extension - case studies of communication support to agriculture; Development Communication and Environment and Sustainability; Development support communication: population and family welfare - health - education and Society; Problems faced in development support communication; Role of NGOs in social development; Development Journalism- Tenets of Development Journalism. Case studies of monitoring and evaluation of development programmes

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, 1989.
- Usha Rani, N. *Folk Media for Development*. Karnataka Book Publishers. 1996.
- Schramm and Lerner. *Communication and Change in the Developing Countries*. Honolulu, East West Center Press. 1967.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0803	Digital Media Marketing (Theory)	DCC	3	0	0	3	3

Course Description:

This course is designed to provide an in-depth understanding of the principles, strategies and tactics used in digital media marketing. In this course, students will learn from the basics of digital marketing to the current trends. This course will provide the students with a solid foundation in the digital marketing industry.

Pre-requisites:

- Interest in digital media marketing.
- Basic knowledge about online media content.

Pedagogy:

- Direct method, inquiry based and collaborative method

Course Objectives:

1. To provide students with an understanding of the principles, strategies and tactics used in digital media marketing.
2. To introduce students to various components of digital media marketing.

3. To acquaint students to latest trends and best practices of digital media marketing industry and enable them to develop a comprehensive digital media marketing strategy.
4. To equip students with the knowledge and skills necessary to identify and analyse the target audience and develop targeted digital media marketing campaigns.
5. To enable students to stay up to date with the rapidly changing landscape of digital media marketing and adapt to new technologies and trends.

Course Outcomes:

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

1. Plan, execute and measure digital media marketing campaigns effectively.
2. Utilize digital media marketing tools.
3. Effectively communicate the value of digital media marketing.
4. Develop the necessary skills to pursue a career in digital media marketing industry.

Course Content:

Unit I: Introduction to Digital Media Marketing 10 Hours

Understanding Digital Media Marketing. The History and Evolution of Digital Media Marketing. The Role of Digital Media Marketing in modern businesses. Trends and future of Digital Media Marketing. Best practices in Digital Media Marketing.

Unit II: Social Media Marketing 10 Hours

Understanding Social Media Marketing. Different Social Media Platforms and their demographics. Developing a Social Media Strategy. Creating engaging content. Social Media Advertising. Measuring Social Media performance.

Unit III: Search Engine Marketing & Search Engine Optimization 10 Hours

Understanding SEM and SEO. Keyword research. On-Page Optimization. Of-Page Optimization and link building. Pay Per Click (PPC) Advertising. Google Analytics and measuring SEO and SEM performance.

Unit IV: Email Marketing, Mobile Marketing and Content Marketing 9 Hours

Introduction to Email Marketing. Best practices in Email Marketing. Creating Email Campaigns. Understanding Mobile Marketing. Developing a Mobile Marketing strategy. Introduction to Content Marketing. Creating engaging content. Content distribution and measurement.

References:

- Barone, A. (2023). Digital Marketing Overview: Types, Challenges, and Required Skills. *Investopedia*. <https://www.investopedia.com/terms/d/digital-marketing.asp>

- Daniel, E., Wilson, H. R., McDonald, M., & Ward, J. M. (2001). *Marketing Strategy in the Digital Age: Exploiting E-Commerce in Your Business*. <http://oro.open.ac.uk/15963/>
- Eriksson, J., & Ståhlberg, D. (2016). *Marketing Goes Digital: 12 Practices for Business Success*.
- *Fundamentals of Digital Marketing Course*. (n.d.). Digital Garage. <https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing>
- Mohr, J. J., Sengupta, S., & Slater, S. F. (2001). *Marketing of High-Technology Products and Innovations*. <http://ci.nii.ac.jp/ncid/BA70800504>
- Morgan, R., & Hunt, S. D. (1994). The Commitment-Trust Theory of Relationship Marketing. *Journal of Marketing*, 58(3), 20. <https://doi.org/10.2307/1252308>

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23JN0804	Digital Media Marketing (Practical)	DCC	0	0	1	1	2

Practical Components:

26 Hours

- Analyse case studies and develop digital media marketing strategies.
- Develop digital media marketing contents using various tools.
- Create a social media advertisement.
- Draft email for promotion at various stages of growth of a company.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23JNS811	Political Economy of Media	DSE	2	0	0	2	2

Course Description: This course examines the intersection of politics, economics, and media, focusing on the relationship between media systems, media industries, and socio-political contexts. Students will explore key concepts, theories, and debates in the field of political economy of media, analyzing the role of media ownership, regulation, and globalization in shaping media landscapes.

Pre-requisites: Basic level of understanding of the media and society

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

Course Objectives:

9. To understand the political and economic factors that influence media systems.

10. To analyze the role of media ownership, regulation, and policy in shaping media landscapes.
11. To critically assess the relationship between media and power in political and economic contexts.
12. To apply theoretical frameworks to analyze contemporary issues and challenges in the political economy of media.

Course Outcomes:

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

5. Demonstrate knowledge of key concepts, theories, and debates in the political economy of media.
6. Analyze and critique the political and economic forces that shape media systems.
7. Evaluate the impact of media ownership, regulation, and policy on media content and diversity.
8. Apply theoretical frameworks to analyze and interpret real-world case studies in the field.

Course Content:

Unit-I: Concept of Political Economy of Media

7 Hours

Introduction to Political Economy of Communication, Definition and scope of political economy of media, Various concepts of political economy; Cultural industry, Media, prejudice & biased content, Genealogy of Political economy of media

Unit II : Media and Power structure

6 Hours

Capitalism, Marxism, Media ownership and controls, Media and the State: is there an interdependence, Neoliberalism and prosumer, Commodified Audience, Digital divide, Media manipulation and the manufacturing of consent, Media Resistance and Alternative Perspectives, Media resistance movements and alternative media practices

Unit-III: Political Economy and Democracy

7 Hours

Populism and Democracy, Monopolies and oligopolies: threats to democracy, Surveillance, Panopticism, Biopolitics,, Media representation, bias, and political agenda-setting

Unit-IV: Political Economy of Media in digital era

6 Hours

Digital platforms, big data, Digital labor, AI driven content, Subaltern bodies across digital Platforms, New challenges in the political economy of media, Big Tech and their impact on media industries, Data surveillance and privacy concerns, Challenges to media's democratic functions in the digital era

References:

- Adorno, T., & Horkheimer, M. (1944). The culture industry: Enlightenment as mass deception, dialectic of enlightenment. New York: Continuum. Originally published as Dialektik der Aufklärung

- Golding, P., & Murdock, G. (1991). Culture, Communication, and Political Economy. In J. Curran & M. Gurevitch (Eds.), Mass Media and Society. (pp. 15-32). London: Edward Arnold.
- Miège, B., & Miaege, B. (1989). The capitalization of cultural production (p. 44). New York: International General.
- Marx, K. (1859). Preface to a Contribution to the Critique of Political Economy. The Marx-Engels Reader, 2, 3-6.
- Marx, K. (1867). Capital: A Critique of Political Economy. Volume I: The Process of Production of Capital. Giuseppe Castrovilli.
- Mosco, V. (1996). The Political Economy of Communication. Thousand Oaks, California: SAGE Publications.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23JNS812	Subaltern Narratives in Media	DSE	2	0	0	2	2

Course Description: This paper helps analyze the role of mass media in aiding the process of marginalization and how it is done. It cannot be said that the way the marginal have been represented in the media to be an intentional project, but the point is as student of media studies how are you going to change this trend. This module will help in understanding the various processes of media representation and how media can become more inclusive.

Pre-requisites: Should be updated with current affairs in media

Pedagogy: Direct Instruction, Collaborative learning

Course Objectives:

1. To analyze caste based representations in media.
2. To study women representations in media
3. To study queer representations in media
4. To understand the Human Rights and the role of media.

Course Outcomes:

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

1. Explain caste based framing in media.
2. Examine women representations in media.
3. Interpret study queer representations in media
4. Discuss the role of Human Rights and media

Course Content:

Unit I: Media Representation of Caste and Tribes

6 Hours

Media Representation: Key Terms in representation: construction, mediation, anchoring, stereotypes, ideology; Representation of Dalits in media content; Imaginaries of Dalits in Media Media Representation of Tribes; Media and Social Diversity

Unit II: Media Representation on Marginal: Women

7 hours

Women's Rights in India and Media: pre-independence & post independence,

Current Debates, strategies of reform; Women, Politics & Media: Political Participation; Women, Religion & Media: Status of Women in Hinduism, Christianity & Islam; Media Representation for 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; Women's Movements & Media: Prospects & Challenges; Community based Media- Community Radio and TV

Unit III: Media and the Marginalized:

7 Hours

Queer Representation in Media; Queer Gaze; Queer Representation in TV & Films; Children in Media- Reporting on Children Issues; Representation of children in TV & Films; 00

Unit-IV: Media and Human Rights

6 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

1. Thakurta, Paranjay Guha, Media Ethics, Oxford University Press, 2009
2. Barrie mc Donald and Michel petheran Media Ethics, mansell, 1998
3. Austin Sarat Where Law Meets Popular Culture (ed.), The University of Alabama Press ,2011
4. Vikram Raghvan, Communication Law in India, Lexis Nexis Publication, 2007
5. Iyer Vekat, Mass Media Laws and Regulations in India-Published by AMIC, 2000
6. William Mazzarella, Censorium: Cinema and the Open Edge of Mass Publicity
7. Raminder Kaur, William Mazzarella, Censorship in South Asia: Cultural Regulation from Sedition to Seduction
8. Linda Williams, Hard Core: Power, Pleasure, and the "Frenzy of the Visible"

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0805	Major Research Project	RP	0	0	6	6	12

Project:

Each student will choose the topic of research particularly from any area of soft cores studied 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 Department.

EIGHTH SEMESTER**Honours with Research in Journalism & Mass Communication**

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0802	Development Communication	DCC	3	1	0	4	4

Course Description:

This course explores the roles of media and communication in development issues. The course critically assesses the strategic use of communication and media tools in advancing the goals of social, cultural, and political change. The course will examine various approaches, models, and strategies of development communication, from both theoretical and historical points of view

Pre-requisites: Exposure to development perspective presented in news media

Pedagogy: Direct Instruction, Flipped Classroom, ICT based Learning

Course Objectives:

The course aims to:

5. Explore emerging and alternative strategies of communicating social change
6. Analyze concepts such as open development, indigenous movements, cultural resistance and digital media activism.

7. Outline the case studies to map-out specific communication strategies
8. Demonstrate particular development issues from a global, national, or local perspective

Course Outcomes:

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

5. Interpret the theory and history of the role of communication in development
6. Assess critically the strategic use of communication and media tools in development goals
7. Analyze case studies on contemporary perspectives on development communication
8. Apply strategies of communicating social change on various development issues from a local, national, and global perspective

Course Content:

Unit I- Origin of Development Communication 13 Hours

Concept and Indicators of Development: Definition and Process of Development, Rostow's stages of development, Economic and Social Indicators of Development- GDP/GNP, Human Development Index, Physical Quality of Life Index, The Millennium Development Goals; Development Communication- Definition; Historical Context of Development Communication

Unit II- Theories and Models of Development 13 Hours

Dominant Paradigm; Modernization- WW Rostow's Theory, Lerner's empathy approach and Schramm's multiplier effect; Dependency theory- Center-Periphery Debate, Bipolar theories of development, Communitarian theory of development, Socialistic model, Integrated rural development of McNamara, Gandhian model of development, Alternative Paradigm; Participation Paradigm- Participatory Development Communication (Paulo Freire, Miguel Sabido);

Unit III- Media & Development 13 Hours

Development of message design and communication; Role and performance of mass media: Print, Radio, TV, Outdoor publicity and traditional media - music, drama, dance, puppetry, street play, fairs, festivals and their role in development; Cyber-media and development: e-governance, digital democracy, e-chaupal; ICT & Development- Sakala and other case studies: SITE Experiment, KHEDA, INSAT, EDUSAT, radio and development, radio rural forums, community radio, Community-based water harvesting by Rajendra Singh in Rajasthan;

Unit IV- Issues in Development Communication 13 Hours

The genesis of agricultural extension, extension approach system - approach in agricultural communication - diffusion of innovation - model of agricultural extension - case studies of communication support to agriculture; Development Communication and Environment and Sustainability; Development support communication: population and family welfare - health - education and Society; Problems faced in development support communication; Role of NGOs in social development; Development Journalism- Tenets of Development Journalism. Case studies of monitoring and evaluation of development programmes

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, 1989.
- Usha Rani, N. *Folk Media for Development*. Karnataka Book Publishers. 1996.
- Schramm and Lerner. *Communication and Change in the Developing Countries*. Honolulu, East West Center Press. 1967.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B23JN0803	Digital Media Marketing (Theory)	DCC	3	0	0	3	3

Course Description:

This course is designed to provide an in-depth understanding of the principles, strategies and tactics used in digital media marketing. In this course, students will learn from the basics of digital marketing to the current trends. This course will provide the students with a solid foundation in the digital marketing industry.

Pre-requisites:

- Interest in digital media marketing.
- Basic knowledge about online media content.

Pedagogy:

- Direct method, inquiry based and collaborative method

Course Objectives:

6. To provide students with an understanding of the principles, strategies and tactics used in digital media marketing.
7. To introduce students to various components of digital media marketing.
8. To acquaint students to latest trends and best practices of digital media marketing industry and enable them to develop a comprehensive digital media marketing strategy.
9. To equip students with the knowledge and skills necessary to identify and analyse the target audience and develop targeted digital media marketing campaigns.
10. To enable students to stay up to date with the rapidly changing landscape of digital media marketing and adapt to new technologies and trends.

Course Outcomes:

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

5. Plan, execute and measure digital media marketing campaigns effectively.
6. Utilize digital media marketing tools.
7. Effectively communicate the value of digital media marketing.

8. Develop the necessary skills to pursue a career in digital media marketing industry.

Course Content:

Unit I: Introduction to Digital Media Marketing 10 Hours

Understanding Digital Media Marketing. The History and Evolution of Digital Media Marketing. The Role of Digital Media Marketing in modern businesses. Trends and future of Digital Media Marketing. Best practices in Digital Media Marketing.

Unit II: Social Media Marketing 10 Hours

Understanding Social Media Marketing. Different Social Media Platforms and their demographics. Developing a Social Media Strategy. Creating engaging content. Social Media Advertising. Measuring Social Media performance.

Unit III: Search Engine Marketing & Search Engine Optimization 10 Hours

Understanding SEM and SEO. Keyword research. On-Page Optimization. Of-Page Optimization and link building. Pay Per Click (PPC) Advertising. Google Analytics and measuring SEO and SEM performance.

Unit IV: Email Marketing, Mobile Marketing and Content Marketing 9 Hours

Introduction to Email Marketing. Best practices in Email Marketing. Creating Email Campaigns. Understanding Mobile Marketing. Developing a Mobile Marketing strategy. Introduction to Content Marketing. Creating engaging content. Content distribution and measurement.

References:

- Barone, A. (2023). Digital Marketing Overview: Types, Challenges, and Required Skills. *Investopedia*. <https://www.investopedia.com/terms/d/digital-marketing.asp>
- Daniel, E., Wilson, H. R., McDonald, M., & Ward, J. M. (2001). *Marketing Strategy in the Digital Age: Exploiting E-Commerce in Your Business*. <http://oro.open.ac.uk/15963/>
- Eriksson, J., & Ståhlberg, D. (2016). *Marketing Goes Digital: 12 Practices for Business Success*.
- *Fundamentals of Digital Marketing Course*. (n.d.). Digital Garage. <https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing>
- Mohr, J. J., Sengupta, S., & Slater, S. F. (2001). *Marketing of High-Technology Products and Innovations*. <http://ci.nii.ac.jp/ncid/BA70800504>
- Morgan, R., & Hunt, S. D. (1994). The Commitment-Trust Theory of Relationship Marketing. *Journal of Marketing*, 58(3), 20. <https://doi.org/10.2307/1252308>

Course Code	Course Title	Course	L	T	P	C	Hrs./Wk.
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		Type					
B23JN0804	Digital Media Marketing (Practical)	DCC	0	0	1	1	2

Practical Components:

- Analyze case studies and develop digital media marketing strategies.
- Develop digital media marketing contents using various tools.
- Create a social media advertisement.
- Draft email for promotion at various stages of growth of a company.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B23JN0805	Major Research Project	RP	0	0	12	12	24

Project:

Each student will choose the topic of research particularly from any area of soft cores studied 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 Department.

