REVA UNIVERSITY
Bengaluru, India

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

BA Journalism, English, Psychology
(JEP)

Handbook

2022-25

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

Rukmini Educational
Charitable Trust

www.reva.edu.in

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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!

Vice-Chancellor, REVA University

Message from the Director of the School

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

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

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

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

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

With Best Wishes,

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

RUKMINI EDUCATIONAL CHARITABLE TRUST

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

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

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

REVA UNIVERSITY

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

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

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

The programs offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty members and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for various programs. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty members supported by the experts from industries, business sectors and such other organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in the confidence and courage to move forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizes the fact that research, development and innovation are the important functions of any university and has therefore, established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. Interdisciplinary and multidisciplinary research is given the topmost priority. The division continuously liaisons between various funding agencies, R&D Institutions, industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Censor 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, Nana 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, Okalahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC^2, VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitate students to study some of the programs partly in REVA University and partly in

foreign university, viz, MS in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

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

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

As a part of our effort in motivating and inspiring the youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such awards instituted by REVA University is **'Life Time Achievement Award'** to be awarded to successful personalities who have made a mark in their field of work. This award is presented on the occasion of the **"Founders' Day Celebration"** at REVA University on 6th January every year in the presence of dignitaries, faculty members and students. The first "REVA Lifetime Achievement Award" for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr. K J Yesudas, renowned playback singer for the year 2017. REVA has also introduced the "**REVA Award of Excellence"** in the year 2017 and the first awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA University organizes various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTHSAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, quizzes, group discussions, seminars, exhibitions and a variety of cultural events. Another important event is the Graduation Day for the final year students of all the programs, wherein, the

outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective sphere of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised with awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday for students, faculty members, administrative staff and their family members and organises yoga camps for villagers in the vicinity.

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

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

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

Why Arts, Humanities and Social Sciences @ REVA University?

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

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

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

The PG programs in English; Journalism and Communication, and M.Sc. Psychology are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of

journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on. **M.Sc. Psychology** (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market.

M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies of an individual which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, and Organizational Behavior.

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

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Well-equipped Psychology Labs
- Language Labs
- Contemporary curriculum
- Ample scope to gain practical exposure through internships. Present batch students are undergoing internships at Star Sports, Adzu Advertising, Red Advertisement, and so on.
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programs, etc. in association with newspapers like *The Hindu* and other media houses.
- Training in event management – both in-house events and outside events, such as, International Film Festival conducted by Innovative Film City
- Training in anchoring for in-house events and outside events, such as, the Edu Expo by *The Hindu*
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.
- Certification programs, such as, Pearson Global English, Certification in Animation, Certification in Photography, etc.
- Certificate programs in foreign languages – French, German, Mandarin and Japanese
- Certification and training program for CBSE UGC NET exam

- Demo classes in teaching
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their research papers in reputed journals. Many students have received "Best Paper" awards during conferences.
- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

VISION

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

MISSION

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, Journalism and Psychology through student-centric learning, interdisciplinary approach and innovative pedagogies;

- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;

- To establish collaborations, promote industry-university partnership, encourage entrepreneurship, and involve in community development services;

- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and

- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.

ADVISORY BOARD

1. Dr. Magdalena Zemojjel Piotrowska
Professor & Chair, Cross Cultural Psychology Section of Polish Society of Social Psychology
Head, Cross Cultural Psychology Unit, University of Cardinal Stefan Wyszynski, Poland

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Dean, Faculty of Social Sciences and Humanities
Lakehead University, Canada

3. Dr. Mohamad Abbas
Professor, School of Communication
University of Tehran, Iran

4. Dr. Emma Roberts
Associate Dean, Global Engagement, Faculty of Arts,
Professional and Social Studies, Liverpool John Moores University,
Liverpool, United Kingdom

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Advocate in the Supreme Court
Former Legal Advisor to the Government of Karnataka
(with the rank of Minister of State) and
Former Additional Advocate General, Haryana

6. Mr. Syed Sultan Ahmed
MD & Chief Learner @LXL Ideas
Educator | Entrepreneur | Film Maker | Publisher

7. Dr. G. Venkatesh Kumar
Dean, Science and Technology
Professor, Department of Studies in Psychology
University of Mysore, Manasagangotri, Mysore

8. Dr. Surabhi Dhahiya
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Indian Institute of Mass Communication, New Delhi

9. Dr. Priyanka Tripathi
Associate Professor of English
Dept of Humanities & Social Sciences
IIT, Patna, India

10. Dr. Hitesh D. Raviya
Professor & Vice Dean, Faculty of Humanities
The Maharaj Sayajirao University of Baroda, Vadodara, Gujarat

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

Board of Studies Members

Sl. No.	Name	Designation	Institutional Affiliation
1.	**Dr. Payel Dutta Chowdhury**	Chairperson (Professor & Director, SoAHSS)	REVA University, Bengaluru
2.	**Dr. Sapna M.S**	Member (External Expert - Academia) – Journalism	Professor and Coordinator – Radio Manasa –Community Radio Station –University of Mysore
3.	**Dr. Vahini Aravind**	Member (External Expert - Academia) – Journalism	Associate Professor, Department of Electronic Media, Bangalore University
4.	**Dr. Prakruthi H.N**	Member (External Expert - Academia) – English	Professor, PG Dept. of English, Jyoti Nivas College (Autonomous), Bengaluru
5.	**Dr. Sushma Murthy**	Member (External Expert - Academia) – English	Associate professor Department of English and Cultural Studies Christ University, Bengaluru
6.	**Dr. Shanmukh Kamble**	Member (External Expert - Academia) – Psychology	Professor Karnataka University, Darwad
7.	**Dr. Ashok H S**	Member (External Expert - Academia) – Psychology	Rtd. Professor of Psychology and Visiting Faculty Bangalore University and Center for Educational and Social studies
8.	**Ms. Ashwini N.V**	Member (External Expert - Industry)	Founder Director Muktha Foundation (An organization committed to prevent interpersonal abuse & promote mental health), Bengaluru, Karnataka
9.	**Mr. B Pradeep Nair**	Member (External Expert - Industry)	News Editor at The Hindu Bengaluru, Karnataka
10.	**Dr. Anuradha Roy**	Member (External Expert - Industry)	Retired Principal Consultant for Higher Education Director and Senior Coach Atfirstpage Eduservices Private Limited Bengaluru
11.	**Prof. Manjunatha M**	Member (Coordinator, Media Studies, School of Arts, Humanities and Social Sciences, REVA University)	REVA University
12.	**Dr. Sudeshna Das**	Member (Assistant Professor, Media Studies, SoAHSS)	REVA University
13.	**Dr. Divya Kumari**	Member (Assistant Professor,	REVA University

		Media Studies, SoAHSS)	
14.	**Prof. Charitra H G**	Member (Assistant Professor, English, SoAHSS)	REVA University
15.	**Dr. Khushboo Gokani**	Member (Assistant Professor, English, SoAHSS)	REVA University
16.	**Dr. Prathibha M V**	Member (Assistant Professor, Psychology, SoAHSS)	REVA University
17.	**Dr. Anand S**	Member (Assistant Professor, Dept of Media Studies, SoAHSS)	REVA University
18.	**Dr. Asha Mathew**	Member (Assistant Professor, Dept of Media Studies, SoAHSS)	REVA University
19.	**Dr. Sreenivasa Murthy K**	Member (Associate Professor, Hindi, SoAHSS)	REVA University
20.	**Dr. Prasanna D J**	Member (Assistant Professor, Kannada, SoAHSS)	REVA University
21.	**Ms. Jhanvi**	Alumna (MA Journalism & Communication)	Journalist, Deccan Herald, Bangalore
22.	**Ms. Anamika.**	Member (Final year BA JEP student)	REVA University
23.	**Athena Esther Philip**	Member (Final year BA JEP student)	REVA University

REVA University Academic Regulations

Bachelor Degree (3 years) Programs

(Applicable for the programs offered from 2022-25 Batch)

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

1. Title and Commencement:

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

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

2. The Programs:

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

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

3. Duration and Medium of Instructions:

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

3.2 The medium of instruction shall be English.

4. Definitions:

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

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

L	**Lecture**
T	**Tutorial**
P	**Practice**

Where:

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

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

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

4.2 Classification of Courses

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

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

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

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

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

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

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

4.2.6 Open Elective Course (OE):

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

4.2.7 Project Work / Dissertation:

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

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

5. Eligibility for Admission:

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

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

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

	Computer Science (PMCs)		
11	**B Sc in** a) Bioinformatics – Biology, Computer Science & Mathematics (BCsM) b) Biotechnology, Biochemistry, Genetics c) Medical Laboratory Technology (BMLT)	6 Semesters (3 years)	Pass in PUC/10+2 with Biology as compulsory subject and at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council or any other qualification recognized as equivalent there to.

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

6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

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

6.3 The credit hours defined as below

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

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

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

For Example: The following table describes credit pattern

Table -2: Credit Pattern

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

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

7. Different C**ourses of Study**:

Different C**ourses of Study** are labeled as follows:

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

These are defined under Section 4 of these regulations.

8. Credits and Credit Distribution

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

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

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

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

1. Indian Constitution
2. Environmental Science

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

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

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

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

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

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

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

9 Assessment and Evaluation

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

i. Internal Assessment (IA); and
ii. Semester End Examination (SEE)

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

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

Internal Test	30 marks

Assignments / Seminars / Quizzes / Presentations / Case Studies etc.	20 marks

9.3.1 The assessment and evaluation procedure for integrated course with theory 2 credits and practical 2 credits that has been designed.
L: T: P: C - 2-0-2-4 (Total Contact Hours: 6 hrs)

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

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

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

IA1 – 25 marks

IA2 – 25 marks

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

SEE – 50 marks

The SEE marks will be reduced to 50%

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

The SEE will be conducted for 2 hours.

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

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

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

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

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

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

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

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

9.10 Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An assignment / Quiz or combination thereof can be set for a maximum of 20 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.

9.11 Internal assessment marks must be decided well before the commencement of Semester End examinations

9.12 Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 18th and 19th week of the semester and the entire course syllabus must be covered while setting the question paper.

9.13 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Each main question be set for a maximum of 25 marks, main questions can have 3-4 sub questions. A total of 8 questions are set so that students will have a choice. Each question is set

using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)

9.14 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.

9.15 There shall be single evaluation by the internal teachers who have taught the subject. However, there shall be moderation by the external examiner. In such cases where sufficient number of external examiners are not available to serve as moderators internal senior faculty member shall be appointed as moderators.

9.16 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers.

9.17 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well Semester End Examinations and submit reports to the Director of the respective School about the scope of the curriculum covered and quality of the questions.

9.18 The report provided by the **Program Assessment Committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program

9.19 During unforeseen situation like the Covid-19, the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC

9.20 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper

9.21 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor

9.22 Online courses may be offered as per BACHELOR norms.
For online course assessment guidelines would be as follows:

1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.

2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply

3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits

IAs for online courses could be avoided and will remain at the discretion of the School.

9.23 The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.

9.24 Utilization of one or two credit online courses would be:

4 week online course – 1 credit – 15 hours
8 week online course / MOOC – 2 credits – 30 hours
12 week online course / MOOC – 3 credits – 45 hours

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

Summary of Internal Assessment and Evaluation Schedule

S. No	**Type of Assessment**	**when**	**Syllabus Covered**	**Max Marks**	**Reduced to**	**Date by which the process must be completed**
1	Test-1	During 8th week	First 50%	30	15	8th week
2	Assignment / quiz / presentation / any other assessment method as decided by the School	On or before 8th week (10 marks)				
3	Test -2	During 16th Week	Second 50%	30	15	16th Week

4	Assignment / quiz / presentation / any other assessment method as decided by the School	On or before 16th Week (10 marks)				
5	SEE	19/20th Week	100%	100	50	20th Week

Note: 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per the notification from COE.

2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

10 Assessment of Students Performance in Practical Courses

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

a) Knowledge of relevant processes;

b) Skills and operations involved;

c) Results / products including calculation and reporting.

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

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

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

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

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

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

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

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

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

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

12. Requirements to Pass a Course:

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

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

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

40-49	5	v*5	C
0-39	0	v*0	F
ABSENT			AB

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

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

a. Computation of SGPA and CGPA

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

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e : **SGPA (Si) = ∑(Ci x Gi) / ∑Ci** where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

Examples on how SGPA and CGPA are computed

Example No. 1

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

Thus, **SGPA = 129 ÷ 16 = 8.06**

Example No. 2

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade point)
Course 1	4	A	8	4X8=32
Course 2	4	B+	7	4X7=28
Course 3	3	A+	9	3X9=27
Course 4	3	B+	7	3X7=21

Course 5	3	B	6	3X6=18
Course 6	3	C	5	3X5=15
	20			141

Thus, **SGPA = 141 ÷ 20 = 7.05**

b. Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e : **CGPA = ∑(Ci x Si) / ∑Ci**

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

Example:
CGPA after Final Semester

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

Thus, **CGPA** = 930.24/120 = 7.75

c. Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Example: CGPA Earned 7.75 x 10=77.5

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

13. Classification of Results

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

CGPA	Grade	Letter	Performance	FGP

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

Overall percentage=10*CGPA

a. **Provisional Grade Card**: The grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The grade card provides **Semester Grade Point Average (SGPA).**

b. **Final Grade Card:** Upon successful completion of three year Degree, a grade card with **Cumulative Grade Point Average** (**CGPA)** will be issued by the Controller of Examinations.

14. Attendance Requirement:

14.1 All students must attend every lecture, tutorial and practical classes.

14.2 In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.

14.3 Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc., during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

15. Re-Registration and Re-Admission:

15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not

allowed to appear for semester end examination and S/he shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.

15.2 In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

16. Absence during Internal Test:

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

17. Provision for Appeal

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

18. Grievance Committee:

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

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

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

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

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

20. Provision for Supplementary Examination

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

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

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

22. Revaluation:

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

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

BA (Journalism, English, Psychology – JEP) Program
Program Overview

Humanities deal with human life and human experience qualitatively. Humanities investigates how do human beings behave? Why do they behave this way? How do human beings interact with each other? How do human beings interpret the world around them? And what kind of political, social and cultural institutions do they form?

The field of humanities include Modern languages, Classical languages, Linguistics, Literature, History, Jurisprudence, Philosophy, Archaeology, Comparative religion, Ethics, History, criticism and theory of the arts, Journalism, Psychology, Political science and such subject areas.

Bachelor of Arts programme in Journalism, English and Psychology is a triple major programme, offered by School of Arts, Humanities and Social Sciences at REVA UNIVERSITY. It intends to develop English language skills, Journalism as a profession and application of Psychology knowledge in dealing with the life issues amongst its students.

Journalism is all about collecting information and disseminating the facts and figures to the public via print, television and Internet. Journalists present the news in a manner that is useful, informative and thought provoking. Journalism careers include reporter, feature writer, intern, sub editor, designer, proof reader, newsreader, news presenter, news analyst, news editor, editor and many such.

English Literature and Language is offered as a subject to empower communication skills to polish the aspects of English language through the study of literature that enable the candidate to explore their critical and creative faculties. The subject ranging from British, American, European and Non-European literature to Literature from India and Theory and Criticism, provide the learner a vast saga of various Sociopolitical contexts and issues of local and global concerns that propels the student to enterprise in their chosen literary or non-literary endeavors with a better idea of the relevance of human values and to locate an ethical environment in day today professional and personal life. A comprehensive study of English literature instills human concerns, triggers a zeal for innovative ideas and enhances cognitive skills that refines the theory of mind.

Psychology is the scientific approach to understand human and animal behavior and applying the knowledge to solve day to day problems. General psychology is offered to orient the students to the general concepts of human behavior in the first year. Socialpsycholgy aims to better understanding of social behaviors and factors the influences it. Child development focuses on various developmental milestones of early years of life. To bring in research interest among the students', research is introduced as mandatory paper with research project. To equip the students

for higher education the specialization papers such as Abnormal Psychology, Health Psychology and Industrial Psychology is offered. The course aims at Self-development and Psychological wellbeing of students across their journey.

The language skills and understanding psychology of people helps a Journalist to gain expertise in his/her profession.

As per the data available with the Government, a total of 1, 05,443 newspapers/periodicals are registered with the Registrar of Newspapers for India as on 31st March, 2015. There are more than 120 TV News channels and in addition there are huge opportunities to write blogs and news on internet. There are thousands of opportunities in corporate sector for compiling corporate news and publication. The media and entertainment sector is expected to cross Rs. 2 trillion by 2020 at a CAGR of 11.6%.

In this context, an undergraduate University Programme offered by **REVA UNIVERSITY** in Journalism, English and Psychology is relevant to meet the future human resources requirement of News and Media enterprises.

The programme focusses on Journalism, media studies, psychology, critical theory, English language and literature, in addition to various transferable skills particularly writing skills that are required for successful career development in Journalism.

Program Educational Objectives:

After few years of graduation, the graduates of B.A. (Journalism, English, Psychology) 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, English, Psychology) will be able to:

PSO – 1: Demonstrate the knowledge in Journalism, English and Psychology.

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, English, Psychology) will be able to:

- **PO 1: Disciplinary knowledge**: Demonstrate comprehensive knowledge and in understanding Journalism, English and Psychology study.
- **PO 2: Reasoning**: Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.
- **PO 3: Problem solving**: Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one's learning to real life situations using curriculum content knowledge.
- **PO 4: Environment and Sustainability**: Understand the issues of environmental contexts and **sustainable development**.
- **PO 5: Research-related skills**: Be inquisitive with a sense of inquiry and capability for asking relevant/appropriate questions, and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation
- **PO 6: Ethics**: Recognize different value systems including your own, understand the **moral dimensions** of your decisions, and accept responsibility for them.

- **PO 7: Cooperation/Team work**: Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **PO 8: Communication Skills**: Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups
- **PO 9: Self-directed and Life-long Learning**: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

BA (Journalism, English, Psychology – JEP)
Scheme of Instructions (2022-2025)

Sl. No	Course Code	Title of the Course	Course Type	Credit Pattern and Value				Weekly Contact Hours
				L	T	P	Total	
FIRST SEMESTER								
1	B21ASM101	Environmental Science	FC	Non-credit Mandatory Course				2
2	B21AHE101	Communicative English – I	FC	1	1	0	2	3
3	B21AHK101	Language – II: Kannada-I	FC	1	1	0	2	3
	B21AHH101	Language – II: Hindi-I						
	B21AHA101	Language – II: Additional English-I						
4	B21JN0101	Journalism - I (Introduction to Media & Communication)	HC	2	1	0	3	4
5	B21JN0102	Journalism Practical - I	HC	0	0	2	2	4
6	B21AA0103	English Literature (Chaucer – Pope) & Language – I	HC	2	1	0	3	4
7	B21AA0104	Psychology - I (Basic Psychological Process-I)	HC	2	1	0	3	4
8	B21AA0105	Psychology Practical - I	HC	0	0	2	2	4
9	B21ENS111	Interdisciplinary Elective 1 - Comic and Graphic Narratives	SC	1	1	0	2	3
	B21JNS112	Interdisciplinary Elective 2 – Event Management						
	B21TMS113	Interdisciplinary Elective 3 - Tourism Entrepreneurship						
		Total Credits		**9**	**6**	**4**	**19**	**31**
SECOND SEMESTER								
1	B21LSM201	Indian Constitution and Human Rights	FC	Non-credit Mandatory Course				2
2	B21AHE201	Communicative English – II	FC	1	1	0	2	3
3	B21AHK201	Language – II: Kannada-II						

			FC	1	1	0	2	3
	B21AHH201	Language – II: Hindi-II						
	B21AHA201	Language – II: Additional English-II						
4	B21JN0201	Journalism - II (Reporting & Editing)	HC	2	1	0	3	4
5	B21JN0202	Journalism Practical – II	HC	0	0	2	2	4
6	B21AA0203	English Literature (The Romantic Age) & Language – II	HC	2	1	0	3	4
7	B21AA0204	Psychology - II (Basic Psychological Process-II)	HC	2	1	0	3	4
8	B21AA0205	Psychology Practical – II	HC	0	0	2	2	4
9	B21PYS211	Interdisciplinary Elective 4- Skill Acquisition and Training	SC	1	1	0	2	3
	B21PSS212	Interdisciplinary Elective 5 – Global Perspectives of Human Rights						
	B21ENS213	Interdisciplinary Elective 6 – Popular Culture						
10	B22AS0208	Tree Plantation in Tropical Region: Benefits and Strategic Planning	FC	1	0	0	1	1
		Total Credits		**10**	**6**	**4**	**20**	**32**
	THIRD SEMESTER							
1	B21AHK301	Language – II: Kannada-III	FC	1	1	0	2	3
	B21AHH301	Language – II: Hindi-III						
	B21AHA301	Language – II: Additional English-III						
2	B21JN0301	Journalism - III (Audio-Visual Production)	HC	2	1	0	3	4
3	B21JN0302	Journalism Practical - III	HC	0	0	2	2	4
4	B21AA0303	English Literature (Victorian & Modern Ages) & Language – III	HC	2	1	0	3	4
5	B21AA0304	Psychology - III (Measurement & Research Methods in Psychology)	HC	2	1	0	3	4
6	B21AA0305	Psychology Practical - III	HC	0	0	2	2	4

7		Open Elective	OE	2	1	0	3	4
8	B21AHM301	Skill Development Course – I	MC	Non-credit Mandatory Course				2
9	B21AHON01	MOOC	ON	0	0	1	1	2
		Total Credits		**9**	**5**	**5**	**19**	**31**
	FOURTH SEMESTER							
1	B21AHK401	Language II: Kannada-IV	FC	1	1	0	2	3
	B21AHH401	Language II: Hindi-IV						
	B21AHA401	Language II: Additional English-IV						
2	B21JN0401	Journalism – IV (Fundamentals of Media Research)	HC	2	1	0	3	4
3	B21JN0402	Journalism Practical – IV	HC	0	0	2	2	4
4	B21AA0403	American Literature	HC	2	1	0	3	4
5	B21AA0404	Psychology - IV (Child Development)	HC	2	1	0	3	4
6	B21AA0405	Psychology Practical – IV	HC	0	0	2	2	4
7	B21PYS411	Interdisciplinary Elective 7 – Personality, Identity and Self-Presentation	SC	1	1	0	2	3
	B21JNS412	Interdisciplinary Elective 8 – Cyber Media Practices						
	B21ENS413	Interdisciplinary Elective 9 – Academic and Content Writing						
8	B21AHR401	Minor Research Project	HC	0	0	3	3	6
9	B21AHM403	Skill Development Course – II	MC	Non-credit Mandatory Course				2
		Total Credits		**8**	**5**	**7**	**20**	**34**
	FIFTH SEMESTER							
1	B21JN0501	Journalism -V (Media Laws & Ethics)	HC	2	1	0	3	4
2	B21AA0502	Literary Criticism	HC	2	1	0	3	4
3	B21AA0503	Psychology – V (Social Psychology)	HC	2	1	0	3	4
4	B21AA0504	Psychology Practical - V	HC	0	0	2	2	4
5	B21JNS511	Journalism -VI (A) (Brand Ecology)	SC	1	1	0	2	3

6	B21JNS512	Journalism -VI (B) (Fundamentals of Photography)						
7	B21JNS513	Journalism Practical -VI (A) (Brand Ecology)	SC	0	0	2	2	4
8	B21JNS514	Journalism Practical -VI (B) (Fundamentals of Photography)						
9	B21AAS521	Literatures of India – I	SC	1	1	0	2	3
10	B21AAS522	European & Non-European Writings - I						
11	B21AAS531	Psychology – VI (A) (Abnormal Psychology - I)	SC	1	1	0	2	3
12	B21AAS532	Psychology –VI (B) (Health Psychology - I)						
13	B21AAS533	Psychology Practical -VI (A) (Abnormal Psychology - I)	SC	0	0	2	2	4
14	B21AAS534	Psychology Practical -VI (B) (Health Psychology - I)						
		Total Credits		**9**	**6**	**6**	**21**	**33**
	SIXTH SEMESTER							
1	B21JN0601	Journalism -VII (Advertising & Corporate Communication)	HC	2	1	0	3	4
2	B21AA0602	Literary Theory and Criticism	HC	2	1	0	3	4
3	B21AA0603	Psychology – VII (Industrial Psychology)	HC	2	1	0	3	4
4	B21AA0604	Psychology Practical -VII	HC	0	0	2	2	4
5	B21JNS631	Journalism -VIII (A) (New Media)	SC	1	1	0	2	3
6	B21JNS612	Journalism - VIII (B) (Development Communication)						
7	B21JNS632	Journalism Practical – VIII (A) (New Media)	SC	0	0	2	2	4
8	B21JNS613	Journalism Practical – VIII (B) (Development Communication)						
9	B21AAS611	Literatures of India – II	SC	1	1	0	2	3

10	B21AAS622	European & Non-European Writings - II						
11	B21AAS631	Psychology-VIII (A) (Abnormal Psychology - II)	SC	1	1	0	2	3
12	B21AAS632	Psychology-VIII (B) (Health Psychology - II)						
13	B21AAS633	Psychology Practical -VIII (A) (Abnormal Psychology - II)	SC	0	0	2	2	4
14	B21AAS634	Psychology Practical – VIII (B) (Health Psychology - II)						
		Total Credits		**9**	**6**	**6**	**21**	**33**
		Total Credits of All Semesters		**54**	**34**	**32**	**120**	**194**

Semester-wise Summary of Credit Distribution

Semesters	No. of Credits
First Semester	**19**
Second Semester	**20**
Third Semester	**19**
Fourth Semester	**20**
Fifth Semester	**21**
Sixth Semester	**21**
Total Credits	**120**

Distribution of Credits Based on Type of Courses

Semester	HC	SC	OE	FC	ON	Credits
I	13	2	0	4	0	19
II	13	2	0	5	0	20
III	13	0	3	2	1	19
IV	16	2	0	2	0	20
V	11	10	0	0	0	21
VI	11	10	0	0	0	21
Total	**77**	**26**	**3**	**13**	**1**	**120**

Distribution of Credits Based on L:T:P

Semester	L	T	P	Credits
I	**9**	**6**	**4**	**19**
II	9	**6**	5	**20**
III	**9**	**5**	**5**	**19**
IV	**8**	**5**	**7**	**20**
V	**9**	**6**	**6**	**21**
VI	**9**	**6**	**6**	**21**
Total	**53**	**34**	**33**	**120**

TYPICAL CURRICULUM MAP

Sl no	Course	Effective Communication	Ethics, Values and Social Responsiveness	Critical Thinking, Analysis ,Problem solving	Global Exposure and cross cultural understanding	Domain Knowledge	Self Development, Leadership and Team work	Entrepreneurial thinking , creativity and Innovation	Research Orientation
1.	Environmental Science		√						
2.	Communicative English - I	√							
3.	Language – II: Kannada I	√							
4.	Language – II: Hindi I	√							
5.	Language – II: Additional English I	√					√		
6.	Journalism - I (Introduction to Media & Communication)	√	√		√	√			
7.	Journalism Practicals-I	√						√	
8.	English Literature (Chaucer – Pope) & Language - I					√			
9.	Psychology - I (Basic Psychological Processes-I)			√	√	√			
10.	Psychology Practicals-I			√			√		
11.	Interdisciplinary Elective 1 - Comic and Graphic Narratives	√	√	√	√				
12.	Interdisciplinary	√	√	√		√		√	√

	Elective 2 – Event Management								
13.	Interdisciplinary Elective 3 - Tourism Entrepreneurship	√					√	√	
14.	Indian Constitution and Human Rights		√				√		
15.	Communicative English – II	√					√		
16.	Language – II: Kannada II	√							
17.	Language – II: Hindi II	√							
18.	Language – II: Additional English II	√			√				
19.	Journalism - II (Reporting & Editing)	√	√	√			√	√	
20.	Journalism Practicals-II	√	√	√			√	√	
21.	English Literature (The Romantic Age) & Language – II					√			
22.	Psychology - II (Basic Psychological Process - II)			√		√	√		
23.	Psychology Practicals-II			√			√		
24.	Interdisciplinary Elective 4- Skill Acquisition and Training	√		√		√			
25.	Interdisciplinary Elective 5 –Global Perspectives of Human Rights	√	√		√				
26.	Interdisciplinary Elective 6 – Popular Culture	√	√	√		√			
27.	Language – II: Kannada III	√							
28.	Language – II: Hindi	√							

	III								
29.	Language – II: Additional English III	√							
30.	Journalism - III (Audio-Visual Production)	√				√	√	√	
31.	Journalism Practicals - III	√				√	√	√	
32.	English Literature (Victorian & Modern Ages) & Language – III				√	√			
33.	Psychology - III (Measurement and Research Methods in Psychology)			√		√			√
34.	Psychology Practicals- III			√		√			
35.	Media Studies	√	√	√					
36.	Life Skills and Personal Development			√			√		
37.	Skill Development Course - I	√	√				√	√	
38.	MOOC	√			√	√			
39.	Language II: Kannada IV	√							
40.	Language II: Hindi IV	√							
41.	Language II: Additional English IV	√					√		
42.	Journalism – IV (Fundamentals of Media Research)		√	√		√			√
43.	Journalism Practicals-IV		√	√		√			√
44.	American Literature				√	√			
45.	Psychology - IV (Child Development)			√		√			√
46.	Psychology			√			√		

	Practicals- IV								
47.	Interdisciplinary Elective 7 – Personality, Identity and Self-Presentation	√	√				√		
48.	Interdisciplinary Elective 8 – Cyber Media Practices		√	√	√	√			
49.	Interdisciplinary Elective 9 – Academic and Content Writing	√	√	√		√			
50.	Minor Research Project			√					√
51.	Skill Development Course - II	√	√				√	√	
52.	Journalism –V (Media Laws & Ethics)		√	√		√			
53.	Literary Criticism			√		√			
54.	Psychology – V (Social Psychology)			√					√
55.	Psychology Practicals-V						√		
56.	Journalism -VI (A) (Brand Ecology)	√	√			√	√		
57.	Journalism -VI (B) (Fundamentals of Photography)	√	√			√		√	
58.	Journalism Practicals -VI (A)/Journalism Practicals-VI(B)	√	√			√		√	
59.	Literatures of India – I					√			
60.	European & Non-European Writings – I				√	√			
61.	Psychology – VI (A) (Abnormal Psychology - I)		√		√	√			

62.	Psychology –VI (B) (Health Psychology - I)			√	√	√			√
63.	Psychology Practicals-VI(A)/Psychology Practicals VI(B)						√		
64.	Journalism -VII (Advertising & Corporate Communication)	√	√		√				
65.	Literary Theory and Criticism			√		√			
66.	Psychology – VII (Industrial Psychology)			√		√			
67.	Psychology Practicals-VII			√		√			
68.	Journalism -VIII (A) (New Media)	√				√		√	
69.	Journalism - VIII (B) (Development Communication)	√	√	√		√			√
70.	Journalism Practicals-VIII(A)/ Journalism Practicals-VIII(B)	√	√	√		√			√
71.	Literatures of India – II					√			
72.	European & Non-European Writings – II				√	√			
73.	Psychology-VIII (A) (Abnormal Psychology - II)		√	√	√				
74.	Psychology-VIII (B) (Health Psychology - II)			√		√	√		
75.	Psychology Practicals-VIII(A)/Psychology Practicals-VIII(B)			√		√			

BA – Journalism, English, Psychology Programme
DETAILED SYLLABUS
(Effective from 2022-2025)

FIRST SEMESTER

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

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

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

Pedagogy: Direct instruction method

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

Course Outcomes:
On completion of this course, the students will be able to:
1. Analyze the environmental conditions and protect it.
2. Examine the role of individual, government and NGO in environmental protection.
3. Analyze the ecological imbalances and protect it.
4. Design pollution controlled products.

Course Content:

Unit-I **7 Hours**

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

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

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

Unit-II **6 Hours**

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

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

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

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

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

Unit-III **7 Hours**

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

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

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

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

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

Unit-IV **6 Hours**

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

Ecological succession and productivity, Balanced ecosystem, Components of ecosystem-abiotic and biotic, biological diversity.
Biogeochemical cycles and its environmental significance – Carbon, nitrogen and phosphorus cycle, Energy flow in ecosystem, food chains –types, food web & Ecological Pyramids.

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

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

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

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

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content

Unit-I: Functional English **7 Hours**

Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs
Writing Skills: Paragraph Writing
Activities: Conversations; Leaving Phone Messages
Literature:Chief Seattle – The End of Leaving and Beginning of Survival

Unit-II: Interpersonal Skills **6 Hours**

Remedial Grammar: Present Simple & Present Continuous; Activity & State Verbs
Writing Skills: Official Letters
Activities: Making Apologies; Invitations & Making Arrangements
Literature: Ruskin Bond – Tiger in the Tunnel

Unit-III- Multitasking Skills **7 Hours**

Remedial Grammar: Present Perfect; For, Since & How Long; -ed & -ing adjectives; Prefix & Opposites of Adjectives
Writing Skills: Note Making
Activities: Agreeing & Disagreeing with Opinions
Literature: Jesse Owens - My Greatest Olympic Prize

Unit-IV: Communication Skills **6 Hours**

Remedial Grammar: Collocations; Prepositions
Writing Skills: Precise Writing
Activities: Offers, Suggestions & Requests
Literature: Avijit Pathak – Onscreen Magic41

References:

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- 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.
B21AHK101	**Language - II : Kannada I**	**FC**	**1**	**1**	**0**	**2**	**3**

Course Description:
¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÆ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÄ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÄÛvÀ ¸ÀAzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸À®Ä ¥ÀoÀåªÀ£ÀÄß gÀÆ¦¸À¯ÁVzÉ. ¸Á»vÀå, PÀ¯É, ªÁtÂdå, DqÀ½vÁvÀäPÀ ªÀÄvÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤ÃqÀ¯ÁVzÉ. EzÀÄ ªÉÆzÀ® JgÀqÀÄ ¸É«Ä¸ÀÖgï ªÀÄÆgÀÄ PÉærmïUÀ¼À£ÀÄß; ªÀÄÆgÀÄ ªÀÄvÀÄÛ £Á®Ì£ÉÃ ¸É«Ä¸ÀÖgï JgÀqÀÄ PÉærmïUÀ¼À£ÀÄß ºÉÆA¢zÉ.

Pre-requisites:

- PÀ£ÀßqÀ ¨sÁµÉAiÀÄ §UÉUÉ ¥ÁæxÀ«ÄPÀ w¼ÀÄªÀ½PÉ CUÀvÀå..
- ¨sÁµÉAiÀÄ£ÀÄß NzÀ®Ä ªÀÄvÀÄÛ §gÉAiÀÄ®Ä w½¢gÀ¨ÉÃPÀÄ.
- ¥ÀzÀ« ¥ÀÆªÀð ²PÀëtzÀ°è PÀ£ÀßqÀ ¨sÁµÉAiÀÄ£ÀÄß N¢gÀ¨ÉÃPÀÄ.

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

Course Objectives:
£Á®ÄÌ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄUÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ ªÉÆzÀ®£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀoÀåªÀ£ÁßV DAiÉÄÌ ªÀiÁrPÉÆAqÀÄ, «zÁåyðUÀ¼À°è ¸Á»vÀåzÀ §UÉÎ ¸ÀzÀ©ügÀÄaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ¸ÁA¸ÀÌøwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆvÉUÉ ªÀåQÛvÀé «PÀ¸À£ÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤ÃqÀ¯ÁUÀÄvÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁðlPÀPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÄvÀÛzÉ.

- «zÁåyðUÀ¼À ¸ÀªÀðvÉÆÃªÀÄÄR ¨É¼ÀªÀtÂUÉUÉ C£ÀÄªÁUÀÄªÀAvÉ ºÁUÀÆ CªÀgÀ°è ªÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸ÀªÀiÁ£ÀvÉ ªÀÄÆr¹, ¨É¼É¸ÀÄªÀ ¤nÖ£À°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸ÀÈd£À²Ã®vÉ, ±ÀÄzÀÞ ¨sÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄt, ¤gÀUÀð¼À ¸ÀA¨sÁµÀuÉ, ¨sÁµÀt PÀ¯É ºÁUÀÆ §gÀºÀ PË±À®åUÀ¼À£ÀÄß ¨É¼É¸ÀÄªÀÅzÀÄ UÀÄjAiÀiÁVzÉ
- ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPËëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀÄªÀAvÀºÀ «µÀAiÀÄUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èèlÄÖPÉÆAqÀÄ ¸ÀÆPÀÛ ¥ÀoÀåUÀ¼À£ÀÄß DAiÉÄÌ ªÀiÁrPÉÆ¼Àî¯ÁVzÉ.

Course Outcomes:

d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£ÀzÀ ««zsÀ ¥ÀæPÁgÀzÀ PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀå PÀ°PÉAiÀÄ ªÀÄÆ®PÀ PÁ®zÀ ¹ÜvÀåAvÀgÀUÀ¼À£ÀÄß CzÀgÀ M¼À£ÉÆÃlUÀ¼À£ÀÄß ¨É¼É¸ÀÄvÀÛzÉ.

- ¸ÁªÀiÁfPÀ, gÁdQÃAiÀÄ, zsÁ«ÄðPÀ, ¸ÁA¸ÀÌøwPÀ, ¥Àj¸ÀgÀ ºÁUÀÆ °AUÀ¸ÀA§A¢ü «ZÁgÀUÀ¼ÉqÉ UÀªÀÄ£À ºÀj¸ÀÄªÀÅzÀgÉÆA¢UÉ «zÁåyðUÀ¼À°è ZÀZÁð ªÀÄ£ÉÆÃ¨sÁªÀªÀÅ ¨É¼ÉAiÀÄÄvÀÛzÉ.
- fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀÄ¤PÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄvÉAiÉÆA¢UÉ ¤ªÀð»¸ÀÄªÀAvÉ ¥ÉæÃgÉÃ¦¸ÀÄvÀÛzÉ.
- GvÀÛªÀÄ ¸ÀAªÀºÀ£À PÀ¯ÉAiÀÄ£ÀÄß ¨É¼É¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß FqÉÃj¸ÀÄvÀÛzÉ.
- ¸ÀA±ÉÆÃzÀ£Á ªÀÄ£ÉÆÃ¨sÁªÀ ªÀÄvÀÄÛ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸ÀÄvÀÛzÉ.

Course Content:

Unit I d£À¥ÀzÀ ªÀÄvÀÄÛ ¥ÁæaÃ£À PÁªÀå

7 Hours

1. ¸ÀvÀåªÀAvÉ ºÀqÉzÀªÀé d£À¥ÀzÀ VÃvÉ
2. £É®QjªÉ£ÉAzÀÄ §UÉ«gÉ bÀ®QjªÉA gÀ£Àß
3. avÀæªÀÄ¥ÁvÉæ gÀªÀÄvÉ £Áj d£Àß

Unit II ªÀÄzsÀåPÁ°Ã£À PÁªÀå 6 Hours

1. C©ÞAiÀÄÄªÉÆªÉÄð PÁ®ªÀ±À¢A ªÀÄgÁåzÉAiÀÄA zÁAlzÉÃ.... £ÁUÀZÀAzÀæ
2. ªÀZÀ£ÀUÀ¼ÀÄ §¸ÀªÀtÚ
3. wgÀÄ¤Ã®PÀAoÀgÀ gÀUÀ¼É ºÀjºÀgÀ

Unit III ¸ÀtÚ PÀxÉUÀ¼ÀÄ 7 Hours

1. PÀ¯ÁärAiÀÄ PÉÆÃt ªÀiÁ¹Û
2. AiÀiÁgÀÆ CjAiÀÄzÀ «ÃgÀ PÀÄªÉA¥ÀÄ
3. ¸ÀªÀÄ¸ÉåAiÀÄ ªÀÄUÀÄ wæªÉÃtÂ

Unit IV £ÁlPÀ 6 Hours

1. mÉÆ¼ÀÄîUÀnÖ n.¦. PÉÊ¯Á¸ÀA

References:

- ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ¸ÀAUÀæºÀ. £ÁUÉÃUËqÀ JZï.J¯ï., ZÁjwæPÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2008
- ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄvÀÄÛ 6, PÀÄªÉA¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ¸ÀAUÀæºÀ. £ÁUÉÃUËqÀ JZï.J¯ï., PÀ£ÀßqÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2007
- £ÁgÁAiÀÄt ¦.«, ZÀA¥ÀÆ PÀ«UÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- PÁ¼ÉÃUËqÀ £ÁUÀªÁgÀ, wæ¥À¢, gÀUÀ¼É ªÀÄvÀÄÛ eÁ£À¥ÀzÀ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¨É£ÀUÀ¯ï gÁªÀÄ gÁªï ªÀÄvÀÄÛ ¥Á£ÀåA ¸ÀÄAzÀgÀ ±Á¹ÛçÃ, ¥ÀÄgÁt £ÁªÀÄ ZÀÆqÁªÀÄtÂ, ¥ÀæPÁ±ÀPÀgÀÄ ¥Àæ¸ÁgÁAUÀ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ. 2010
- qÁ. azÁ£ÀAzÀ ªÀÄÆwð, ªÀZÀ£À ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013
- ¸ÀA ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, £ÁUÀgÁd Q.gÀA. ªÀZÀ£À PÀªÀÄäl, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2016
- ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, µÀlà¢ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¸ÉÃvÀÄgÁªÀÄ gÁªï C.gÁ., ²æÃ ®Qëöä±À£À eÉÊ«Ä¤ ¨sÁgÀvÀ(ªÀÄÆ®-vÁvÀàAiÀÄð-¸ÀavÀæ), ¥ÀæPÁ±ÀPÀgÀÄ PÁªÀÄzsÉÃ£ÀÄ ¥ÀÄ¸ÀÛPÀ ¨sÀªÀ£À, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¸ÉÃvÀÄgÁªÀÄ gÁªï C.gÁ., ²±ÀÄ£Á¼À ±ÀjÃ¥sÀgÀ £ÀÆgÁgÀÄ vÀvÀé¥ÀzÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÁªÀÄzsÉÃ£ÀÄ ¥ÀÄ¸ÀÛPÀ ¨sÀªÀ£À, ¨ÉAUÀ¼ÀÆgÀÄ. 2007
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- ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013
- ¸ÀA.f.J¸ï.CªÀÄÆgÀ, PÀ£ÀßqÀ ¸ÀtÚ PÀxÉUÀ¼ÀÄ, £ÁµÀ£À¯ï §ÄPï læ¸ïÖ, £ÀªÀzÉºÀ°, 2000
- ¸ÀA. qÁ. ¨ÉÊgÀªÀÄAUÀ® gÁªÉÄÃUËqÀ, ªÀvÀðªÀiÁ£ÀzÀ PÀxÉUÀ¼ÀÄ, PÀ£ÀßqÀ ¸Á»vÀå ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ 2011
- ¸ÀA. qÁ. gÁªÀÄ°AUÀ¥Àà n. ¨ÉÃUÀÆgÀÄ, ªÀvÀðªÀiÁ£ÀzÀ PÀxÉUÀ¼ÀÄ, PÀté ¥ÀæPÁ±À£À, ¨ÉAUÀ¼ÀÆgÀÄ, 2013

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHH101	**Language - II: Hindi I**	**FC**	**1**	**1**	**0**	**2**	**3**

Course Description: अध्ययन वर्णन :

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

Pre-requisites/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 जरुरी है |

Pedagogy: सिक्षशास्त्र :

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

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 पद्दतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है |
- साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करसकता है |

Course Content : <u>अध्ययन विषय सूची /पाठ्यक्रम</u>

इकाई –1 :कहानी, संस्मरण **7 hours**

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

इकाई –2:कहानी, आत्मकथा **6 hours**

4.कहानी – मरने से पहले – भीष्म साहनी
5.कहानी – लाल हवेली – शिवानी
6.. रेखाचित्र – घीसा – महादेवी वर्मा

इकाई –3:एकांकी, व्यंग्य रचना **7 hours**

7. एकांकी – आवाज का नीलाम – धर्मवीर भारती
8.व्यंग्य रचना – भेड़े और भेडियें – हरिशंकर परसाई

इकाई –4:अनुवाद, संक्षेपण **6 hours**

अनुवाद : अंग्रेज़ी – हिन्दी(शब्द एवं अनुच्छेद)
संक्षेपण : परिच्छेद का एक तिहाई भाग में |
|

Text book/s:पाठ्य पुस्तक :

- हिन्दी पाठ्य पुस्तक – रेवा विश्वविद्यालय |

References:सन्दर्भ ग्रन्थ :

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

- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- कार्यालय अनुवाद निदेशिका
- संक्षेपण और पल्लवन - के.सी.भाटिया&तुमन सिंग

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

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

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

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

Course Objectives:
1. To develop linguistic prowess of the students.
2. To appraise different genres of literature.
3. To illustrate the fundamentals of creative language.
4. To enhance consistent reading habits.

Course Outcome:
On completion of the course, learners will be able to:
1. Demonstrate a thorough understanding of sensitive and critical social issues.
2. Develop reading skills and a wide range of vocabulary.
3. Critically analyze a piece of prose or poetry.
4. Explain their opinion in a coherent and communicable manner.

Course Content

Unit-I: Values & Ethics **7 hours**

Literature: Rabindranath Tagore - Where the Mind is Without Fear
Saki – The Lumber-room
William Shakespeare – Extract from *Julius Caesar* (Mark Antony's Speech)
Language: Vocabulary Building

Unit-II: Natural & Supernatural **6 hours**

Literature: John Keats – La Belle Dame Sans Merci
Charles Dickens – The Signal Man
Hans Christian Anderson - The Fir Tree
Language: Collective Nouns

Unit-III: Travel & Adventure **7 hours**

Literature: R.L. Stevenson – Travel
H.G. Wells – The Magic Shop
Jonathan Swift – Excerpt from Gulliver's Travels Book – I
Writing Skills: Travelogue

Unit-IV: Success Stories **6 hours**

Literature: Emily Dickinson – Success is Counted Sweetest
Dr. Martin Luther King - I Have a Dream
Helen Keller – Excerpt from The Story of My Life
Writing Skills: Brochure & Leaflet

References:

- Tagore, Rabindranath. *Gitanjali*. Rupa Publications, 2002.
- Wordsworth, William. *The Complete Works of William Wordsworth*. Andesite Press, 2017.
- Munro, Hector Hugh. *The Complete Works of Saki*. Rupa Publications, 2000.
- Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, ArunKolatkar, DilipChitre, R. Parthasarathy.* Atlantic Publications, 2011.
- Dickens, Charles. *The Signalman and Other Horrors: The Best Victorian Ghost Stories of Charles Dickens: Volume 2*. Createspace Independent Publications, 2015.
- Swift, Jonathan. *Gulliver's Travels*. Penguin, 2003.
- King, Martin Luther Jr. &James M. Washington. *I Have a Dream: Writings And Speeches That Changed The World*. Harper Collins, 1992.
- Keller, Helen. *The Story of My Life*. Fingerprint Publishing, 2016.

- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0101	**Journalism – I (Introduction to Media and Communication)**	**HC**	**2**	**1**	**0**	**3**	**4**

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

Pre-requisites: Exposure to different types of media in daily life

Pedagogy: Direct instruction and collaborative learning method

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

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

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

Course Content

Unit I: Process and Elements of Communication **10 Hours**

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

Unit II: Folk and Print Media **10 Hours**

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

Unit III: Broadcast Media & Films **10 Hours**

Broadcast Media - Radio as a medium of communication- Brief history of radio; Programme pattern of Radio; FM Radio; Community radio; Television as a medium of communication- Brief history of TV; Satellite communication; DTH; Cinema – Cinema as a medium of communication; Types of cinema- Documentary, Commercial Cinema, Short Films; CBFC and FTII

Unit IV: Issues in Journalism **9 Hours**

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

References:

- John, Vivian. *The Media of Mass Communication*. PHI learning Private Limited, 2012.
- Kumar Keval, J. *Mass communications in India*. Jaico Publication, 2006.
- Meena, Devi. *Fundamentals Of Mass Media And Communication*. Alfa Publication, 2006.
- Denis, Mcquail. *Mass Communication Theory*. Sage Publication, 2004.
- Ramesh, Chandra. *Analysis of Media and CommunicationTrends*. Gyan Books Publishers Pvt. Ltd., 2004.

- Baran S, Stanly and K. Davis, Dennis. *Mass Communication Theory*: *Foundations Ferment and Future*. Thomson Wads Worth, 1999.
- Chatterji, PC . *Broadcasting in India*. Sage Publications, 1991.
- Ahuja, BN. *History of Indian Press*. Surjeeth Publication, 1988.
- Nadige, Krishnamurthy. *Indian Journalism*. University of Mysore Prasaranga, 1966.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0102	**Journalism Practical - I**	**HC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Coverage of local issues in the media- Print/TV/Radio
- Case Study
- Group Discussion on Current Affairs
- Basics of Photoshop
- Wall Magazine
- Collage Making
- Glossary Terms
- **Media Visit:** Theatre festival/ Film festival/ Literary festival/ Poets meet/ Political rally/ Seminars/ Museums.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0103	**English Literature (Chaucer – Pope) and Language – I**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

English literature and language is one of the most significant subjects for the concerned UG program. This course is designed to introduce the students to the basic ideas of literature, mostly focused on the British canon in order to develop their literary as well as cognitive skills which would be surely beneficial for them in their future literary as well as non-literary endeavours.

Pre-requisites:

- The student must possess basic English language skills.
- The student should possess basic writing skills.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

1. To outline the framework of different literary genres.
2. To relate to the idea of literary ages and its significance.
3. To analyze the works of important authors from the medieval age to the neo-classical age.
4. To enhance the language skills of the students.

Course Outcomes:

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

1. Apply the learnt poetic sensibilities in the creation of poetry.
2. Formulate the process of reading prose and enriching literary & non-literary writing.
3. Develop dramatic sensibilities.
4. Illustrate a good understanding of speech sounds in English and the structure of words.

Course Content:

Unit – I: Poetry **10 hours**

The Medieval Age:

1. Chaucer - "The Squire" (from *General Prologue to the Canterbury Tales*)

The Elizabethan Age:

2. Edmund Spencer – Sonnet 75 (from the *Amoretti*)
3. William Shakespeare – Sonnet 118

The Puritan Age:

4. John Milton – On His Blindness

Metaphysical Poetry:

5. John Donne – A Valediction: Forbidding Mourning
6. George Herbert – The Collar
7. Andrew Marvell – To His Coy Mistress

The Neoclassical Age:

8. Alexander Pope – Extract from *The Rape of the Lock* (Belinda's Toilette)

Unit – II: Prose **10 hours**

1. Francis Bacon – Of Travel; Of Studies
2. Joseph Addison – Silence
3. Dr. Samuel Johnson – Extract from *Preface to Shakespeare* (Three Unities)

4. Oliver Goldsmith – Extract from *The Citizen of the World* ("Letter XXVI. The Character of the Man in Black; With Some Instances of His Inconsistent Conduct")

Unit – III: Drama **10 hours**

1. William Shakespeare – *Othello*
2. Christopher Marlowe – *Dr. Faustus* (Film Text)

Unit – IV: Language **9 hours**

1. Language
2. Speech Sounds in English
3. The Structure of Words

References:

- Chaucer, Geoffrey. *The Canterbury Tales*. Harper Press, 2012.
- Warren, Robert Penn. *Six Centuries of Great Poetry*. Dell, 1992.
- Shakespeare, William. *The Sonnets*. Macmillan, 2016.
- Quiller-Couch, Sir Arthur. "On His Blindness" *The Oxford Book of English Verse 1250 - 1900 - Volume I*, ed.1919.
- Ricks, Christopher. *Metaphysical Poetry*. Penguin, 2006.
- Kaul, RK. *The Rape of the Lock*. Oxford, 1997.
- Bacon, Francis. *The Essays*. Penguin, 1985.
- Addison, Joseph. *Addison and Steele*. Forgotten Books, 2018.
- Sen, S. *Dr. Johnson: Preface to Shakespeare*. Unique Publishers, 1989.
- Goldsmith, Oliver. *The Citizen of the World*. University Press of the Pacific, 2002.
- Shakespeare, William. *Othello*. Maple Classics, 2013.
- Marlowe, Christopher, *Dr. Faustus*. Oxford University Press, 2010.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0104	**Psychology – I (Basic Psychological Process - I)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

This is a 3 credit course for first semester consisting of 4 hours of teaching learning per week. This course aims to introduce basic concepts of General Psychology and application of it in understanding normal human behavior.

Pre-requisites: Basic skills like listening and observation and keen interest in understanding human behavior.

Pedagogy: Direct learning, Kinesthic learnings, ICT, Case Studies.

Course Objectives:

In accordance with the American Psychological Association (APA) recommendations for undergraduate psychology learning objectives and outcomes, students will (1) learn the basic principles of traditional psychological content areas and (2) use the scientific method as an approach to critical thinking and sceptical inquiry. Accomplishing this objective involves:

1. To demonstrate knowledge and understanding of theory and research in the general domains of psychology
2. To explore the biological basis of behavior
3. To understanding the process receiving the sensory information and making meaning out of it.
4. To understand the basic concepts of motivation, Emotions and Sleep and its application for self growth

Course Outcomes:

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

1. Apply the nature, scope, theoretical perspective and research methods in Psychology
2. Discover the biological basis of human behavior
3. Develop the mechanism of processing of sensory information and perception.
4. Identify the function of Sleep, motivation and emotions of human beings

Course Content:

Unit-I: The Science of Psychology **10 hours**

a) Meaning, Definition and goals of Psychology.
b) Psychology is a Science or an Art, Debate.
c) Psychology Vs Psychiatry: Difference in nature, education, treatment and scope.
d) Branches of Psychology: General psychology, Educational Psychology, Industrial psychology, clinical psychology, counseling psychology, social psychology, developmental psychology, Para psychology, Positive psychology.
e) History of Psychology: Wundt, Titchener and James
f) Modern Perspectives: Psychodynamic perspectives, Behavioral perspectives, Cognitive perspectives, Humanistic perspectives, Gestalt theory, Positive Psychology.
g) Psychology in Modern India: Status, Education, Licensing and Scope.
h) Scientific Research: Steps in scientific approach, Descriptive methods: Observation, Case Study, Survey methods. Correlational studies. Experimental method: Variables, Experimental and control group, single and double blinded studies, placebo effect, single and double blinded studies.

Unit-II: The Biological Perspective **10 hours**

a. Neurons: Structure and functions of neuron and glial cells, types of neuron and glial cells.
b. The neural impulse: Action potential and Resting potential, synaptic transmission.
c. Neurotransmitter: types, functions.
d. Nervous system: CNS: Brain-forebrain, midbrain, hindbrain; hemispheres, four lobes, and Spinal cord- structure and functions,
e. PNS-Somatic and autonomic nervous system- divisions and functions.

f. Methods for studying Brain: Lesioning, stimulation: invasive and non-invasive, neuroimaging: CT, MRI, EEG, PET, FMRI, MEG.
g. Glands: Endocrine and Exocrine glands; Endocrine Glands: types and functions.

Unit-III: Basic Cognitive Process **10 hours**

Attention: Definition, types.

a. **Sensation**: Definition, types of sensation, sensory receptors, transduction, Absolute threshold, Differential threshold, habituation, sensory adaptation, sensory integration.
b. Vision: structure of eye, light and eye, visual accommodation. Retina-rods and cones. Visual pathway. Perception of color-trichromatic theory, opponent-process theory, color blindness.
c. Hearing: Structure of ear, Sound and ear, sound localization, vestibular organ.
d. **Perception**: Definition, Gestalt laws of organization, Figure-ground relationship, top-down and bottom-up process.
e. Constancies: size, shape, Brightness
f. Depth Perception: Monocular and Binocular cues. Perceptual illusions.

Unit-IV: Motivation and Emotions **9 hours**

a. Motivation: definition, types-intrinsic, extrinsic motivation; Physiological Motives-Hunger, thirst, sex; Social motives-Achievement, Power Affiliation.
b. Theories: Drive –reduction theory, Mcclelland's theory, Maslow's theory.
c. Emotion: Definition, three elements of emotion.
d. Types of Emotions
e. Theories: James-Lange theory, Cannon-Bard Theory, Facial feedback hypothesis, Schachter-singer cognitive arousal theory, Lazarus and Cognitive-mediational Theory.
f. Emotional Intelligence: definition, nature, importance.

References:

- Robert S. *Feldman* U*nderstanding Psychology* 6th *Edition* Tata MrGram – Hill. 2004.
- Saundra K Ciccarelli and Glenn E Meyer. *Psychology*, South Asia Edition, 2008.
- Robert A Baron. *Psychology*. III Edition, Prentice Hall Publications. 2001.
- John. W. Santrock. *Psychology Essentials*, 2nd Edition Tata Mc Graw Hill. 2006.
- Hillgord& Atkinson. *Introduction to Psychology* Oxford IBH publishing Co. Pvt. Ltd.2009.
- Morgan, King. *Introduction to Psychology*, VII Edition, 1989, Mc Graw Hill IBH Publication. 2004.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0105	**Psychology Practical - I**	**HC**	**0**	**0**	**2**	**2**	**4**

Descriptive Statistics: Measures of Central Tendency: Grouped Data and Ungrouped Data.

- Directed observation and accuracy of report.
- Stroop Effect
- Emotional Intelligence
- Muller lyer Illusion
- Signal Detection

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE111	**Interdisciplinary Elective 1 - Comic and Graphic Narratives**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
The course is envisaged to provide the student an introduction to comic and graphic narratives. It aims at providing the basic theories of how the comic and graphic texts are closely read and analyzed. The course enables the student to understand the representation of society through the comic and graphic texts. It also equips the learner to explore the illustration of societies and their issues through the medium of comic and graphic narratives. This course intends to critically assess the various dimensions of culture and contribute to the spectrum of probable solutions to modern day problems.

Pre-requisites: Student must possess a fundamental knowledge of media, culture and society.

Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

Course Objectives:

1. To develop a clear understanding of comic and graphic narratives.
2. To explore the various theoretical underpinnings involved in the making of comic and graphic narratives.
3. To discuss the involvement of cultural undercurrents of society in comic and graphic narratives.
4. To develop critical and analytical abilities by exploring the representation of various societies in comic and graphic narratives.

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

1. Distinguish between the comic and graphic narratives.
2. Identify the socio-cultural practices that contribute to the making of comic and graphic narratives through the theories.
3. Apply the illustration of cultural practices and their representations in texts in understanding societies.
4. Analyze the codes used in Asian comic and graphic narratives.

Course Content:

Unit I: World of Comics and Graphic Novels **7 Hours**

Evolution of Comic and Graphic Novel
Short-term strip comics (designed for newspapers) (1890s) – Web-based comics
Action-adventure and Superhero comics (1930s – 1960s)
Underground comix / alternative comics / comix – Graphic Novels
Comic & Graphic Novel vocabulary - Strips, Panels, Gutter, Tire, Splash, Balloons, Caption, Labels, Emanata, Signs, Sound effect, Bleed, Chiaroscuro, Cartoonist, Artist. (Ref: Scott McCloud: *Understanding Comics: The Invisible Art* (Chapter 2 – The Vocabulary of Comics)

Unit II: Theoretical Approach to Comic and Graphic Novels **6 Hours**

Jules Feiffer: Extract from Introduction to *The Great Comic Book Heroes* (1965)
Will Eisner: *A Contract with God and Other Tenement Stories* (Graphic Story - "A Contract with God")
Stephen Weiner - *Faster Than a Speeding Bullet: The Rise of the Graphic Novel* (Chapter 5 – "The Graphic Novel: Comics take themselves Seriously")

Unit III: Comic and Graphic Novels **7 Hours**

Art Spiegelman: Maus: A Survivor's Tale (Graphic Novel – (1980) – The Father Bleeds History (Part I) (Non-detail)
Zack Snyder: *Watchmen* (film text based on DC Comic series by Alan Moore and Dave Gibbons) Richard West: "The Bill Watterson Interview," *The Comics Journal*, March 1989

Unit IV: Asian Representation in Comic and Graphic Novels **6 Hours**

Comics across Asia: Manga, Chitrakatha, Lianhuanhua and Manhua
John A Lent: *Asian Comics* (Introduction)
R. K. Laxman – *The Very Best of The Common Man* (2012) (extracts of comic strips)

References:

- Ed. Jeet Heer and Kent Worcester. *A Comic Studies Reader.* 2009
- Feiffer, Jules. *The Great Comic Book Heroes.* 1965.
- Wolk, Douglas. *Reading Comics. 2007.*
- McCloud, Scott. *Understanding Comics: The Invisible Art*. 1993.
- Eisner, Will. *Comics and Sequential Art* (first print – 1985 - latest edition – 2000)
- Weiner, Stephen. *Faster Than a Speeding Bullet: The Rise of the Graphic Novel.* 2012.
- Richard West: "The Bill Watterson Interview," *The Comics Journal*, March 1989, http://www.tcj.com/the-bill-watterson-interview/
- Lent, John A. *Illustrating Asia: Comics, Humor, Magazines and Picture Books*. 2001
- Laxman, R. K. *The Very Best of The Common Man.* Penguin. 2012
- Lent, John A. *Asian Comics.* 2015

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE112	**Interdisciplinary Elective 2 – Event Management**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

This Interdisciplinary course 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.

Prerequisite: 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. Asses current market requirements

Course Content:

Unit-1: History and Evolution of Events **7 Hours**

History and evolution of Events, Nature, scope, significance and of event management, Interrelationship between events and tourism, Key stakeholders – their roles and responsibilities

Unit-2: The Event Planning Process **6 Hours**

The Process – An introduction, theory behind planning, Planning, Concept, Nature and Practices in Event Management: Organizing and planning events, Customer relationship management, Watching and managing events business, Event coordination; Planning – setting goals and objectives – Announcing the project, Defining communication channels and Resource specification

Unit-3: Execution and Implementation **7 Hours**

Execution and Implementation – Gantt Charts, Run sheets, Control, communication channels, Organizing Events, Planning Check lists, Monitoring and Evaluation, Managing Human resources, Event Management Team, Skills and Qualities required, Co-ordination; Raising Funds; Promotion and Marketing

Unit-4: Types of Events **6 Hours**

Film Festivals, Corporate Events, Trade shows, Conventions and Visitors Bureaus, Meeting planners, Celebrations; players in the event industry, Transportation, accommodation, logistics catering, human resources, civic amenities and other supporting services.

References:

- Page, Stephen, and Connell, Joanne eds. *The Routledge Handbook Of Events. Routledge*,

2014.
- Robinson,Peter, Wale,Debra and Dickson,Geoff eds. *Events Management*, CABI Head office, 2010.
- Ferdinand, Nicole, and Kitchin, Paul. *Events Management: An International Approach*. Sage, 2012.
- Goldblatt, Joe. *Special Events: Creating and Sustaining a New World for Celebration.* Wiley Global Education, 2013.
- Robertson, Martin. *Events and Festivals: Current Trends And Issues*. Routledge, 2013.
- Fox, Dorothy, et al. *Doing events research: From Theory To Practice*. Routledge, 2014.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE113	**Interdisciplinary Elective 3 - Tourism Entrepreneurship**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
The purpose of this course is to equip the students to set up their own business especially in relate to travel and tourism industry and to acquire insights about the entrepreneurship development and to empower the students to be acquainted with the modus operandi and approaches prerequisite for a prosperous entrepreneur.

Pre-Requisite: Interest in learning startup business in tourism industry

Pedagogy: Direct Instruction, Collaborative Learning, Expeditionary Learning

Course Objectives:

1. To introduce the concept of entrepreneurship in tourism and instill the students with knowledge of entrepreneurship skills and Techniques.
2. To develop a quality business plan for a new tourism venture.
3. To analyze the business emerging trends in tourism industry.
4. To encourage the students to set up their own business.

Course Outcomes:

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

1. Develop the understanding of the fundamental knowledge about the business trends in Tourism.
2. Acquaint about the types of entrepreneurship and tourism marketing planning in the context

of tourism business.

3. Evaluate with the procedures for starting a Tourism business including corporate entrepreneurship in various levels of tourism development.
4. Integrate the knowledge of diverse roles and functions in the framework of tourism business venture.

Course Content:

Unit I: Entrepreneurship 7 Hours

Definition and importance of entrepreneurship, Types of entrepreneurs, characteristics of an entrepreneur, Tourism industry and business ideas.

Unit II: Marketing and Understanding the competition 6 Hours

Tourism marketing mix, Tourism marketing planning, Business strategy- Understanding customers and analyzing competition.

Unit III: Writing a Business Plan 7 Hours

Writing a business plan-marketing, financial, operations people, etc.

Unit IV:Business Concept 6 Hours

Setting up a tourism enterprise-steps, licenses and registration procedures etc.

References:

- Morrison, A., Rimmington, M. and Williams, C (2011)Entrepreneurship in the Hospitality, Tourism and Leisure Industries, Abingdon, Routledge
- Thomson. A. A., Stick land. A.J. &Cambel. J. E.,(2005), Crafting and Executing Strategy- the Quest for Competitive Advantage, New Delhi, Tata McGraw Hill.
- Peter F. Drucker (1985), Innovation & Entrepreneurship,New York, Harper & Row.
- Brookes, M., & Altinay, L. (Eds.). (2015). Entrepreneurship in hospitality and tourism: A global perspective. Oxford: Goodfellow Publishers Ltd.
- Deakins, D., & Freel, M. (2009). Entrepreneurship and small firms. (5th ed.). New York, NY: McGraw-Hill.
- Srinivasan. R , Strategic Management: the Indian Concept, 2nd Ed., New Delhi, Prentice Hall India.

SECOND SEMESTER

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

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

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

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:
1. To provide basic information about Indian constitution.
2. To identify individual role and ethical responsibility towards society.
3. To understand human rights and its implications
4. To create awareness on Electoral Process and its impliactions

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 BookCompany.
- 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 Childre*n. EasternBookCo., 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.
B21AHE201	**Communicative English – II**	**FC**	**1**	**1**	**0**	**2**	**3**

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

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

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

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

Course Outcomes:
After the completion of the course, students will be able to:
1. Apply acquired skills to communicate effectively in a corporate scenario.
2. Demonstrate command over rhetoric of language.
3. Develop critical and creative thinking through assimilated language skills.
4. Utilize the communication skills learnt to match industry standards.

Course Content:

Unit-I: Language Acquisition **7 Hours**
Remedial Grammar: Questions & Negatives; Questions Tags
Writing Skills: Email Writing
Activities: Group Discussions
Literature: Alphonse Daudet - The Last Lesson

Unit-II: Persuasive Skills **6 Hours**
Remedial Grammar: Past Simple & Past Perfect
Writing Skills: Report Writing
Activities: Book & Movie Reviews
Literature: Lord Alfred Tennyson – Ulysses

Unit-III: Cognitive Skills **7 Hours**
Remedial Grammar: Present & Past Passive; Conditionals
Writing Skills: Creative Writing
Activities: Role Plays
Literature: O. Henry – The Gift of the Magi

Unit-IV: Employability Skills **6 Hours**
Remedial Grammar: Reported Speech; Idioms
Writing Skills: Cover Letter & CV
Activities: Exchanging Information
Literature: Saki – The Open Window

References:

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

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

Course Description:

¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÆ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÄ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÄÛvÀ ¸ÀAzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸À®Ä ¥ÀoÀåªÀ£ÀÄß gÀÆ¦¸À¯ÁVzÉ. ¸Á»vÀå, PÀ¯É, ªÁtÂdå, DqÀ½vÁvÀäPÀ ªÀÄvÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛÀÄß ¤ÃqÀ¯ÁVzÉ. EzÀÄ ªÉÆzÀ® JgÀqÀÄ ¸É«Ä¸ÀÖgï ªÀÄÄÆgÀÄ PÉærmïUÀ¼À£ÀÄß; ªÀÄÄÆgÀÄ ªÀÄvÀÄÛ £Á®Ì£ÉÃ ¸É«Ä¸ÀÖgï JgÀqÀÄ PÉærmïUÀ¼À£ÀÄß ºÉÆA¢zÉ.

Pre-requisites:

- PÀ£ÀßqÀ ¨sÁµÉAiÀÄ §UÉUÉ ¥ÁæxÀ«ÄPÀ w¼ÀÄªÀ½PÉ CUÀvÀå..
- ¨sÁµÉAiÀÄ£ÀÄß NzÀ®Ä ªÀÄvÀÄÛ §gÉAiÀÄ®Ä w½¢gÀ¨ÉÃPÀÄ.
- ¥ÀzÀ« ¥ÀÆªÀð ²PÀëtzÀ°è PÀ£ÀßqÀ ¨sÁµÉAiÀÄ£ÀÄß N¢gÀ¨ÉÃPÀÄ.

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

Course Objectives:

£Á®ÄÌ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄUÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ ªÉÆzÀ®£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀoÀåªÀ£ÁßV DAiÉÄÌ ªÀiÁrPÉÆAqÀÄ, «zÁåyðUÀ¼À°è ¸Á»vÀåzÀ §UÉÎ ¸ÀzÀ©ügÀÄaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ¸ÁA¸ÀÌøwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆvÉUÉ ªÀåQÛvÀé «PÀ¸À£ÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤ÃqÀ¯ÁUÀÄvÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁðlPÀPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÄvÀÛzÉ.
- «zÁåyðUÀ¼À ¸ÀªÀðvÉÆÃªÀÄÄR ¨É¼ÀªÀtÂUÉUÉ C£ÀÄªÁUÀÄªÀAvÉ ºÁUÀÆ CªÀgÀ°è ªÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸ÀªÀiÁ£ÀvÉ ªÀÄÆr¹, ¨É¼É¸ÀÄªÀ ¤nÖ£À°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸ÀÈd£À²Ã®vÉ, ±ÀÄzÀÞ ¨sÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄt, ¤gÀUÀð¼À ¸ÀA¨sÁµÀuÉ, ¨sÁµÀt PÀ¯É ºÁUÀÆ §gÀºÀ PË±À®åUÀ¼À£ÀÄß ¨É¼É¸ÀÄªÀÅzÀÄ UÀÄjAiÀiÁVzÉ
- ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀÄªÀAvÀºÀ «µÀAiÀÄUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èèlÄÖPÉÆAqÀÄ ¸ÀÆPÀÛ ¥ÀoÀåUÀ¼À£ÀÄß DAiÉÄÌ ªÀiÁrPÉÆ¼Àî¯ÁVzÉ.

Course Outcomes:

d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£ÀzÀ ««zsÀ ¥ÀæPÁgÀzÀ PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀå PÀ°PÉAiÀÄ

ªÀÄÆ®PÀ PÁ®zÀ ¹ÜvÀåAvÀgÀUÀ¼À£ÀÄß CzÀgÀ M¼À£ÉÆÃlUÀ¼À£ÀÄß ¨É¼É¸ÀÄvÀÛzÉ.

- ¸ÁªÀiÁfPÀ, gÁdQÃAiÀÄ, zsÁ«ÄðPÀ, ¸ÁA¸ÀÌøwPÀ, ¥Àj¸ÀgÀ ºÁUÀÆ °AUÀ¸ÀA§A¢ü «ZÁgÀUÀ¼ÉqÉ UÀªÀÄ£À ºÀj¸ÀÄªÀÅzÀgÉÆA¢UÉ «zÁåyðUÀ¼À°è ZÀZÁð ªÀÄ£ÉÆÃ¨sÁªÀªÀÅ ¨É¼ÉAiÀÄÄvÀÛzÉ.
- fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀÄ¤PÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄvÉAiÉÆA¢UÉ ¤ªÀð»¸ÀÄªÀAvÉ ¥ÉæÃgÉÃ¦¸ÀÄvÀÛzÉ.
- GvÀÛªÀÄ ¸ÀAªÀºÀ£À PÀ¯ÉAiÀÄ£ÀÄß ¨É¼É¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß FqÉÃj¸ÀÄvÀÛzÉ.
- ¸ÀA±ÉÆÃzÀ£Á ªÀÄ£ÉÆÃ¨sÁªÀ ªÀÄvÀÄÛ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸ÀÄvÀÛzÉ.

Course Content:

Unit-I ªÀÄzsÀåPÁ°Ã£À PÁªÀå 7 Hours

1. ZÀAzÀæªÀÄw «¯Á¥À gÁWÀªÁAPÀ
2. ºÀUÉUÀ¼À£ÀÄ »ArzÀ£ÀÄ ªÀÄ£ÀzÉÆ¼ÀUÉ PÀÄªÀiÁgÀªÁå¸À
3. UÉÆÃgÀPÀë ¥Àæ¸ÀAUÀ ZÁªÀÄgÀ¸À

Unit II ªÀÄzsÀåPÁ°Ã£À PÁªÀå 6 Hours

1. wæ¥À¢UÀ¼ÀÄ ¸ÀªÀðdÕ
2. V½AiÀÄÄ ¥ÀAdgÀzÉÆ½®è ¥ÀÄgÀAzÀgÀ zÁ¸ÀgÀÄ
3. PÀgÉzÀÄ PÉÆlÖ£ÀÄ ±Á¥ÀªÀ£ÀÄ PÀ£ÀPÀzÁ¸ÀgÀÄ

Unit III ¯ÉÃR£ÀUÀ¼ÀÄ 7 Hours

1. DvÀä²æÃUÁV ¤gÀAPÀÄ±ÀªÀÄwUÀ¼ÁV PÀÄªÉA¥ÀÄ
2. ªÀiÁ£À«ÃAiÀÄvÉ CAvÁgÀ¯Áè zÉÃªÀ£ÀÆgÀÄ ªÀÄºÁzÉÃªÀ
3. ¨sÀÆvÁ¬Ä ªÀÄÄ¤zÁ¼ÀÄ ªÀÄÄgÁj §¯Áè¼À

Unit IV ¥ÀæªÁ¸À PÀxÀ£À 6 Hours

1. £À£ÉÆß¼ÀV£À ºÁqÀÄ PÀÆå¨Á (¸ÀAUÀæºÀ) ªÉÆÃºÀ£ï f.J£ï.

References:

- ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ¸ÀAUÀæºÀ. £ÁUÉÃUËqÀ JZï.J¯ï., ZÁjwæPÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2008
- ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄvÀÄÛ 6, PÀÄªÉA¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ¸ÀAUÀæºÀ. £ÁUÉÃUËqÀ JZï.J¯ï., PÀ£ÀßqÀ d£À¥ÀzÀ PÀxÀ£À PÁªÀåUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÁðlPÀ eÁ£À¥ÀzÀ ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2007
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- PÁ¼ÉÃUËqÀ £ÁUÀªÁgÀ, wæ¥À¢, gÀUÀ¼É ªÀÄvÀÄÛ eÁ£À¥ÀzÀ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¨É£ÀUÀ¯ï gÁªÀÄ gÁªï ªÀÄvÀÄÛ ¥Á£ÀåA ¸ÀÄAzÀgÀ ±Á¹ÛçÃ, ¥ÀÄgÁt £ÁªÀÄ ZÀÆqÁªÀÄtÂ, ¥ÀæPÁ±ÀPÀgÀÄ ¥Àæ¸ÁgÁAUÀ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ. 2010
- qÁ. azÁ£ÀAzÀ ªÀÄÆwð, ªÀZÀ£À ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013
- ¸ÀA ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, £ÁUÀgÁd Q.gÀA. ªÀZÀ£À PÀªÀÄäl, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2016
- ªÀÄgÀÄ¼À¹zÀÝ¥Àà PÉ, µÀlà¢ ¸Á»vÀå, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¸ÉÃvÀÄgÁªÀÄ gÁªï C.gÁ., ²æÃ ®QëöäÃ±À£À eÉÊ«Ä¤ ¨sÁgÀvÀ(ªÀÄÆ®-vÁvÀàAiÀÄð-¸ÀavÀæ), ¥ÀæPÁ±ÀPÀgÀÄ PÁªÀÄzsÉÃ£ÀÄ ¥ÀÄ¸ÀÛPÀ ¨sÀªÀ£À, ¨ÉAUÀ¼ÀÆgÀÄ. 2010
- ¸ÀA. ¸ÉÃvÀÄgÁªÀÄ gÁªï C.gÁ., ²±ÀÄ£Á¼À ±ÀjÃ¥sÀgÀ £ÀÆgÁgÀÄ vÀvÀé¥ÀzÀUÀ¼ÀÄ, ¥ÀæPÁ±ÀPÀgÀÄ PÁªÀÄzsÉÃ£ÀÄ ¥ÀÄ¸ÀÛPÀ ¨sÀªÀ£À, ¨ÉAUÀ¼ÀÆgÀÄ. 2007
- ¸ÀA. f.J¸ï.¨sÀmï., PÀÄªÀiÁgÀªÁå¸À£À PÀuÁðl ¨sÁgÀvÀ PÀxÁªÀÄAdj ¥ÀæªÉÃ±À, ¥ÀæPÁ±ÀPÀgÀÄ CPÀëgÀ ¥ÀæPÁ±À£À, ºÉUÉÆÎÃqÀÄ, ¸ÁUÀgÀ. 2006
- gÀAeÁ£ï zÀUÁð, ±ÀgÀtgÀ ¸ÀªÀÄUÀæ PÁæAw, ¥ÀæPÁ±ÀPÀgÀÄ. ¯ÉÆÃ»AiÀiÁ ¥ÀæPÁ±À£À, §¼Áîj. 2015
- QÃvÀð£ÁxÀ PÀÄvÀðPÉÆÃn, PÀ£ÀßqÀ ¸Á»vÀå ¸ÀAUÁw, ¥ÀæPÁ±ÀPÀgÀÄ PÀÄvÀðPÉÆÃn ªÉÄªÉÆÃjAiÀÄ¯ï læ¸ïÖ, zsÁgÀªÁqÀ. 2009
- ±ÁªÀÄgÁAiÀÄ vÀ.¸ÀÄ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼ÀÄQ£À ªÉAPÀtÚAiÀÄå ¸ÁägÀPÀ UÀæAxÀªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ -2014
- ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

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

Course Description: अध्ययन वर्णन :

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

Pre-requisites:

- अध्येता,पी.यु.सीकेस्तरपरद्वितीयभाषाकेरूपमेंहिन्दीकाअध्ययनकरनाचाहिए|
- हिन्दी साहित्य के इतिहासकासंक्षिप्तज्ञानकीआवश्यकताहै|
- हिन्दीव्याकरणकाअवबोधनआवश्यकहै|
- हिन्दी-अंग्रेजीअनुवादसेसंबंधितजानकारीजरुरीहै|

Pedagogy: सिक्षशास्त्र :

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

Course Objectives: पाठ्यक्रम उद्देश्य:

1. संदर्भानुसारउचितभाषाकाप्रयोगकरनेकीदक्षताकोछात्रोंमेंउत्पन्नकरना|
2. साहित्यकेमाध्यमसेसमाजएवंमानवीयमूल्योंकोसमझाकर, उनमूल्योंकीरक्षाहेतुप्रेरितकरना|
3. छात्रोंमेंपुस्तकपठनएवंलेखनकीअकृतिमप्रवृत्तिस्थापितकरना|
4. अध्येताओंमेंसाहित्यकेमाध्यमसेप्रभावीएवंकुशलसंचारकाविकासकरना|

Course Outcomes: अधिगम परिणाम:

अध्ययनकीसमाप्तिपरअध्येता –

1. सामाजिकमूल्यएवंनैतिकजवाबदेहीकोस्वीकारकरसकताहै|
2. साहित्यकीप्रासंगिकताकोजीवनमेंसमझनेकीदक्षतारखताहै|
3. समाजमेंअंतर्निहितपद्दतियाँएवंविचारधाराओंकाव्याख्यानकरनेमेंसक्षमबनसकताहै|
4. साहित्यकेमाध्यमसेप्रभावीएवंकुशलसंचारकाविकासकरसकताहै|

Course Content: अध्ययन विषय सूची /पाठ्यक्रम

इकाई – 1कविता: प्राचीन एवं आधुनिक **7 hours**

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

इकाई – 2कविता: प्राचीन एवं आधुनिक **6 hours**

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

इकाई – 3कविता: प्राचीन एवं आधुनिक **7 hours**

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

इकाई – 4 **6 hours**

अनुवाद : शब्द एवं अनुच्छेद (हिन्दी से अंग्रेज़ी)
मीडिया लेखन

Text book/s: पाठ्य पुस्तक :

- हिन्दी पाठ्य पुस्तक – रेवा विश्वविद्यालय |

References:सन्दर्भ ग्रन्थ :

- सुबोध व्यवहारिक हिन्दी – डॉ. कुलदीप गुप्त
- अभिनव व्यवहारिक हिन्दी – डॉ.परमानन्द गुप्त
- हिन्दी साहित्य का इतिहास - डॉ. नागेन्द्र
- आधुनिक हिन्दी साहित्य का इतिहास - डॉ. बच्चन सिंह
- हिन्दी साहित्य का नवीन इतिहास - डॉ. लाल साहब सिंह
- शुद्ध हिन्दी कैसे बोले कैसे लिखे- पृथ्वीनाथ पाण्डे
- संक्षेपण एवं पल्लवन

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

Course Description:

This course is designed to help the learner gain competency in language through an exploration to the various genres of literature. The syllabus is designed to encourage critical ability of the

learner to guide them towards career opportunities. This course is intended to develop the capacity to appreciate and assess the various dimensions of society, culture and life.

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

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Ecology & Environment **7 hours**

Literature: Toru Dutt - Casuarina Tree
Gordon J.L. Ramen – Daffodils No More
C.V. Raman – Water – The Elixir of Life
Language: Degrees of Comparison

Unit-II: Voices from the Margin **6 hours**

Literature: Tadeusz Rozewicz – Pigtail
Jyoti Lanjewar – Mother
Harriet Jacobs – Excerpt from Incidents in the Life of a Slave Girl
Language: Prefix and Suffix

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

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

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

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

References:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0201	**Journalism – II (Reporting & Editing)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
The course Reporting & Editing is structured to prepare students for careers in newspaper, magazine, convergence, or journalism education. It caters to students who want to gain proficiency on the content-providing side of the media. By offering hands-on, engaging courses such as Reporting, Interview, Press Conference, Computer Assisted Reporting and Design for

Print media, the Reporting and Editing program readies students to be leaders in their chosen field upon graduation.

Pre-requisites: Good newspaper reading habits.

Pedagogy: Direct instruction and inquiry based learning

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit I: Attributes of Print Journalism **10 Hours**

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

Unit II: Techniques of Reporting **10 Hours**

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

Unit III: Principles of Editing **10 Hours**

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

Unit IV: Design Elements in Newspapers **9 Hours**

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

References:

- Pandey, Desh, B.K. *Photo journalism*. Sonali Pubication, 2007.
- Rich, Carole. *Writing and Reporting news*. Wadsworth Thompson Learning Inc., 2005.
- John, Pilger (Ed.). *Tell me no lies*. London :Vintage Publishers, 2004
- Jon &Lawis (Eds). *The Mammoth Book of Journalism*. London:Robinsm Publishers, 2003.
- Smith R, Schumeman (Ed). *Photographic Communication: Principles Problem and challenges of Photo Journalism.* New York Hasing House, 2000.
- Kamath MV. *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.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0202	**Journalism Practical – II**	**HC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0203	**English Literature (The Romantic Age) & Language – II**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

The course is designed to elevate the level of the initial learning of the UG students. The students by now are well acquainted with the basic concepts of literature and language and therefore can address complex literary themes and topics to equip themselves, to deal with hard core academic texts in the current as well as the upcoming semesters. The main focus is given to the literature falling under the umbrella domain of Romantic period with special reference to the romantic school of poetry. The completion of the course will ensure an overarching competence in Romantic poetry and prose amongst the students.

Pre-requisites:

- The student must possess basic insights of Romantic poetry.
- The student must have elementary understanding of Romantic prose.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To relate to the context of the literary ages.
- To develop aesthetic understanding of the text.
- To identify the new genres in British literature.
- To interpret the discourses of literature and to comprehend the idea of liberty, equality and fraternity.

Course Outcomes:

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

- Develop creative skills and human values through aesthetics of literature.
- Demonstrate the knowledge and incorporate the proficiency of language skills through prose.
- Deduct historical aspects from literature to develop mastery over social skills.
- Construct coherent sentences in English.

Course Content:

Unit – I: Poetry **10 hours**

***The Age of Transition*:**

1. William Blake – The Chimney Sweeper

***The Romantic Age*:**

2. William Wordsworth – The Solitary Reaper
3. Samuel Taylor Coleridge – *Extract from* The Rime of the Ancient Mariner (Part I – lines 1-82)
4. Lord Byron – On This Day I Complete My Thirty-Sixth Year
5. Percy Bysshe Shelley – Stanzas Written in Dejection, near Naples
6. John Keats – Ode to a Nightingale

Unit – II: Prose **10 hours**

1. Charles Lamb – Dream-Children: A Reverie
2. William Hazlitt – On the Feeling of Immortality in Youth
3. Percy Bysshe Shelley – Extract from *A Defense of Poetry* (Shelly's views on Nature of Poetry*)*
4. Mary Wollstonecraft – Extract from *A Vindication of the Rights of Women* (Chapter 5*)*

Unit – III: Fiction **10 hours**

1. Ann Radcliffe – *The Mysteries of Udolpho*
2. Jane Austen – *Pride and Prejudice* (film text)

Unit – IV: Language **9 hours**

1. The Structure of Sentences
2. Discourse

References:

- Applebaum, Stanley. *English Romantic Poetry: An Anthology*. Dover, 1996.
- Austen, Jane. *Pride and Prejudice*. Penguin, 2009.
- Blaisdell, Bob. *Great English Essays: From Bacon to Chesterton*. Dover, 2005.
- Coleridge, Samuel Taylor, *The Rime of the Ancient Mariner.* Macmillan Collector's Library, 2017
- Driver, Paul. *Poetry of the Romantics*. Penguin, 2000.
- Green, David. *Contemporary English Grammar Structures and Composition*. MacMillan Publishers, 2010.
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Radcliffe, Ann. *The Mysteries of Udolpho*. Penguin, 2001.
- Sinha, Susanta K. *English Essayists*. Oxford University Press, 1997.
- Wollstonecraft, Mary, *Vindication of the Rights of Women*. Penguin, 2010.
- Wordsworth, Jonathan. *The Penguin Book of Romantic Poetry*. Penguin, 2006.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0204	**Psychology - II (Basic Psychological Process - II)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

This course is designed to give students an overview of Higher Mental process and Personality development and its application in understanding human behaviour. This course is designed to introduce the basic concepts of psychology such as Learning, Memory, Cognition, Intelligence and Personlaity.

Pre-requisites: Basic concepts of Psychology.

Pedagogy: Kinesthetic Learning, Direct Learning, ICT, Analytical Reasoning, Case Discussion

Course Objectives:

1. To introduce the student to the different approaches toLearning
2. To introduce the mechanisms of formation of memory and factors influencing our memory
3. To help the student to understanding cognitive process and Intelligence
4. To orient the students about Personality Development.

Course Outcomes:

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

1. Discover the ways different behaviors are learnt and its application to change the behavior.
2. Apply the mechanism of Human memory process and apply the knowledge in improving one's memory.
3. Eloborate and understandthemechinsm behind human thought process, intelligence and related concepts
4. Analyze and evaluate the concept personality, factors influencing, and different components of personality.

Course Content:

Unit-I: Learning **10 hours**

a) Definition.
b) Theories of Learning: Classical Conditioning- Experiment, Basic Concepts-Neutral stimulus, Conditional Stimulus, Unconditional Stimulus, Conditional response, Unconditional Response, Stimulus Generalization, Discrimination, Extinction, Spontaneous Recovery, Higher Order Conditioning, Application to Human Behavior-systematic desensitization, aversion therapy.
c) Operant Conditioning: Basic Concepts-Reinforecement, Punishment-positive and negative, Experiments, Schedules of Reinforcement. Stimulus control, extinction, generalization and spontaneous recovery. Application: Shaping, Token Economy.
d) Cognitive Learning theory: Latent Learning-Tolman, Insight learning-Kohler, Learned Helplessness-Seligman.
e) Observatioal Learning: Bobo doll experiment, Basic concepts.
f) Learning in Classroom and Study skills.

Unit-II: Memory **10 hours**

a) Defintion, Three processes of Memory-Encoding, Storage, Retrieval
b) Three memory System- Sensory memory-iconinc, echoic, Short-term memory-working memory, long-term memory- Declarative-episodic, semantic, nondeclarative memory.

c) Retrieval cues: encoding specificity. Recall and Recognition.
d) Forgetting: reasons, theories-memory trace decay theory, interference theory.
e) Biological Bases of Memory.
f) Relationship between learning and memory
g) Memory startegies: mnemonic, peg-word, method of loci, music and rhythm.
h) Memory disorders: Amnesia, Alzhemer's.

Unit-III: Higher Cognitive process **10 hours**

a) Thinking: Defintion, types: convergent, divergent; concept formation.
b) Problem solving- definition, types: analogy, heuristics, trial and error, algorithms.
c) Reasoning- definition, types: inductive and deductive.
d) Decision making,
e) Intelligence: Definition, IQ, IQ distribution and interpretation
f) Broader conceptions of Intelligence: Spearman's two factor theory, Sternberg's triarchic theory, Multiple Intelligences, Guilford's theory.
g) Types of intelligence tests- individual, group, veral, non verabal and performance tests with examples.
h) Role of Heredity and Environment in intelligence
i) Extremes of Intelligence.
j) Creativity: Definition, stages, charaterstics.

Unit-IV: Personality **9 hours**

a) Nature and definition of personality (Allport's definition).
b) Factors influencing on development of personality.
c) Approaches to personality theories.
d) Psychodynamic Perspectives: Freud and Jung's thoery
e) Trait approaches: NEO-5 theory.
f) Social Learning theory: Bandura's theory of Personality.
g) Humanistic Approach: Roger's Theory.
h) Measurement of personality: Objective Measurement: Questionnaires, rating scales. Projective Techniques.

References:

- Hillgord& Atkinson. Introduction to Psychology Oxford IBH publishing Co. Pvt. Ltd. 2009.
- John, W. Santrock. Psychology Essentials, 2nd Edition Tata Mc Graw Hill. 2006.
- Morgan, King. Introduction to Psychology, VII Edition, 1989, Mc Graw Hill IBH Publication. 2004.
- Robert, A Baron. Psychology, III Edition, Prentice Hall Publications. 2001.
- Robert, S. Feldman. U*nderstanding Psychology* 6th *Edition* Tata MrGram – Hill.2004.
- Saundra, K Ciccarelli and Glenn E Meyer. Psychology, South Asia Edition, 2008.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0205	**Psychology Practical - II**	**HC**	**0**	**0**	**2**	**2**	**4**

Statistics: Measures of Variance: Range, S. D, Quartile deviation.

- Cueing
- Chunking
- Maze-learning
- Bilateral Transfer
- Concept Formation

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE211	**Interdisciplinary Elective 4- Skill Acquisition and Training**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

Achieving expertise in simple and complex tasks describes the building blocks of cognitive, motor, and teamwork skills, and the factors to take into account in training them. The basic processes of perception, cognition, and action that provide the foundation for understanding skilled performance are discussed in the context of complex task requirements, individual differences, and extreme environmental demands. The role of attention in perceiving, selecting, and becoming aware of information, in learning new information, and in performance is described in the context of specific skills. This course aims to introduce basic concepts of Skill acquisition and training.

Pre-requisites: Basic skills like listening, observation and keen interest in understanding human behaviour and exposure to real life situations.

Pedagogy: Direct learning, ICT, Case Studies.

Course Objectives:

1. Demonstrating knowledge and understanding basic concepts and research in the domains of skill acquisition and training methods.
2. Explore the perceptual learning process, and attention and skill aspects in acquiring skills.
3. Understanding the individual differences in skill acquisition and maintenance.
4. Understand the designing effective training systems for the students and other target groups.

Course Outcomes:

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

1. Learn the nature, aspects of skill acquisition, phases in skill acquisition, and modelling skill.
2. Articulate how humans tend to learn through perceptual process and importance of attention in acquiring skills.
3. Understand dynamics of individual differences in skill acquisition and maintenance.
4. Acquire the training requirements, structuring training, team training, implementing and evaluating training in organizations.

Course Content:

Unit 1: Skill Acquisition and Training in Context 7 hours

Historical Overview of Skills Research, Information-Processing, Approach to Skill Acquisition, Phases of Skill Acquisition, Quantifying Performance Changes, Modelling Skill, Applications of Skills Research.

Unit 2: Perceptual Learning, Attention and Skill 6 hours

Mechanisms of Perceptual Learning, Facilitating the Development of Perceptual Skill, Visual Search, Procedural Learning, Adaptive Perception. Conceptualizing Attention, Attention and Automaticity, Attentional Skill, Implicit Learning.

Unit 3: Individual Differences in Skill Acquisition and Maintenance 7 hours

Intelligence and Aptitudes, Task Analysis Based on Individual Difference Variables, Dynamic Accounts of Abilities and Skill, Problems of Interpretation in Understanding the Relation between Abilities and Skill Level, Individual Differences in Reading Skill, Skill and Aging.

Unit 4: Designing Effective Training Systems 6 hours

Assessing Training Requirements, Structuring Training, Team Training, Implementing and Evaluating Training in Organizations, Trainee Characteristics, Evaluating Training Effectiveness, Maximizing the Benefits of Training, National Culture and Training.

Reference:

- Addie Johnson and Robert W. Proctor (2017), Skill Acquisition and Training-Achieving Expertise in Simple and Complex Tasks, Routledge publishers, New York.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE212	**Interdisciplinary Elective 5 –Global Perspectives of Human Rights**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

The aim of this course is to make the students to understand the basic aspects of human rights and its importance in the present world. This course will enable the students to understand the importance and relevance of human rights in the modern world. Students will come to know about the meaning, definitions, approaches of human rights through this course. This course also intends to make the students aware about the current developments in human rights by including some global case studies and famous human rights activists. Also, it offers an understanding of the role of international and national organizations working for the promotion and protection of human rights.

Pre-requisites: Basic understanding of rights and keen interest in learning and observing the current developments in the concept of right.

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

1. To outline with basic concepts of human rights.
2. To develop a better understanding of emerging trends in human rights issues at international and national level.
3. To focus and identify the violation of human rights at socio-economic, cultural and political level.
4. To understand the role of various organization, activists and movement in promoting and protecting human rights.

Course Outcomes:

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

1. Analyse the basic concepts of human rights.
2. Explain the various types and scope of human rights.
3. Critical thinking of violation of rights at various levels
4. Develop an innovative approach towards various issues related to violation of rights.

Course Content:

Unit –I **7 Hours**

Human Rights: Origin, Meaning and Definitions, Universal Declaration of Human Rights1948, Rights protection in India

Unit - II **6 Hours**

Types of Human Rights: Political and Civil Rights; Social and economic rights; Cultural relativism, individual and group rights

Unit - III **7 Hours**

United Nations and Human Rights: United Nations Commission on Human Rights (Human Rights Council), Role of UN in Promotion and Protection of Human Rights, Applications of International Human Rights Law in India

Unit – IV **6 Hours**

Case Studies; Syria, Palestine, Sri Lanka, Kashmir, Myanmar and Afghanistan, Human Rights Activists – Nelson Mandela, Aung San Suu Kyi, Malala Yousafzai

References:

- Myneni, S.R, Human Rights, Asia Law House, 2012.
- Sinha, Manoj Kumar, Implementation of Basic Human Rights, LexisNexis, 2013.
- Jain, Rashee, Textbook on Human Rights Law and Practice, LexisNexis, 2013
- Gupta, D.N and Singh Chandrachur, Human rights, Acts, Statutes and Constitutional Provision, Kalpaz Publications, 2003
- Rao Bhaskaro, Digumati, Human Rights and United Nations, Discovery Publishing House, 2001
- Kumar,Vijay, Human Rights Dimensions and issues, Anmol Publications, 2003
- Donnelly Jack, Universal Human Rights in Theory and Practices, Manas Publication, 2005
- Baxi, Upendra, The Future of Human Rights, Oxford University Press, 2006
- Nandakumar, Menon Sandeep, Corporate Human Rights Accountability in India, Satyam Law International, 2019

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE213	**Interdisciplinary Elective 6 – Popular Culture**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

The course is envisaged to provide the student an introduction to cultural studies and affirm grounding in basic theories of the making of culture. The course exposes students to the dimensions of literary forms and genres. The course also intends to help students to learn and analyze the production and consumption of culture. This course also examines the productions

and consumptions of cultural practices around us. The cultural theories provide perspective to critically access the many trends and practices of culture.

Pre-requisites: Student's must possess a fundamental knowledge of media, culture and society.

Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

Course Objectives:

1. To develop a clear grasp of the key concepts of cultural studies.
2. To discuss the cultural dynamics of society with the help of contemporary theory and to equip the students with analytical tools to study diverse culture and cultural practices.
3. To explore the various forms of cultural expression and to familiarize the student with the rich and complex cultures and cultural traits
4. To develop critical and analytical abilities through case studies focused on cultural sites and practices.

Course Outcome:

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

1. Distinguish between power and cultural production in society.
2. Identify the socio-cultural practices through the theories provided in the course.
3. Analyze the influence of Geopolitics on cultural practice.
4. Apply a literary and critical vocabulary to view social constructs.

Course Content:

Unit-I: Background to Cultural Studies **7 Hours**

1. Aims and Objectives of Cultural Studies
2. Key Terms – (Power, Ideology, Hegemony & Counter-Hegemony, Representation, Positionality, Identity, Discourse, Structuralism, Marxism, Mass Deception)

Unit II: Cultural Theories **6 Hours**

1. Roland Barthes: "Soap-powders and Detergents", "The Poor and the Proletariat", (extract from *Mythologies)*
2. Partha Chatterjee: "Whose Imagined Community" (from *Mapping the Nation* 1991)
3. Laura Mulvey: extract from "Visual Pleasure and Narrative Cinema" (Part I & II) (from *Screen*, Vol. 16, Issue 3, Autumn 1975)

Unit-III: Trends and Practices **7 Hours**

1. Linguistic turn in Cultural Studies: Lacan (Psychoanalysis)
2. Globalization, Modernism and Race: Multiculturalism, Glocalization, Geopolitics, Race and Power in popular discourse

Unit-IV: Body, Sexuality and Media culture **6 Hours**

1. Post-humanism – *Her* (2013)
2. Body Politics: Sexuality, disability and deviance - *Margarita with a Straw* (2014)
3. Media Culture: Television culture, social media and questions of identity

References:

- Bowman, Paul. *Interrogating Cultural Studies: Interviews in Cultural Theory, Practice and Politics*. Pluto Press, 2003.
- Carey, John. *The Intellectuals and the Masses.* St. Martin's Press, 1993.
- Connor, Steven. *Cultural Sociology and Cultural Sciences.* Blackwell Publishers, 1992.
- Hall, S. "Cultural Studies: Two Paradigms", T.Bennett, G.Martin, C. Mercer and J.Woollacott (eds) *Culture, Ideology and Social Process: A Reader*, Open University Press, pp. 19–37. 1981.
- Hoggart, Richard. *The Uses of Literacy: aspects of working-class life with special reference to publications and entertainment*, Penguin. 1957.
- McCrakken, Scott: *Pulp: Reading Popular Fiction*, Manchester University Press, 1998.
- Mukherjee, Chandra and Schudson: *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*.Berkeley: University of California Press, 1991.
- Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Pearson Longman, 2009.
- Williams, R. *Culture and Society* 1780–1950, Chatto and Windus, 1958.

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

Course Description:

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

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

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

Course Objectives:

The Course objectives are to

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

Course Outcomes:

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

Course Content:

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

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

Activity based learning

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

Text Books:

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

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.
B21AHK301	**Language - II : Kannada - III**	**FC**	**1**	**1**	**0**	**2**	**3**

Course Description:

¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÄÆ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÄ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÄÛvÀ ¸ÀAzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸À®Ä ¥ÀoÀåªÀ£ÀÄß gÀÆ¦¸À¯ÁVzÉ. ¸Á»vÀå, PÀ¯É, ªÁtÂdå, DqÀ½vÁvÀäPÀ

ªÀÄvÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤ÃqÀ¯ÁVzÉ. EzÀÄ ªÉÆzÀ® JgÀqÀÄ ¸É«Ä¸ÀÖgï ªÀÄÄÆgÀÄ PÉærmïUÀ¼À£ÀÄß; ªÀÄÄÆgÀÄ ªÀÄvÀÄÛ £Á®Ì£ÉÃ ¸É«Ä¸ÀÖgï JgÀqÀÄ PÉærmïUÀ¼À£ÀÄß ºÉÆA¢zÉ.

Pre-requisites:

- PÀ£ÀßqÀ ¨sÁµÉAiÀÄ §UÉUÉ ¥ÁæxÀ«ÄPÀ w¼ÀÄªÀ½PÉ CUÀvÀå..
- ¨sÁµÉAiÀÄ£ÀÄß NzÀ®Ä ªÀÄvÀÄÛ §gÉAiÀÄ®Ä w½¢gÀ¨ÉÃPÀÄ.
- ¥ÀzÀ« ¥ÀÆªÀð ²PÀëtzÀ°è PÀ£ÀßqÀ ¨sÁµÉAiÀÄ£ÀÄß N¢gÀ¨ÉÃPÀÄ.

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

Course Objectives:
£Á®ÄÌ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄUÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ ªÉÆzÀ®£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀoÀåªÀ£ÁßV DAiÉÄÌ ªÀiÁrPÉÆAqÀÄ, «zÁåyðUÀ¼À°è ¸Á»vÀåzÀ §UÉÎ ¸ÀzÀ©ügÀÄaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ¸ÁA¸ÀÌøwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆvÉUÉ ªÀåQÛvÀé «PÀ¸À£ÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤ÃqÀ¯ÁUÀÄvÀÛzÉ.

- ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁðlPÀPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÄvÀÛzÉ.
- «zÁåyðUÀ¼À ¸ÀªÀðvÉÆÃªÀÄÄR ¨É¼ÀªÀtÂUÉUÉ C£ÀÄªÁUÀÄªÀAvÉ ºÁUÀÆ CªÀgÀ°è ªÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸ÀªÀiÁ£ÀvÉ ªÀÄÆr¹, ¨É¼É¸ÀÄªÀ ¤nÖ£À°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.
- CªÀgÀ°è ¸ÀÈd£À²Ã®vÉ, ±ÀÄzÀÞ ¨sÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄt, ¤gÀUÀð¼À ¸ÀA¨sÁµÀuÉ, ¨sÁµÀt PÀ¯É ºÁUÀÆ §gÀºÀ PË±À®åUÀ¼À£ÀÄß ¨É¼É¸ÀÄªÀÅzÀÄ UÀÄjAiÀiÁVzÉ
- ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPËëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀÄªÀAvÀºÀ «µÀAiÀÄUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èèlÄÖPÉÆAqÀÄ ¸ÀÆPÀÛ ¥ÀoÀåUÀ¼À£ÀÄß DAiÉÄÌ ªÀiÁrPÉÆ¼Àî¯ÁVzÉ.

Course Outcomes:
d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£ÀzÀ ««zsÀ ¥ÀæPÁgÀzÀ PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀå PÀ°PÉAiÀÄ ªÀÄÆ®PÀ PÁ®zÀ ¹ÜvÀåAvÀgÀUÀ¼À£ÀÄß CzÀgÀ M¼À£ÉÆÃlUÀ¼À£ÀÄß ¨É¼É¸ÀÄvÀÛzÉ.

- ¸ÁªÀiÁfPÀ, gÁdQÃAiÀÄ, zsÁ«ÄðPÀ, ¸ÁA¸ÀÌøwPÀ, ¥Àj¸ÀgÀ ºÁUÀÆ °AUÀ¸ÀA§A¢ü «ZÁgÀUÀ¼ÉqÉ UÀªÀÄ£À ºÀj¸ÀÄªÀÅzÀgÉÆA¢UÉ «zÁåyðUÀ¼À°è ZÀZÁð ªÀÄ£ÉÆÃ¨sÁªÀªÀÅ ¨É¼ÉAiÀÄÄvÀÛzÉ.

- fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀÄ¤PÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄvÉAiÉÆA¢UÉ ¤ªÀð»¸ÀÄªÀAvÉ ¥ÉæÃgÉÃ¦¸ÀÄvÀÛzÉ.
- GvÀÛªÀÄ ¸ÀAªÀºÀ£À PÀ¯ÉAiÀÄ£ÀÄß ¨É¼É¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß FqÉÃj¸ÀÄvÀÛzÉ.
- ¸ÀA±ÉÆÃzÀ£Á ªÀÄ£ÉÆÃ¨sÁªÀ ªÀÄvÀÄÛ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸ÀÄvÀÛzÉ.

Course Content:

Unit I £ÀªÉÇÃzÀAiÀÄ PÀ«vÉUÀ¼ÀÄ

7 Hours

1. ¨É¼ÀUÀÄ zÀ.gÁ. ¨ÉÃAzÉæ
2. PÀ°Ì PÀÄªÉA¥ÀÄ
3. PÀ£Àßqï ¥ÀzÀUÉÆ¼ï f. ¦. gÁdgÀvÀßA

Unit II £ÀªÉÇÃzÀAiÀÄ ºÁUÀÄ £ÀªÀå PÀ«vÉUÀ¼ÀÄ

6 Hours

1. CªÀzsÀÆvÀ ¸ÀÄ.gÀA.JPÀÄÌAr
2. ªÀÄ£É¬ÄAzÀ ªÀÄ£ÉUÉ PÉ.J¸ï.£À
3. £À£Àß ºÀtvÉ f.J¸ï.J¸ï.

Unit III ¸ÀtÚ PÀxÉUÀ¼ÀÄ **7 Hours**

1. zÁ½ £ÀqÉzÁªÀ CuÁÚ CªÀÄgÉÃ±À £ÀÄUÀqÉÆÃtÂ
2. PÉÆ£ÉAiÀÄ VgÁQ ¤gÀAd£À
3. ªÀiÁ¤ÃlgÏ vÉÃd¹é

Unit IV £ÁlPÀ **6 Hours**

1. «ÄÃrAiÀiÁ (¸ÀAUÀæºÀ) AiÀÄÄj¦rÃ¸ï

C£ÀÄªÁzÀ: PÉ. ªÀÄgÀÄ¼À ¹zÀÞ¥À

References:

- ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
- ¹ÃªÀiÁwÃvÀ PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ ¸ÀA¥ÀÄl 1,2,3,4,5 ªÀÄvÀÄÛ 6, PÀÄªÉA¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2014
- qÁ. CgÀ«AzÀ ªÀiÁ®UÀwÛ, ¸Á»vÀå ¸ÀA¸ÀÌøw ªÀÄvÀÄÛ zÀ°vÀ ¥ÀæeÉÕ, ¥ÀæPÁ±ÀPÀgÀÄ PÀ£ÀßqÀ ¸Á»vÀå ¥ÀjµÀvÀÄÛ, ¨ÉAUÀ¼ÀÆgÀÄ. 2014
- qÁ. F.J¸ï. DªÀÄÆgÀ, PÀ£ÀßqÀ PÀxÀ£À ¸Á»vÀå : PÁzÀA§j, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2016

- zÉÃ±À¥ÁAqÉ J¸ï.J¯ï., ¨ÉÃAzÉæ ±ÀjÃ¥sÀgÀ PÁªÁåAiÀiÁ£À, ¥ÀæPÁ±ÀPÀgÀÄ zÉÃ¹ ¥ÀÄ¸ÀÛPÀ, ¨ÉAUÀ¼ÀÆgÀÄ. 2013
- QÃvÀð£ÁxÀ PÀÄvÀðPÉÆÃn, PÀ£ÀßqÀ ¸Á»vÀå ¸ÀAUÁw, ¥ÀæPÁ±ÀPÀgÀÄ PÀÄvÀðPÉÆÃn ªÉÄªÉÆÃjAiÀÄ¯ï læ¸ïÖ, zsÁgÀªÁqÀ. 2009
- ±ÁªÀÄgÁAiÀÄ vÀ.¸ÀÄ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ vÀ¼ÀÄQ£À ªÉAPÀtÚAiÀÄå ¸ÁägÀPÀ UÀæAxÀªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ -2014
- ¸ÀA. qÁ! ¹. Dgï. ZÀAzÀæ±ÉÃRgï, ªÀÄÄAzÁ¼ÀÄvÀ£ÀzÀ ®PÀëtUÀ¼À£ÀÄß ¨É¼É¹PÉÆ¼ÀÄîªÀÅzÀÄ ºÉÃUÉ?, ¥ÀæPÁ±ÀPÀgÀÄ £ÀªÀPÀ£ÁðlPÀ ¥À©èPÉÃµÀ£ïì ¥ÉæöÊªÉmï °«ÄmÉqï. 2010
- DzsÀÄ¤PÀ PÀ£ÀßqÀ PÁªÀå ¨sÁUÀ-2, PÀÄªÉ¥ÀÄ PÀ£ÀßqÀ CzsÀåAiÀÄ£À ¸ÀA¸ÉÜ, ªÉÄÊ¸ÀÆgÀÄ «±Àé«zÁå¤®AiÀÄ, ªÉÄÊ¸ÀÆgÀÄ. 2004
- ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

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

Course Description:अध्ययन वर्णन :

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

Pre-requisites:पूर्वापेक्षा:

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

Pedagogy:सिक्षशास्त्र :

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

Course 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 पद्दतियाँ एवं विचारधाराओं का व्याख्यान करने में सक्षम बन सकता है |
- साहित्य के माध्यम से प्रभावी एवं कुशल संचार का विकास करसकता है |

Course Content:

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

Text book:पाठ्य पुस्तक :

एक और द्रोणाचार्य – डॉ. शंकर शेष

References:सन्दर्भ ग्रन्थ :

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AHA301	**Language - II: Additional English - III**	**FC**	**1**	**1**	**0**	**2**	**3**

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

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

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

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

Course Outcomes:
On completion of the course, learners will be able to:
1. Evaluate the pressing gender issues within our society.
2. Criticize human actions through a humane and tolerant approach.
3. Perceive the human conflicts with an empathetic perspective.
4. Disprove the assumption of a privileged childhood.

Course Content:

Unit-I: Gender & Identity **7 hours**
Anne Sexton – Consorting with Angels
Eugene Field – The Doll's Wooing
Vijay Dan Detha – Double Life
Charlotte Perkins Gilman – The Yellow Wallpaper 12 Hours

Unit-II: Love & Romance **6 hours**
Alfred Noyes – The Highway Man
William Shakespeare – Sonnet 116
Frank Richard Stockton – The Lady or the Tiger?
Oscar Wilde – The Nightingale and the Rose

Unit-III: War & Trauma **7 hours**
Lord Alfred Tennyson – The Charge of the Light Brigade
TaufiqRafat – The Medal
Guy de Maupassant – Two Friends
Sadaat Hasan Manto – Toba Tek Singh

Unit-IV: Children's Literature **6 hours**
William Blake – The Chimney Sweeper
D.H. Lawrence – Discord in Childhood
Anna Sewell – The Black Beauty (Extract)
Rudyard Kipling – The Jungle Book (Extract)

References:

- Sexton, Anne. *The Complete Poems*. Houghton Mifflin, 1999.
- Namjoshi, Suniti. *Feminist Fables*. Spinifex Press, 1998.
- Vanita, Ruth &Saleem Kidwai (ed.) *Same Sex Love in India*. Penguin India, 2008.
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Rockland Press, 2017.
- Gale, Cengage Learning. *A Study Guide for Alfred Noyes's "The Highwayman"*. Gale, Study Guides, 2017. (Kindle Edition Available)
- Shakespeare, William. *Poems and Sonnets of William Shakespeare*. Cosimo Classics, 2007.
- Stockton, Frank Richard. *The Lady, or the Tiger?* Create Space Independent Publications, 2017.
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- Tennyson, Lord Alfred. *The Complete Works of Alfred Tennyson*. Forgotten Books, 2017.

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- Maupassant, Guy de. *Guy de Maupassant-The Complete Short Stories*. Projapati, 2015.
- Manto, Sadaat Hasan. *Manto: Selected Short Stories*. RHI, 2012.
- Ricks, Christopher. *Metaphysical Poetry*. Penguin, 2006.
- Sewell, Anna. *The Black Beauty.* Maple Press, 2014.
- Kipling, Rudyard. *The Jungle Book.* Amazing Reads, 2018.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0301	**Journalism -III (Audio-Visual Production)**	**HC**	**2**	**1**	**0**	**3**	**4**

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

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

Pedagogy: Direct instruction, Collaborative and Kinesthetic method

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit I: Radio Production **10 Hours**

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

Unit II: Script-writing for Radio and TV **10 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: Introduction to Film Studies **9 Hours**

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

References:

- Singhal, Arvind and Rogers, Everett M. *India's Communication Revolution*. Sage publishers, 2007.
- Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 1994.
- Chatterji, P.C. *Broadcasting in India.* New Delhi, Sage publishers, 1987.
- Hasan, Seema. *Mass Communication: Principles And Concepts*. CBS Publishers & Distributors, 2010.
- Shamsi, Nayyar. *Encyclopedia of Electronic Media*. Anmol Publications Pvt. Limited, 2006.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0302	**Journalism Practical - III**	**HC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Know Your camera
- Script writing- Radio news, Television news

- TV script/Radio Script/ Film Script
- Short Movie/Documentary Making

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0303	**English Literature (Victorian & Modern Ages) and Language – III**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
This course is designed to familiarize the students with literary works of significant authors from the Victorian and Modern period of the British literary canon. In order to master the history of English literature, this course is extremely important. After completion of this course, the students will have a wholesome grasp over British literature in its full demeanor and he/she will be able to apprehend and appreciate other literary texts from multiple literary periods competently.

Pre-requisites:
- The student must possess basic insights of Romantic age of English Literature.
- The student must possess the fundamental skills of writing, reading and analyzing.

Pedagogy:
Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:
- To examine the literary works from Victorian and Modern period.
- To analyze the key concepts of Victorianism and Modernism.
- To assess the basic social and cultural theories of modern age.
- To develop professional skills in speech and writing.

Course Outcomes:

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

- Identify the major poets of the Victorian and Modern periods and their works in English Literature.
- Outline the various issues presented in the prose of the Victorian and Modern periods.
- Demonstrate complete familiarity with the features of novels of the Victorian period.
- Illustrate a good understanding of the various components of Speech and Writing and Tenor and Domain.

Course Content:

Unit – I: Poetry **10 hours**

The Victorian Age:
1. Alfred Tennyson – Ulysses
2. Robert Browning – My Last Duchess
3. Christina Rossetti – Goblin Market
4. Mathew Arnold – Dover Beach

Modern Poetry:
5. W.B. Yeats – An Acre of Grass
6. W.H. Auden – The Shield of Achilles
7. T.S. Eliot – Prelude

Unit – II: Prose **10 hours**

1. D.H. Lawrence – The Rocking-Horse Winner
2. R.L. Stevenson – An Apology for Idlers
3. Virginia Woolf – Extract from *A Room of One's Own*
4. Lewis Carroll – Excerpt from *Alice's Adventures in Wonderland*

Unit – III: Fiction **10 hours**

1. Charles Dickens – *The Adventures of Oliver Twist*
2. Charlotte Bronte – *Jane Eyre*

Unit – IV: Language **9 hours**

1. Speech and Writing
2. Tenor and Domain
3. Introduction to Style
4. Stylistic Analysis: A Framework

References:

- Bronte, Charlotte. *Jane Eyre*. Penguin, 2002.
- Cunningham, Valentine. *Victorian Poetry*. Blackwell, 2003.
- Dickens, Charles. *Oliver Twist*. Norton, 2009.
- Eliot, T.S. *The Complete Poems and Plays of T.S. Eliot*. Faber, 2004.
- Green, David. *Contemporary English Grammar Structures and Composition*. MacMillan Publishers, 2010.
- Lawrence, D.H. *The Rocking Horse Winner*. Perfection Learning, 1982.
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Negri, Paul. *English Victorian Poetry: An Anthology*. Dover, 1998.
- Sen, S. *W.H. Auden: Selected Poems*. Unique Publishers, 2015.
- Woolf, Virginia. *A Room of One's Own*. Penguin, 2002.

- Yeats, W.B. *WB Yeats: Collected Poems*. Vintage, 1990.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0304	**Psychology – III (Measurement and Research Methods in Psychology)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
This course aims to provide scientific approach to the field by introducing to the psychological measurement and application of it. Offers basic understanding to process of scientific research, ethical concepts involved in it and introduces basic skill for scientific writing, in order to orient students towards responsible research work in the field of Psychology.
Pre-requisites: knowledge about the discipline science and its distinction from other disciplines.
Pedagogy: Direct learnings, Discussion, Assignments, Critical Reasoning, Problem solving.
Course Objectives:

1. To introduce the basic concepts of Psychological measurement and testing
2. To orient to the basic concepts of scientific research process and ethics in research.
3. To equip with scientific writing research methodology.
4. To prepare students to make sense of the research papers.

Course Outcomes:
Upon successful completion of this course, students will be able to:

1. Discover and understand of basic concepts of Psychological Measurement and Research process testing
2. Outline and elaborate the process of scientific research and ethics involved in research
3. Identify and execute step by step process of conducting research
4. Adapt and incorporate scientific writing skills in research.

Course Content:

Unit I: Psychological Measurement 10 hours

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, Problems in psychological measurements.

Definition of psychological test, Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, ethical issues in psychological testing.

Unit II: Introduction to Scientific Research **10 hours**

Definition: Science, difference between science and common sense

Methods of knowing: method of tenacity, method of authority, priori method, method of science.

Science and its function

The aims of science, scientific explanation and theory.

Scientific research definition.

The scientific approach.

Types of research: quantitative, qualitative, experimental, explorative, pure, action and applied.

Ethical issues in research.

Unit III: Research Process **10 hours**

Steps in Scientific Research: identifying the problem, hypothesis: definition, types.

Variables: Independent and Dependent variable

Sample vs. population, sampling definition: types-random and non-Radom sampling

Data collection: questionnaire, interview, observation.

Data Analysis: descriptive statistics – central tendency, S.D

Inferential Statistics- Correlation and t-test.

Unit IV: Writing Research Report. **9 hours**

Need to write report

Structure of a research report

APA format of report writing

In text citation

Referencing

Need for publishing

References:

- Best, J.W. & Kahn, J.V. Research in education. Prentice-Hall of India. (9thed, EEE). Publication Manual of the American Psycological Association (6thed). 2013
- Kothari, C. R. Research Methodology: Methods and Techniques. WishwaPrakashan(2nd ed).2003.
- Singh, A. K. Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Tata McGraw Hill.1986.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0305	**Psychology Practical - III**	**HC**	**0**	**0**	**2**	**2**	**4**

Statistics: Correlation-Paramentric and non parametric data.

- Self-concept
- Self-esteem
- Free Association
- Assessment of Love
- Learning styles

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

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

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

Pedagogy: Direct Method, ICT and Collaborative Method.

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

Learning Outcomes:
On completion of the course, the students will be able to:
1. Appraise the basic concepts related to Communication and media studies
2. Determine the relationship between media and freedom.
3. Analyze the functioning of media considering the threats and pressures on media.
4. Interpret the different concepts of media.

Course Content

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

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

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

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

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

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

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

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

References:

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

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

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

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

Pre-requisites: Keen interest to Self-development

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

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Personal Development **10 hours**

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

Unit-II: Interpersonal Development **10 hours**

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

Unit-III: Goal Setting and Action Planning **10 hours**

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

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

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

References:

- Adkins, W.R. Life skills counseling. In R. Herink (Ed.) The Psychotherapy Handbook., NY: New American Library.l980.
- Adkins, W. R. Life skills education: A video-based counseling/ learning delivery system. In D. Larson (Ed.) Teaching Psychological Skills: Models for giving psychology away. Monterey, CA: Brooks/ Cole.l984.
- Burton, J. Career development series at the Ft. George Head Start Center. NY: Institute for Life Coping Skills.1996.
- www.education.gov.uk
- www.tes.co.uk/ks1-citizenship-primary-teaching-resources

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHM301	**Skill Development Course - I**	**MC**	**Non-credit Mandatory Course**				**2**

Note: The students will have to undergo Skill Development Course being conducted by Training and Placement cell of the University or by any internal faculty.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AHON01	**MOOC**	**ON**	**0**	**0**	**2**	**2**	**4**

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

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

FOURTH SEMESTER

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

Course Description:
¨sÁµÉAiÀÄ£ÀÄß ªÀiÁvÀ£ÁqÀÄªÀ §gÉAiÀÄÄªÀ PË±À®å, ¸Á»vÀåzÀ §UÉÎ ¸ÀÆÜ®ªÁV ¥ÀjZÀ¬Ä¸ÀÄªÀ ªÀÄÄ®PÀ «zÁåyðUÀ¼À ªÀåQÛvÀé «PÁ¸À ºÁUÀÄ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èlÄÖPÉÆAqÀÄ, ¥Àæ¸ÀÄÛvÀ ¸ÀAzÀ¨sÀðPÉÌ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸À®Ä ¥ÀoÀåªÀ£ÀÄß gÀÆ¦¸À¯ÁVzÉ. ¸Á»vÀå, PÀ¯É, ªÁtÂdå, DqÀ½vÁvÀäPÀ ªÀÄvÀÄÛ «eÁÕ£ÀzÀ «ZÁgÀUÀ½UÉ MvÀÛ£ÀÄß ¤ÃqÀ¯ÁVzÉ. EzÀÄ ªÉÆzÀ® JgÀqÀÄ ¸É«Ä¸ÀÖgï ªÀÄÄÆgÀÄ PÉærmïUÀ¼À£ÀÄß; ªÀÄÄÆgÀÄ ªÀÄvÀÄÛ £Á®Ì£ÉÃ ¸É«Ä¸ÀÖgï JgÀqÀÄ PÉærmïUÀ¼À£ÀÄß ºÉÆA¢zÉ.

Pre-requisites:

- PÀ£ÀßqÀ ¨sÁµÉAiÀÄ §UÉUÉ ¥ÁæxÀ«ÄPÀ w¼ÀÄªÀ½PÉ CUÀvÀå..
- ¨sÁµÉAiÀÄ£ÀÄß NzÀ®Ä ªÀÄvÀÄÛ §gÉAiÀÄ®Ä w½¢gÀ¨ÉÃPÀÄ.
- ¥ÀzÀ« ¥ÀÆªÀð ²PÀëtzÀ°è PÀ£ÀßqÀ ¨sÁµÉAiÀÄ£ÀÄß N¢gÀ¨ÉÃPÀÄ.

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

Course Objectives:
£Á®ÄÌ ¸É«Ä¸ÀÖgïUÀ¼À°è ¸ÀªÀÄUÀæ PÀ£ÀßqÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀjZÀ¬Ä¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß ºÉÆA¢zÉ. CzÀgÀAvÉ ªÉÆzÀ®£ÉAiÀÄ ¸É«Ä¸ÀÖgï£À°è d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£À PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀåªÀ£ÀÄß ¥ÀoÀåªÀ£ÁßV DAiÉÄÌ ªÀiÁrPÉÆAqÀÄ, «zÁåyðUÀ¼À°è ¸Á»vÀåzÀ §UÉÎ ¸ÀzÀ©ügÀÄaAiÀÄ£ÀÄß ªÀÄÆr¸À¯ÁUÀÄvÀÛzÉ. ¸ÁA¸ÀÌøwPÀ w¼ÀÄªÀ½PÉAiÀÄ eÉÆvÉUÉ ªÀåQÛvÀé «PÀ¸À£ÀzÀ PÀqÉUÉ UÀªÀÄ£À ¤ÃqÀ¯ÁUÀÄvÀÛzÉ.

1. ¨sÁµÉ, ¸Á»vÀå, EwºÁ¸À ªÀÄvÀÄÛ ¸ÀA¸ÀÌøwUÀ¼À£ÀÄß PÀ£ÀßqÀ, PÀ£ÁðlPÀPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¥ÀjZÀ¬Ä¸À¯ÁUÀÄvÀÛzÉ.
2. «zÁåyðUÀ¼À ¸ÀªÀðvÉÆÃªÀÄÄR ¨É¼ÀªÀtÂUÉUÉ C£ÀÄªÁUÀÄªÀAvÉ ºÁUÀÆ CªÀgÀ°è ªÀiÁ£ÀªÀ ¸ÀA§AzsÀUÀ¼À §UÉÎ UËgÀªÀ, ¸ÀªÀiÁ£ÀvÉ ªÀÄÆr¹, ¨É¼É¸ÀÄªÀ ¤nÖ£À°è ¥ÀoÀåUÀ¼À DAiÉÄÌAiÀiÁVzÉ.

3. CªÀgÀ°è ¸ÀÈd£À²Ã®vÉ, ±ÀÄzÀÞ ¨sÁµÉ, GvÀÛªÀÄ «ªÀÄ±Áð UÀÄt, ¤gÀUÀð¼À ¸ÀA¨sÁµÀuÉ, ¨sÁµÀt PÀ¯É ºÁUÀÆ §gÀºÀ PË±À®åUÀ¼À£ÀÄß ¨É¼É¸ÀÄªÀÅzÀÄ UÀÄjAiÀiÁVzÉ
4. ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPËëUÀ½UÉ C£ÀÄPÀÆ®ªÁUÀÄªÀAvÀºÀ «µÀAiÀÄUÀ¼À£ÀÄß UÀªÀÄ£ÀzÀ°èèlÄÖPÉÆAqÀÄ ¸ÀÆPÀÛ ¥ÀoÀåUÀ¼À£ÀÄß DAiÉÄÌ ªÀiÁrPÉÆ¼Àî¯ÁVzÉ.

Course Outcomes:

d£À¥ÀzÀ, ¥ÁæaÃ£À, ªÀÄzsÀåPÁ°Ã£ÀzÀ ««zsÀ ¥ÀæPÁgÀzÀ PÁªÀåUÀ¼ÀÄ, ºÉÆ¸ÀUÀ£ÀßqÀzÀ ¸ÀtÚPÀxÉUÀ¼ÀÄ ºÁUÀÄ £ÁlPÀ ¸Á»vÀå PÀ°PÉAiÀÄ ªÀÄÆ®PÀ PÁ®zÀ ¹ÜvÀåAvÀgÀUÀ¼À£ÀÄß CzÀgÀ M¼À£ÉÆÃlUÀ¼À£ÀÄß ¨É¼É¸ÀÄvÀÛzÉ.

1. ¸ÁªÀiÁfPÀ, gÁdQÃAiÀÄ, zsÁ«ÄðPÀ, ¸ÁA¸ÀÌøwPÀ, ¥Àj¸ÀgÀ ºÁUÀÆ °AUÀ¸ÀA§A¢ü «ZÁgÀUÀ¼ÉqÉ UÀªÀÄ£À ºÀj¸ÀÄªÀÅzÀgÉÆA¢UÉ «zÁåyðUÀ¼À°è ZÀZÁð ªÀÄ£ÉÆÃ¨sÁªÀªÀÅ ¨É¼ÉAiÀÄÄvÀÛzÉ.
2. fÃªÀ£ÀzÀ°è §gÀÄªÀ C©ü¥ÁæAiÀÄ ¨ÉÃzsÀUÀ¼ÀÄ, ¸ÀªÀÄ¸ÉåUÀ¼À£ÀÄß DzsÀĤPÀ ¸ÀAzÀ¨sÀðzÀ°è ªÀiÁ£À«ÃAiÀÄvÉAiÉÆA¢UÉ ¤ªÀð»¸ÀÄªÀAvÉ ¥ÉæÃgÉÃ¦ÀÄvÀÛzÉ.
3. GvÀÛªÀÄ ¸ÀAªÀºÀ£À PÀ¯ÉAiÀÄ£ÀÄß ¨É¼É¸ÀÄªÀ GzÉÝÃ±ÀªÀ£ÀÄß FqÉÃj¸ÀÄvÀÛzÉ.
4. ¸ÀA±ÉÆÃzÀ£Á ªÀÄ£ÉÆÃ¨sÁªÀ ªÀÄvÀÄÛ ¸ÀàzsÁðvÀäPÀ ¥ÀjÃPÉëUÀ½UÉ «zÁåyðUÀ¼À£ÀÄß ¸ÀdÄÓUÉÆ½¸ÀÄvÀÛzÉ.

Course Content:

Unit I £ÀªÀå-¹ÛçÃªÁ¢ PÀ«vÉUÀ¼À **7 Hours**

1. §Ä¢ÞªÀAvÀjUÉ PÀ£À¸ÀÄ ©zÀÝgÉ J.PÉ.gÁªÀÄ£ÀÄd£ï
2. PÀÄjUÀ¼ÀÄ ¸Ágï PÀÄjUÀ¼ÀÄ PÉ.J¸ï.¤¸Ágï CºÀªÀÄzï
3. CPÀÌ ºÉÃ½zÀÄÝ ¸À. GµÁ

Unit II zÀ°vÀ-§AqÁAiÀÄ **6 Hours**

1. £À£Àß PÀªÀ£ÀUÀ¼À°è ºÀÄqÀÄPÀ¢gÀÄ £À£Àß ZÀA¥Á
2. zÀ°vÀgÀÄ §gÀÄªÀgÀÄ zÁj©r ¹zÀÞ°AUÀAiÀÄå
3. PÀlÖqÀzÀ PÉ®¸ÀUÁgÀgÀÄ JZï J¸ï ²ªÀ¥ÀæPÁ±À

Unit III **¯ÉÃR£ÀUÀ¼ÀÄ** **7 Hours**

1. ºÀ¹gÀÄ ºÉÆ¸ÀPÀÄªÀ UÀtÂUÀ¼ÀÄ AiÀÄ®è¥Àà gÉrØ
2. eÁUÀwÃPÀgÀtzÀ »£Éß¯ÉAiÀÄ°è UÁA¢üÃfAiÀÄ ¥Àæ¸ÀÄÛvÀvÉ ¹. £ÁUÀtÚ
3. ZÁªÁðPÀgÀÄ : MAzÀÄ n¥ÀàtÂ ¦ J£ï gÀAUÀ£ï

Unit IV **PÁzÀA§j** **6 Hours**

1. ¸ÀA¸ÁÌgÀ (DAiÀÄÝ¨sÁUÀ) AiÀÄÄ.Dgï. C£ÀAvÀªÀÄÆwð

References:

- ªÀÄÄUÀ½ gÀA.²æÃ., PÀ£ÀßqÀ ¸Á»vÀå ZÀjvÉæ, ¥ÀæPÁ±ÀPÀgÀÄ VÃvÁ §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ. 2014
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- qÁ. F.J¸ï. DªÀÄÆgÀ, PÀ£ÀßqÀ PÀxÀ£À ¸Á»vÀå : PÁzÀA§j, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥Àß §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2016
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- QÃvÀð£ÁxÀ PÀÄvÀðPÉÆÃn, PÀ£ÀßqÀ ¸Á»vÀå ¸ÀAUÁw, ¥ÀæPÁ±ÀPÀgÀÄ PÀÄvÀðPÉÆÃn ªÉÄªÉÆÃjAiÀÄ¯ï læ¸ïÖ, zsÁgÀªÁqÀ. 2009
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- ²ªÀgÀÄzÀæ¥Àà f.J¸ï. PÀ£ÀßqÀ ¸Á»vÀå ¸À«ÄÃPÉë, ¥ÀæPÁ±ÀPÀgÀÄ ¸Àé¥ÀßÀ §ÄPï ºË¸ï, ¨ÉAUÀ¼ÀÆgÀÄ. 2013

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

Course Description:अध्ययन वर्णन :

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

Course Objectives: पाठ्यक्रम उद्देश्य :

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

Course Outcomes :**अधिगम परिणाम:**

अध्ययन की समाप्ति पर अध्येता –

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

Pedagogy:सिक्षशास्त्र : Dirt method/ICT and Digital support/Collaborative and Cooperative learning/Flipped Classroom

Pre-requisites:पूर्वापेक्षा:

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

Course Content:अध्ययन विषय सूची / पाठ्यक्रम

इकाई –1: खंड-काव्य – नहुष – मैथिलीशरण गुप्त **7 Hours**

कवि परिचय

काव्य परिचय

शची सर्ग

नहुष सर्ग

इकाई –2:खंड-काव्य – नहुष – मैथिलीशरण गुप्त **6 Hours**

उर्वशी सर्ग
स्वर्गभोग सर्ग

इकाई –3: खंड-काव्य – नहुष – मैथिलीशरण गुप्त **7 Hours**

सन्देश सर्ग
मंत्रणा सर्ग
पतन सर्ग

इकाई –4: **6 Hours**

अलंकार

सिनिमा रिव्यू :

सूपर 30, मिशन मंगल, थप्पड़,आर्टिकल 15

Text book: पाठ्य पुस्तक:

- खंड-काव्य – नहुष – मैथिलीशरण गुप्त

References: सन्दर्भ ग्रन्थ :

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AHA401	**Language - II: Additional English - IV**	**FC**	**1**	**1**	**0**	**2**	**3**

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

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

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I:Myths & Mythology **7 hours**

John W. May – Narcissus
W.B. Yeats – The Second Coming
Devdutt Pattanaik - Shikhandi and the Other Stories they Don't Tell you (Extracts)

Unit-II: Family & Relationships **6 Hours**

Nissim Ezekiel – Night of the Scorpion
Langston Hughes – Mother to Son
Kate Chopin – The Story of an Hour
Henrik Ibsen – A Doll's House (Extract)

Unit-III: Horror & Suspense **7 Hours**

Edgar Allan Poe – The Raven
Bram Stoker – A Dream of Red Hands
Satyajit Ray – Adventures of Feluda (Extract)

Unit-IV: Education **6 Hours**

The Dalai Lama – The Paradox of Our Times
Kamala Wijeratne – To a Student
Sudha Murthy – In Sahyadri Hills, a Lesson in Humility
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: Ánd Other 'Queer' Tales They Don't Tell You*. Penguin Books, 2014.
- Ezekiel, Nissim. *Collected Poems*. OUP, 2005.
- Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
- Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. Simon & Schuster, 2004.
- Ibsen, Henrik. *A Doll's House*. Maple Press, 2011.
- Poe, Edgar Allan. *The Complete Poetry of Edgar Allan Poe*. Penguin USA, 2008.
- Stoker, Bram. *Dracula*. Fingerprint Publishing, 2013.
- Ray, Satyajit. *The Complete Adventures of Feluda*. Vol. 2, Penguin Books Ltd., 2015.
- Lama, Dalai. *Freedom In Exile: The Autobiography of the Dalai Lama of Tibet*. Little, Brown Book Group, 1998.
- Murthy, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin India, 2006.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0401	**Journalism-IV (Fundamentals of Media Research)**	**HC**	**2**	**1**	**0**	**3**	**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 **10 Hours**

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

Unit II: Elements of Research **10 Hours**

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

Unit III: Research Presentation **10 Hours**

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

Unit IV: Research in media audiences and the 'effects' debate **9 Hours**

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

References:

- Berger, J. *Media and Communication Research Methods: An Introduction To Qualitative And Quantitative Approaches.* 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.

B21JN0402	**Journalism Practical -IV**	**HC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0403	**American Literature**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

American literature is closely steeped in history and this course therefore is specifically designed to acquaint the students with literary narratives or texts framed in history for a wider understanding of the domain of American Literature at large.

Pre-requisites: The student must possess basic insights of America's socio-political, cultural History.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To identify the major American poets and their works.
- To examine the relationship between American history and literature.
- To assess the development of American literature and its rich variations.
- To interpret discourses of literature and to empower communication skills.

Course Outcomes:

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

- Demonstrate the development of the American literature.
- Outline the various issues presented in American prose.

- Demonstrate familiarity with the features of the American novel and drama.
- Analyze American film texts to exhibit good grasp of issues related to America and its relevance.

Course Content:

Unit – I: Poetry **10 hours**

1. Walt Whitman – O Captain! My Captain!
2. Emily Dickinson – The Chariot
3. Robert Frost – Birches
4. Langston Hughes – Let America Be America Again
5. Sylvia Plath – Disquieting Muses
6. Allen Ginsberg – Supermarket in California

Unit – II: Prose **10 hours**

1. Nathaniel Hawthorne – Rappaccini's Daughter
2. Philip Roth – Defender of the Faith
3. Frederick Douglass – Extract from *Narrative of the Life of Frederick Douglass, an American Slave* (Douglass struggle for learning & his views on plantation slaves)
4. Chief Seattle – *Speech*

Unit – III: Drama/Fiction: **10 hours**

1. Tennessee Williams – *The Glass Menagerie*
2. Scott Fitzgerald – *The Great Gatsby*

Unit – IV: American Film Texts **9 hours**

1. Margaret Mitchell – *Gone With the Wind*
2. Henry James – *Golden Bowl*

References:

- Blaisdell, Bob.*Great Speeches by Native Americans*. Dover, 2000.
- Collins, Billy. *The Selected Poems of Emily Dickinson*. Modern Library, 2000.
- Fitzgerald, F. Scott. *The Great Gatsby*. Collins, 2010.
- Frost, Robert. *The Collected Poems*. Vintage Classics, 2013.
- Ginsberg, Allen. *Selected Poems 1947-1995*. Penguin, 2001.
- Hawthorne, Nathaniel. *The Complete Works of Nathaniel Hawthorne*. Asia Pacific, 2017 (Kindle edition)
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Digireads, 2001.
- James, Henry. *The Golden Bowl*. Wordsworth Editions, 2000.
- Mitchell, Margaret. *Gone with the Wind*. Maple, 2015.
- Plath, Sylvia. *Sylvia Plath Selected Poems*. Faber, 2003.
- Rampersad, Arnold. *The Collected Poems of Langston Hughes*. Vintage, 1995.
- Whitman, Walt. *The Complete Works of Walt Whitman*. Asia Pacific, 2013.

- Williams, Tennesse. *A Streetcar Named Desire*. Penguin, 2009.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0404	**Psychology – IV (Child Development)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
This course is a study of Child growth and development. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to Childhood. Upon completion, students should be able to demonstrate knowledge of development till childhood.
Pre-requisites: Basic understanding of Human Life cycle and biology
Pedagogy: Direct Teaching, ICT methods, Experimental method, Case Studies.
Course Objectives:

1. To introduce Basic concepts of human development, factors affecting the human development.
2. To introduce the biological correlates and prenatal human development
3. To introduce the various milestones of infancy and early childhood
4. To introduce the changes in milestones of development in later childhood.

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

1. Elaborate the Basic concepts of child development and evaluate core concepts, strengths, and weaknesses of the major theories of Child development.
2. Evaluate and understand the biological factors that contributes to Child development and changes during prenatal development
3. Analyze the impact of biological/genetic influences on physical growth, cognition and behavior during Infancy and early Childhood
4. Analyze the impact of biological/genetic influences on physical growth, cognition and behavior during Later Childhood

Course Content:

Unit-I: Introduction 10 Hours

a) Definition of child psychology, difference between developmental and child psychology.
b) Domains of Development, Stages of Child development
c) Issues: Continuous or Discontinuous Development, Nature vs. Nurture, one or many course of Development.

d) Historical Foundations: medieval Times, The Reformation, philosophies of the Enlightenment, scientific beginnings-Darwin, Hall, Gesell, Baldwin.
e) Modern Perspectives: Psychoanalytic-Freud, Erikson; Behaviorism and social learning theory, Cognitive development theory-Piaget.
f) Recent Theoretical Perspectives: Information processing, Developmental Cognitive Neuroscience, Ethology and Evolutionary Developmental Psychology, Vygotsky's sociocultural theory, Ecological Systems theory.
g) Child Development and Social Policy: Definition, need for social policy for children, culture and public policies.
h) Research Designs: Correlational, experimental, modified experimental, longitudinal, cross-sectional, sequential, microgentic design.

Unit-II: Foundations of Development 10 Hours

a) Biological Foundations: Evolutionary perspective, Genetic Foundation-genes, chromosomes, genetic code, dominant and recessive inheritance, genotype, phenotype, sex determination, multiple offspring's, Chromosomal Abnormalities: down syndrome, klienfelter's syndrome, turner's syndrome, Fragile X syndrome; Gene-linked abnormalities- taysachs disease, sickle cell anemia, PKU. Genetic Counselling.
b) Prenatal Development: Pre-requisites for conception- maturation, ovulation, fertilization. Conception.
c) Milestones of Prenatal development: Zygote, Embryo, Foetus- changes across the stages.
d) Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound
e) Birth: stages of labor, Delivery-types-normal, C-section, breech, forcep and suction.
f) Neonate: appearance, assessment-APGAR scale,

Unit -III: Infancy and Early childhood 10 Hours

Infancy: Reflexes and states of arousal.

a) Physical Development: Pattern of growth, height and weight, Brain, Sleep and Nutrition.
b) Motor development-sequence and skills.
c) Sensory and Perpetual Development: Vision, touch, hearing, taste and smell.
d) Cognitive Development: cognitive process-sensorimotor stage. Language development
e) Socioemotional Development: temperament and personality, attachment and its development.
f) Early childhood:
g) Physical Development: body growth, motor development, sleep.
h) Cognitive Development: Piaget's Preoperational stage, vygotsky's theory.
i) Language development: phonology, morphology, syntax, semantics, pragmatics.
j) Socioemotional development: the self, emotional development, moral development, parenting impact, sibling relationships, peer relations, play and media.

Unit- IV: Middle Childhood 9 Hours

a) **Physical Development:** body growth and change, the brain, Motor Development, exercise, health, illness and disease. Children with disabilities- scope of disabilities, educational issues

b) Cognitive Development: Piaget's theory, information processing, Intelligence.

c) **Language Development:** vocabulary, grammar and metalinguistic awareness, reading, writing, bilingualism and second language, learning.

d) Socioemotional development: The Self, emotional development, moral development, changes in parent-child relationships, Peers- changes, peer status, social cognition, bullying, and friends**.**

References:

- Diane E Papalia. *Human Development* 7th International Edition, Mc Graw Hill Publications. 1998.
- Elizabeth B Hurlock. *Developmental Psychology-A Life-Span Approach*. 5 th Edition, Tata Mc Graw Hill publication. 1987.
- Hetherngton& Parke. *Child Psychology*. 5 th International Edition, Mc Graw, Hill. 1999.
- John W. Santrock. *Life Span Development*, 9 th Ed. Mc Graw Hill Publication. 2011.
- Laura E Berk. *Child Development*, 9th edition, Prentice Hall of India. 2017.
- Lois Hoffman. *Developmental Psychology Today* 5th Edition, Mc Graw Hill Inc. 1988.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0405	**Psychology Practical - IV**	**HC**	**0**	**0**	**2**	**2**	**4**

Statistics: t-test: independent sample and dependent sample.

- Concept Formation
- Creativity
- Size and weight Illusion
- Two-point threshold
- VSMS

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

B21IDE411	**Interdisciplinary Elective 7 – Personality, Identity and Self-Presentation**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

Personality, identity and self-presentation are some of the most important psychological concepts in the contemporary world due to constant changes. The course explores the modern view of the personality as a process, which involves both conscious and unconscious phenomena. Among these personality phenomena we are likely to meet all psychological spheres, that is, the sphere of cognition, emotion, motivation and behavior. In the cognitive sphere there is learning of certain behaviors, copying behaviors from others and creating one's own behavioral scenarios. Among emotional sphere we have emotions elicited by current situation, as well as emotions linked to the genetic traits of personality. In motivational sphere there are tendencies to certain behaviors, produced by the person's needs, energetic resources and possibilities. Among behavioral sphere, these different tendencies take effect, leading to various outcomes and, in addition, affecting personality in return.

Pre-requisites: None.

Pedagogy: Direct learning, ICT, Case Studies.

Course Objectives:

1. Understand different views of personality in psychology: cognitive view, psychodynamic view, humanistic theory of personality, behavioral proposition and the view of personality as a set of traits.
2. Understand the ability to name and analyze different psychological spheres playing roles among personality: the sphere of cognition, emotion, motivation and behavior
3. Understanding of the phenomena of self, self-knowledge and self-esteem
4. Explore the competence to analyze different personal identities with their different values and different forms (private and social identity).

Course Outcomes:

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

1. Learn about different views of personality in psychology: cognitive view, psychodynamic view, humanistic theory of personality, behavioral proposition and the view of personality as a set of traits
2. Acquire the ability to name and analyze different psychological spheres playing roles among personality: the sphere of cognition, emotion, motivation and behavior
3. Gain understanding of the phenomena of self, self-knowledge and self-esteem
4. Acquire the competence to analyze different personal identities with their different values and different forms (private and social identity)

Course Content:

Unit 1: Introduction to Personality, identity and self-presentation 7 Hours

The process approach to the personality, identity and self-presentation. Introducing the experiment with recording films about self-presentation. Film analysis: cross-cultural context of defining the matters of personality, identity and self-presentation. Approaches to personality. The interaction of emotional and personality spheres.

Unit 2: Emotional intelligence, Motivation and personality 6 Hours

Emotional intelligence: can we develop efficient use of emotion in daily basics?, Motivation and personality, Cognitive process and cognitive intelligence among personality, Personality as a process of interaction between different psychological spheres.

Unit 3: Self-knowledge and self-esteem 7 Hours

Self-knowledge and self-esteem – how do they differ? Identity and values among different generations.

Unit 4: Self-presentation 6 Hours

The characteristics of the phenomenon, Mechanisms of the internalization of self-presentation, The moral and competence-related interpretation of behavior, The potential of creating and managing one's own self-presentation, identity and personality.

References:

- Kosslyn, S. M., Rosenberg, R. S. (2011). Introducing Psychology: Brain, Person, Group. London: Pearson Custom Publishing.
- John, O. P., Robins R. W., Pervin L. A. (Ed.) (2008). Handbook of personality: theory and Research. New York: Guilford Press.
- Mroczek, D. K., Little, T. D. (2006). Handbook of Personality Development. Milton Park, Abingdon: Taylor & Francis.
- Rogers, C. (1979). The Foundations Of The Person-Centered Approach. Education, 100(2), 98-107.
- Tice D. M. (1992). Self-Concept Change and Self-Presentation: The looking Glass Self Is Also a Magnifying Glass. Journal of Personality and Social Psychology, 60, 435-451.
- Wojciszke B., Dowhyluk M., Jaworski M. (1996). Moral and competence – related traits: How do they differ? Polish Psychological Bulletin, 37, 213-220.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE412	**Interdisciplinary Elective 8 – Cyber Media Practices**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
This course, Cyber Media Practices offers a critical introduction to emerging "wired" or "cyber" technologies. In this course, the students will learn about the historical development of the Internet

and other forms of new media and examine the repercussions of the digital revolution for our communities, our identities and our daily lives. Students will learn how to create a blog site and also master the art of blogging and vlogging.

Pre-requisite: Basic knowledge to work with ICT
Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning, ICT Based Learning

Course Objectives:

1. Through a variety of online and offline projects, students will develop the skills needed to be an active participant in the new media culture
2. Students will be prepared to spearhead change in emerging digital journalism tools in continuously evolving integrated newsroom practices
3. Students will learn trends relating to production, delivery or dissemination and consumption of news in innovative multimedia digital formats across multiple platforms
4. To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the Internet

Course Outcomes:

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

1. Define and discuss key theoretical concepts related to new media studies
2. Acquire requisite technical proficiency to be an active participant in the new media culture.
3. Assess the social, cultural and political implications of new media production and consumption process.
4. Relate to upcoming digital evolution

Course Content:

Unit:1- Introduction to Cyber Space 7 Hours

What is cyber space?; Information Super Highway; Internet and information revolution; Cyber Media: Fundamentals of Cyber Media; Marshall McLuhan, Global Village and Electronic Age; Internet & New Media: use and its significance, advantages and disadvantages

Unit II: Cyber Journalism 6 Hours

Cyber Journalism: concept, definition and its advantages and disadvantages; Impact and future of cyber journalism; Writing for Web Media –Guidelines, Planning, Structure and Style- Headlines, Blurbs, Lead

Unit III: Writing for the Web & Blogging 7 Hours

Technical Writing – Copywriting; Blogs –Types of blogs –Personal blogs, Collaborative or Groupblogs, Corporate or Organisational blogs, Photo blog– Micro blogging; how to create a blog with Wordpress- site-set-up, design, writing posts, choosing photos, writing titles; Different types of Social Media and which work in different types of blogs; Usage of social media to promote your blog; Measuring analytics

Unit IV: Vlogging **6 Hours**

Creating your Vlog: Determine your niche. The first step to becoming a vlogger is defining the type of content you want to create; Watch other creators; Find your voice; Invest in gear; Define your content; Edit your videos; Build an online presence; Optimize your content.

References:

- Feldman, Tony. *An Introduction to Digital Media*. Sujeeth Publications, 1989.
- Hassan, Seema. *Mass communication Principles and Concepts* (second edition) CBS Publishers and Distributors, 2013.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21IDE413	**Interdisciplinary Elective 9 – Academic and Content Writing**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
Academic writing is an essential part of academics, facilitates success in career prospects. It is pivotal to demonstrate our knowledge and insights through writing whether we are students or scholars. The transition from creative writing to academic and content writing requires utmost practice and diligence. This Course helps the students to refine their academic writing so that they can do well in their academics, publish research papers in national and international journals, and make themselves more expedient to society. In addition, the focus on content writing equips the students to write in accordance with the industry expectation on a variety of topics.

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

Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning.

Course Objectives:

1. To familiarize the learners to different types of formal writing.
2. To examine the several challenges of academic writing.
3. To enhance the skills in content writing.
4. To comprehend the process of search engine, documenting and acknowledging the sources.

Course Outcomes:

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

1. Appraise the relevance of good writing in academics and research
2. Develop a strategic approach to academic writing
3. Identify various types of content writing and analyze the competition in the field.
4. Create content and enhance research skills

Course Content:

Unit I: Academic Writing & Research Process **7 Hours**

1. Academic Writing as a part of Research
2. Various Terms used in Academic Research
3. Types of Academic Writing

Unit II: Good Academic Writing **6 Hours**

1. Different Kinds of Writing –
   (Journalistic Writing, Creative Writing, Academic Writing)
2. The Role of Grammar and Usage
3. The Structure of a Paragraph

Unit-III: Content writing **7 Hours**

1. Importance and types of content writing
2. Principles of non-fiction writing
3. Competition analysis

Unit-IV: SEO, Blogging and Plagiarism **6 Hours**

1. SEO – Meaning, SEO of web content
2. Blogging – Meaning and writing for blog
3. Plagiarism in academic and content writing

References:

- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2018.

- Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. Pearson Education India. 2011.
- Gáliková, Silvia. *Academic Writing*. Peter Lang Publishing Group, 2016.
- Godfrey, Jeanne. *Academic Writing*. Macmillan Education/Palgrave, 2015.
- Oladejo, James. *Academic Writing*. Lighthouse Publishing Company, 2004.
- Purposes), Bailey, Stephen (Freelance writer of materials for English for Academic. *Academic Writing*. Taylor & Francis Ltd, 2017.
- Robinson, Joseph. *Content Writing: Step-by-Step*. Amazon Digital Services LLC - KDP Print US, 2020.
- Soukup, Ruth. *How to Blog for Profit Without Selling Your Soul.* Life Well Lived Publications, 2014.
- Thonney, Teresa. *Academic Writing: Concepts and Connections*. Oxford University Press, 2016.
- Zemach, Dorothy E., and Lisa A. Rumisek. *Academic Writing: from Paragraph to Essay*. Macmillan, 2019.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHR401	**Minor Research Project**	**HC**	**0**	**0**	**3**	**3**	**6**

Course Description:
Minor Research Project work is a special course involving application of knowledge in solving / analyzing /exploring a real-life situation / difficult problem.
Pre-requisites: Student must have knowledge of Research methodology
Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising
Course Objectives:

1. To carry out the research under the guidance of supervisor and in the process learn the techniques of research.
2. To explore new and fruitful ideas in the chosen field of the programme
3. To develop a perspective and to design and execute a research
4. To experience how the research is performed and to investigate an identified problem

Course Outcomes:
On successful completion of the project, the student shall be able to:

1. Infer withthe literature search
2. Demonstrate the experiments related to research and formulate computational techniques
3. Interpret the data and to demonstrate their domain knowledge
4. Apply and write report and defend the research findings.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AHM403	Skill Development Course - II	MC	Non-credit Mandatory Course				2

Note: The students will have to undergo Skill Development Course being conducted by Training and Placement cell of the University or by any internal faculty.

FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0501	Journalism -V (Media Laws And Ethics)	HC	2	1	0	3	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:

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

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

Course Content:

Unit I: Indian Constitution **10 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 **10 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 **10 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 **9 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:

- Basu, DD. *Law of the Press*. Prentice Hall.2002.
- K SVenkateshwaran. Mass *Media Laws and Regulations in India*. AMIC.1993.
- Malar and M Neela. *Media laws and ethics*. PHI learning private limited.2012.
- Seib, Philip & Fitzpatrick Kathy. *Journalism Ethics*. Harcourt Brace College Publishers.2000.
- Sharma, Kumar Ajay. *Journalism laws*. Random Publications.2012.
- Singh Sanjay Kumar. *Press Laws and ethics of Journalism*. Anmol Publication Pvt Ltd.2013.
- Singh, Yatindara Justice. *Cyber Laws*.Universal Law Publishing.2005.

- T MecluskeyMatha. *Feminism, Media and The Law*. Focus Press.1997.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0502	**Literary Criticism**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
This course has been designed to offer the students a comprehensive knowledge of western literary criticism with an emphasis on select prominent thinkers and their significant ideas. The course has also been developed in order to groom the students towards a profound critical approach towards literature.

Pre-requisites: The student must have basic idea of literary sensibility and Criticism.

Pedagogy:
Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To appraise the basic ideas of literary criticism.
- To outline the development of literary criticism.
- To analyze the diversity of literary criticism and its application in literary and non-literary endeavours.
- To examine the modern developments in literary criticism.

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

- Develop an initial association with literary criticism of different era.
- Explain the major characteristics of Greek Literary Criticism.
- Demonstrate a good understanding of Elizabethan, Neo-Classical and Romantic Criticism and enhancing their analytical skills.
- Outline the major features of Victorian, Modern and Postmodern Criticism.

Course Content:

Unit – I: Introduction **10 hours**
1. Introduction to Literary Criticism
2. Brief history of Literary Criticism

3. Introduction to Indian Aesthetics

Unit – II: Greek Literary Criticism and Indian Aesthetics **10 hours**

1. Introduction to Greek Literary Criticism
2. Plato: *The Republic* (Extract from Book X)
3. Aristotle: *Poetics* (Extract - Chapter 6)
4. Bharathamuni – On Natya and Rasa: Aesthetics of dramatic experience (extract pg. 4 – 10)

Unit – III: Elizabethan, Neo-Classical and Romantic Criticism **10 hours**

1. Introduction to Elizabethan, Neo-Classical and Romantic Criticism
2. Dryden: Extract from *Essay of Dramatic Poesy* (Neander's views on English drama)
3. William Wordsworth & Samuel T. Coleridge: Extract from Preface to *Lyrical Ballads*

Unit – IV: Victorian, Modern and Postmodern Criticism **9 hours**

1. Introduction to Victorian, Modern and Postmodern Criticism
2. Matthew Arnold: Sweetness and Light (from *Culture and Anarchy*)
3. T.S. Eliot: Tradition and Individual Talent (Extract Part I)
4. Lawrence E. Cahoone: What Postmodernism Means

References:

- Habib, M.A.R. *Literary Criticism from Plato to the Present: An Introduction*. Wiley India, 2012.
- Plato, *The Republic*. Maple, 2013.
- Aristotle, *Poetics*. Penguin, 1996.
- Sen, S. *John Dryden: An Essay of Dramatic Poesy*. Unique Publishers, 2009.
- Wordsworth, William & S.T. Coleridge. *Lyrical Ballads*. Penguin, 2006.
- Arnold, Mathew. *Culture and Anarchy and Other Selected Prose*. Penguin, 2015.
- Eliot, T.S. *Sacred Wood:Essays on Poetry and Criticism*. Nabu Press, 2013.
- Cahoone, Lawrence E. *From Modernism to Postmodernism*. Wiley-Blackwell, 1995.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0503	**Psychology – V (Social Psychology)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

Social Psychology will provide you with an introduction to the field of social psychology. Social psychology is a subfield of the science of psychology that focuses on the perceptions, thoughts, feelings, and behaviors of individuals and groups within a social context. This course introduces students to the theory and research on the social factors that influence individual and group behavior. Social perception, The Self, Interpersonal Relationship are among the topics covered in

the course. The course will include both individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts. As this is a survey course, this class will give you a broad overview of the major theories and findings within social psychology.

Pre-requisites: Basic knowledge about society, culture and values

Pedagogy: Direct Learning, ICT method, Case Discussion

Course Objectives:

1. To introduce the historical and scientific origin, theories and development of the Social Psychology in the western and Indian context
2. To introduce the basic concepts in Social Perception
3. To help the students in understanding one's Self and self development
4. To introduce the dynamics of interpersonal relationships.

Course Outcomes:

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

1. Express and evaluate the ability to articulate factors contributing to human Social Behavior and the cultural influences.
2. Demonstrate the factors that contribute to Social Perceptions of individuals.
3. Express and understand One's Self
4. Outline and elaborate the dynamics of Interpersonal relationship.

Course Content:

Unit-I: Introduction **10 Hours**

a) Definition; History- Origin and Development.
b) Social psychology in India
c) Theories - Cognitive, Decision making, Interdependence, Socio-cultural, Evolutionary, and Mid-range theories.
d) Research in Social Psychology: goals of research, selecting participants, Research design-correlations, Experimental-field, laboratory, data collection: self-report, observation, internet research.
e) Bias in research- experimenter bias, subject bias, replication.
f) Ethics in Research-informed consent, debriefing, minimal risk.

Unit-II: Social Perception **10 Hours**

a) Social Perception: definition
b) Non-verbal Communication: the visible channel- distance, gestures, eye contact, facial expression, paralanguage; multiple channels.
c) Impression formation- information used: roles, physical cues, salience, from behaviors to traits, central traits, categorization, context effects; continuum model of Impression formation.
d) Integrating Impressions: Evaluation, negativity effect, positive bias, emotional information, the averaging principle, imputing meaning, and resolving inconsistencies.
e) Impression management.

f) Attribution: definition, types, theory- Jones and Davis's Correspondent Inference Theory, Kelley's Covariation theory. Biases in the Attribution Process-Fundamental attribution error, actor-observer effect, false consensus. Self-serving attributional bias.

Unit –III: The Self **10 Hours**

a) Self-presentation: accuracy in predicting our behavior, self-presentation tactics, ineffective self-presentation, self-handicapping.
b) Self-knowledge: Sources-socialization, reflected appraisal, feedback from others, self-perception, labeling arousal states, introspection, Self-identity, Culture, cognition and emotions; Aspects of Self-knowledge: self-schemas, self-discrepancies.
c) Self-regulation: Working Self-concept, Self-complexity, self-efficacy, personal control, behaviors, self-awareness.
d) Social Comparison: goals, theory, process.
e) Self-esteem: definition, measurement, gender difference, factors influencing self esteem
f) Culture and Self: in Indian and western context.

Unit-IV: Interpersonal Relationships **9 Hours**

a) Need to belong: loneliness, social rejection.
b) Liking: definition, Social exchange theory, Sources-internal, external, social interaction.
c) Internal sources of Liking others: need to belong, role of affect.
d) External Sources: proximity, familiarity, physical beauty.
e) Social Interaction sources of Liking: similarity, reciprocal liking or disliking, social skills, personality, desires, gender differences.
f) Mate Selection: Gender differences
g) Love: Definition, types, triangular theory of love.
h) Romantic Love: cultural variations in marriage.
i) Interdependency theory: rewards and costs, evaluating outcomes, coordinating outcomes, Fair exchange, beyond exchange.
j) Self- disclosure: definitions, reasons, hazards, cultural differences, gender differences.
k) Intimacy: definition, model, gender difference.

References:

- Branscombe, N R and Baron, R ASocial Psychology, 14th edition, Pearson India Education Services Pvt. Ltd. .2018
- Crisp, R.J. and Turner, R.N. *Essential Social Psychology*. Sage Publications India Pvt Ltd.2007,
- Misra, G. and Dalal, A.K. *Social Psychology in India: Evolution and Emerging trends.* Edited by Ajit.K. Dalal and GirishwarMisra.New Directions in IndianPsychology, Volume I: Social Psychology. Sage Publications India Pvt.Ltd.2001.
- Myers, D.G *Social Psychology*, 7th international edition. McGraw Hill Companies.2002

- Taylor, S E, Peplau, L A and Sears, D O. *Social Psychology,* 12th edition. Pearson Prentice-Hall of India Pvt Ltd.2017

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0504	**Psychology Practical - V**	**HC**	**0**	**0**	**2**	**2**	**4**

Statistics: Median test

- David's Battery of Differential Aptitudes-I
- David's Battery of Differential Aptitudes-II
- Comprehensive Interest Schedule
- Tweezers Dexterity Test.
- Regan's Progressive Matrices.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS511	**Journalism - VI (A) (Brand Ecology)**	**SC**	**1**	**1**	**0**	**2**	**3**

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** **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, Massachussetts.
- 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.
B21JNS512	**Journalism - VI (B) (Fundamentals of Photography)**	**SC**	**1**	**1**	**0**	**2**	**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.
The teaching style will incorporate several formats including seminar-type presentations, hands-on practice, group discussions, critiques, and independent research.
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 understand thbe issues in Photojournalism.

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. Critically analyse the issues in Photojournalism.

Course Content:

Unit-I: Introduction to Photography **7 Hours**
Photography, its role & importance.

Types of camera- TLR, SLR, Polaroid, Underwater Camera & Digital Camera, mirrorless camera.
Parts & functions of camera- Aperture, Shutter speed, ISO, Focal No. & Focal Length, Depth of Field, Shallow Depth of Field.

Unit-II: Aspects of Photography **6 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.

Unit-III: Principles of Photography **7 Hours**

Lighting: Sources of light: Natural & Artificial
Elements of composition- Rule of Third, Rule of Thumb, Diagonal and S-shaped compositions, Repetition and Rhythm.

Unit-IV: Issues Related to Photojournalism **6 Hours**

Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports, Night photography; street photography
Advertising Photography: Studio and Outdoor,
Text vs. Photograph.
Qualities of a good photojournalist
Visual story telling - Photo-features, Photo – essays
Writing captions

References:

- Sharma, O.P. (2013). Practical Photography, Hind Pocket Books
- Langford, Michael, et al. (2007). Basic Photography, Focal Press
- Folts, James, Lovell, Ronald P. & Zwahlen, Jr. Fred. (2005). Handbook of Photography, Thompson Delmar Learning
- Lee Frost. (1993). Photography, Hodder & Stoughton Publisher

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS513	**Journalism Practical - VI (A) (Brand Ecology)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Submit a case analysis of any Indian brand of your choice
- Prepare a brand plan to brand yourself
- Prepare a brand plan for a new product to be introduced

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS514	**Journalism Practical -VI (B) (Fundamentals of Photography)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AAS521	**Literatures of India – I**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

This course has been designed to introduce the students to the works of Literatures of India. In the modern world, it is extremely important to know and appreciate one's roots and therefore this course shall help the students to frame their own ideologies and identities and at the same time make them aware of the richness of Indian literature and culture.

Pre-requisites: The student must have basic idea of Indian culture, history and society.

Pedagogy:

Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To outline the various movements of Literatures from India.
- To develop an understanding of the socio-political and economic issues of the post-independent India.
- To examine Literatures of India, particularly to writings in translations.
- To assess the literary and political issues that Literatures from India has undergone.

Course Outcomes:

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

- Analyze the various issues discussed by classical and modern poets of Literatures from India.
- Distinguish the major features in the fictional narratives of Literatures from India.
- Demonstrate familiarity with concerns specific to India as presented in non-fictional works by Indian writers.
- Develop a better understanding of socio-political dimensions of India.

Course Content:

Unit – I: Poetry **7 hours**

1. Kalidasa – Canto I "Summer" (from *Ritusamhara*)
2. Kabir – If God be within the mosque…
3. Mira Bai – Your Slander is Sweet
4. Sumitra Nandan Pant – Fruits of the Earth
5. Kuvempu – Kalki

Unit – II: Short Fiction **6 hours**

1. Munshi Premchand – The Shroud
2. Lalithambika Antarjanam – Revenge Herself

Unit – III: Essay **7 hours**

1. Rabindranath Tagore – Religion of the Forest

Unit – IV: Drama **6 hours**

1. Girish Karnad – *Hayavadana* (non-detailed)

References:

- Kale, MR. *The Ritusamhara*. Bharatiya Kala Prakashan, 2007.
- Dharwadker, Vinay. *Kabir*. Penguin, 2003.
- Bly, Robert. *Mirabai: Ecstatic Poems*. Aleph Book, 2017.

- Sen, Ramprasad. *Grace and Mercy in her Wild Hair: Selected Poems to the Mother Goddess*. Hohm Press, 1999.
- Kiernan, V.G. *Poems by Faiz Ahmed Faiz*. Oxford, 2000.
- George, KM. *Modern Indian Anthology: Surveys and Poems.*SahityaAkademi, 1992.
- Manto, Saadat Hasan &AatishTaseer. *Manto: Selected Short Stories*. RHI, 2012.
- Narasimhachar, Sudha. *Selected Stories of MunshiPremchand*. Unicorn Books, 2016.
- Holmstorm, Lakshmi. *The Inner Courtyard: Stories by Indian Women*. Rupa, 1991.
- Tagore, Rabindranath. *RabindranathTagoreOmnibus*. Rupa, 2003.
- Ramanujan, A.K. *The Collected Essays of A.K. Ramanujan*. Oxford University Press, 1999.
- Narayan, R.K. *The Guide*. Indian Thought Publications, 2007.
- Karnad, Girish. *Hayavadana*. Oxford, 1997.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AAS522	**European & Non-European Writings – I**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
The widening of the domain of English literature all across the globe has made it extremely important to acquaint the students of English literature to the vast oeuvre of non-canonical literature. This course in particular is designed to introduce the students to the large bodies of European and Non-European literature.
Pre-requisites: The student must have basic idea of European Literature.
Pedagogy:
Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

- To assess the cross-cultural perspectives of European literature.
- To examine literature from all over the world and initiate them to the basic concepts and ideas of non-canonical literature.
- To analyze multiple socio-political histories and culture through literature.

- To develop an understanding of basic cultural contexts into which the texts are systematically located.

Course Outcomes:

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

- Demonstrate a good understanding of various issues presented in poetry from all over the world.
- Develop an initial association with the fictional works of literary stalwarts from various nations and their contribution to world literature.
- Outline the characteristic features of Greek drama.
- Analyze the history of Hitler's regime.

Course Content:

Unit – I: Poetry **7 hours**

1. Homer – from *The Iliad*
2. Federico Garcia Lorca – Absent Soul (from *Lament for Ignacio Sanchez Mejias*)
3. Bertolt Brecht – To Those Born Later
4. Czeslaw Milosz – In Warsaw

Unit – II: Poetry **6 hours**

1. Leo Tolstoy – God Sees the Truth, But Waits
2. Franz Kafka – A Hunger Artist

Unit – III: Essays **7 hours**

1. Simon Goldhill – Introduction from *Greek Tragedy*
2. William L Shirer - *The Rise and Fall of the Third Reich: A History of Nazi Germany* (Extract)

Unit – IV: Drama **6 hours**

1. Sophocles – *Oedipus Rex* (non-detailed)

References:

- Homer. *The Iliad.* Penguin, 2003.
- Alighieri, Dante. *Inferno.* Collins, 2011.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS531	**Psychology – VI (A) (Abnormal Psychology - I)**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

This course provides an examination of the various psychological disorders as well as theoretical and clinical perspectives to the study of psychopathology. Emphasis is on terminology, classification, etiology and diagnosis of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behaviour patterns as well as demonstrate knowledge of etiology, symptoms, and diagnosis criteria of major mental disorder. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in social/behavioural sciences.

Pre-requisites: Basic Concepts of Psychology

Pedagogy: Direct Learning, Case Studies, Critical Analysis, ICT.

Course Objectives:

1. To sensitize on nature, history and diagnosis of mental disorders.
2. To learn the different perspectives in understanding abnormal behaviour.
3. To learn the symptoms and causes of Anxiety Disorders and Obsessive Compulsive Disorders.
4. To learn the symptoms and causes of Trauma and Stress related disorders and Depressive Disorders.

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Elaborate the nature, history and diagnosis of abnormal behaviors
2. Discover and understand the different perspectives in understanding the abnormal behavior
3. Outline and elaborate the symptoms, causes and diagnosis of Anxiety and Obsessive-compulsive disorder.
4. Analyze and understand the symptoms, causes and diagnosis of Trauma and Stress related disorders and Depressive Disorders.

Course Content:

Unit-I: Introduction to Psychopathology 7 Hours

a. Definition: Abnormal Psychology, Mental Disorder. The science of Psychopathology, The stigma of Abnormal Behaviour, Adaptive and Maladaptive behaviour.
b. Historical conceptions: the ancient western world, the Middle ages, renaissance, age of reason and the Enlightenment, The reform movement.
c. Diagnosing Psychological disorders: Classification Systems- ICD and DSM.

Unit-II: Theoretical Perspectives on Maladaptive Behaviour 6 Hours

a. The Biological Perspective: genetic factors, nervous system and the Brain, The Endocrines, The Neuroscience Revolution, Integration of Biological and Psychological Systems.

b. The Psychodynamic Perspective: Freud and Psychoanalysis, More recent approaches to psychoanalysis.
c. The Behavioural Perspective: Classical conditioning, Operant conditioning and Social-cognitive theories.
d. The Cognitive Perspective: Maladaptive behaviour and cognition.
e. The Humanistic perspective

Unit-III: Anxiety and Obsessive-compulsive disorders (DSM-5) 7 Hours

a. Definition of Anxiety, Fear and Panic.
b. Prevalence of Anxiety disorder, gender difference if any.
c. Clinical Description of Types: Generalized Anxiety Disorder, Panic disorder, agoraphobia, Specific Phobia-animal, natural environment, Blood-injection-injury, situational, Social Anxiety Disorder, Separation Anxiety Disorder, selective Mutism.

Unit-IV: Trauma- and stressor-related disorders and Depressive disorders 6 Hours

Trauma- and stressor-related disorders:

a. Definition of Trauma and Stress, type. Stressors
b. Clinical Description and causes of Posttraumatic stress disorder (PTSD), acute stress disorder, reactive attachment disorder and disinhibited social engagement disorder,

Depressive disorders: Disruptive Mood Dysregulation Disorder, Major Depressive Disorder-single episode-mild, moderate, severe, recurrent episode-mild, moderate severe, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder.

References:

- Alloy, L.B., Riskind, JH., and Manos,M.J. Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw- Hill Edition.2006.
- American Psychiatric Association. Diagnostic and statistical manual of mental disorders (5th ed., text revision). Washington, DC: Author.2013.
- Barlow,D.H. and Durand,M.V. Abnormal Psychology. 2nd Edition. New Delhi: Thomson Publication. 2000.
- Bootzin,R.B.,Acocella,J.R. and Alloy,L.B. Abnormal Psychology–Current perspectives. 6th Edition, International Edition,Tata Graw –Hill Inc., USA.1993.
- Carson, R.C.,Butcher, J.N and Mineka ,S.Abnormal psychology. 13th Edition. New Delhi: Pearson Education.2004.
- DSM-5 manual, https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf
- Davidson and Neal Abnormal psychology. Revised 6th Edition, John Wiley Sons World Health Organization. (2008). ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.). New York, NY: Author.1996.

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

B21AAS532	**Psychology – VI (B) (Health Psychology - I)**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
This is an advanced course in psychology designed to give a broad overview of the field of health psychology. Health psychology is a relatively young, diverse, and multidisciplinary field that examines the mind-body connection and many factors that influence the individual's well-being. In this course, students will explore how biological, psychological and social factors are connected and how they may influence health consequences. Following this bio-psychosocial approach, potential biological, psycho physiological, and behavioral pathways to health and disease will be explored. By the end of the course, students would gain fundamental knowledge of the field of health psychology, develop skills for critically evaluating health psychology research, and understand how health psychology may be applied to promote their own well-being.

Pre-requisites: Basic understanding and experience of healthy and illness.

Pedagogy: Direct Learning, ICT, Discussion

Course Objectives:
Students are expected to develop an understanding of health psychology and gain skills in the following:

1. To understand the nature, history, origin and scope of Health Psychology.
2. To enhance the cognitive aspects of illness and factors influence compliance.
3. To learn about health promoting behaviors
4. To outline the connection between Pain and Psychological factors.

Course Outcomes:
Upon successful completion of this course, students will be able to:

1. Outline and relate Health and Psychology and its relevance.
2. Analyze the impact of cognition on illness and explore the need for compliance and factors influencing it.
3. Elaborate and apply the various behaviors that promotes health
4. Acquire and evaluate the psychological aspects related to pain perception and evaluate strategies for dealing with pain sensation and perception

Course Content:

Unit-I: Introduction **7 Hours**

a) Definition of Healthy Psychology
b) History of Health Psychology
c) Aims of health psychology.
d) Future of health psychology

e) Advantages of the Bio psychosocial Model, Clinical Implications of the Bio psychosocial Model.
f) The Bio psychosocial Model: The Case History of Nightmare Deaths.
g) The Need for Health Psychology: Changing Patterns of Illness, Advances in Technology and Research, Expanded Health Care Services, Increased Medical Acceptance.
h) Health Psychology Research: The Role of Theory in Research, Experiments, Correlational Studies, Prospective and Retrospective Designs, the Role of Epidemiology in Health Psychology, Methodological Tools.

Unit-II: Illness Cognition and Compliance 6 Hours

Definition of Health, illness
Illness cognition: definition, dimensions, evidences for dimensions, Measurement.
Leventhal's Self-regulatory model
Symptom Perception
Coping with crisis of illness
Using the self-regulatory model to predict outcomes-adherence, recovery from stroke and MI
Illness cognitions and health outcomes
Compliance: Definition, work of ley-predicting the patient's compliant, improving compliance

Unit-III: Health-Promoting Behaviors 7 Hours

a) **Health Promotion:** health behaviors and health habits, Practicing and changing health behaviors, barriers to Modifying poor Health Behaviors, Intervening with Children and Adolescents, Intervening with At-risk people, Health promotion and Older Adults, Ethnic and Gender Differences in health risks and habits.
b) Exercise: Benefits of Exercise
c) Accident Prevention: Home and Workplace Accidents
d) Cancer-Related Health Behavior: Mammograms, Colorectal Cancer Screening, Sun safety practices
e) Developing a Healthy Diet: changing diet, Resistance to Modifying Diet, Intervention to Modify Diet.
f) **Sleep:** Sleep and Health

Unit-IV: Pain 6 Hours

a) Pain: nature, definition, cross-cultural perspective on pain, measuring pain, physiology of pain.
b) Pain theories: early theories, gate control theory.
c) Role of Psychosocial factors in pain perception.
d) Clinical Issues in Pain Management: acute and chronic pain, pain and personality.
e) Pain control techniques: Pharmacological Control of Pain Surgical Control of Pain Sensory Control of Pain Biofeedback Relaxation Techniques Distraction Coping Skills Training Cognitive-Behavioural Therapy.

References:

- Jane Ogden. Health Psychology – a text book, 4th edition, Tata McGraw Hill Education Private Limited, New Delhi. 2010.
- Shelley E. Taylor. Health Psychology – 6th Edition, Tata McGraw Hill Education Private Limited, New Delhi. 2006.
- Steve R. Baumgardner & Marie K. Crothers. Positive Psychology, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia. 2009.
- M. Robin Dimatteo& Leslie R. Martin. Health Psychology –, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia. 2002.
- Alan Carr- Positive Psychology, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia**.**

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS533	**Psychology Practical – VI (A) (Abnormal Psychology - I)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

Statistics: Chi-square test

- Eysenk's personality questionnaire
- Bell's adjustment inventory
- Type A and Type B behavioural pattern
- Assertiveness
- Big-5 personality factors

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS534	**Psychology Practical – VI (B) (Health Psychology - I)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Illness cognition
- Health Behaviour Questionnaire
- General Health Questionnaire
- Eating Disorder Questionnaire
- Lifestyle Assessment

SIXTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0601	**Journalism - VII (Advertising and Corporate Communication)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:

The course Advertising and Corporate Communication 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. Within corporate communications classes, students focus on the management, strategic planning, and implementation of marketing, communication, and public relations techniques all to resolve corporate dilemmas. 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 analysis, and guest lecture.

Pre-requisites: A preliminary exposure to the advertisements.
Pedagogy: Direct method, inquiry based and collaborative method
Course Objectives:

1. To introduce to the Concepts and Principles of Advertising, Ad Agency Management and Brand Management
2. To take the roles and scopes of PR in management, its various tools and the emerging importance of the discipline in varying areas.
3. To look at the evolution of Corporate Communication
4. To expand role in organizational and marketing communication

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

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

Course Content:

Unit-I: Introduction to Advertising **10 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: Elements in Advertising **10 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.

Unit-III: Introduction to Public Relations **10 Hours**

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

Unit-IV: Aspects of Public Relations **9 Hours**

PR Tools - House Journals, Press Conferences, Press releases, Exhibitions, Advertising, Media Tour. Corporate Communication. Corporate Social Responsibility.
Ethical issues in PR- Employee relations, shareholder relations, distributor-dealer relations, community relations, consumer relations
Lobbying and fundraising
Professional organizations in PR

References:

- Ahuja & Chabra. *Public Relations*. Surjit Publications.2001.
- Chandrakandan. Public *Relations,* Authors press.2002.
- Choonawala, S A and Sethia K C (Edt). *Foundations of Advertising theory & Practice, Bangalore*: Himalaya Publishing.2005.
- F Arens Williams. *Contemporary Advertisement*, USA: Times Mirror Education Group.2000.
- J V Vilanilam.*Public Relations in India*, Sage Publications.2011.
- M Scott, Cutlip. *Effective Public relations*. Prentice Hall. 1985.
- Pandey, Meena. *Foundation of Advertising Theory and Practice*.Bombay: Himalaya Publishing house.1989.
- Percy, LarR ry. *Strategic Advertisement Management*, Europe Prentice Hall ISBN.2002.
- Percy, Larry (Edt). *Strategic advertisement Management*. Suraj Publications.2000.
- R Staffer Marla (Edt). *Advertising Promotion and New Media*, USA: Times Mirror Co.2001.
- Singh, Bir. (Edt). *Advertising Management*. Anmol Publications.2000.
- Wells and MorlatyBurfert (Edt). *Advertising: Principle &Practice*. Prentice Hall.2003.
- Wells, William.*Advertising, Principles and Practice*, Prion Books Ltd.2001.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AA0602	**Literary Theory and Criticism**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
This course has been designed to introduce the students to critical theory, a twentieth century literary phenomenon. The course shall expose to them certain significant strategies to engage with literary texts across the globe at the basic level. The course shall also pay special attention to select theoreticians from the body of western critical theory.

Pre-requisites:

- The students should possess the qualities of analyzing and critically evaluating the texts.
- The student must have basic idea of Classical criticism.

Pedagogy:
Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

1. To develop basic ideas of critical theory.
2. To distinguish certain eminent schools of critical theory.
3. To build a deep interest for critical theory among the learners.
4. To enhanceinterpretation and application of the theory and its relevance.

Course Outcomes:

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

1. Interpret the various characteristic features of Feminist Criticism.
2. Demonstrate familiarity with Marxist Criticism.
3. Examine the major ideas related with Postcolonial theory and criticism.
4. Analyze the ways in which literary criticism can be applied in practice.

Course Content:

Unit – I: Feminist Criticism **10 hours**

1. Peter Barry: Feminist Criticism (from *Beginning Theory*)
2. Elaine Showalter: Towards a Feminist Poetics (Extract)
3. Susie Tharu and K. Lalitha: Introduction from *Women Writing: Volume I 600 B.C. to the Early Twentieth Century*

Unit – II: Marxist Criticism **10 hours**

1. Peter Barry: Marxist Criticism (from *Beginning Theory*)
2. Terry Eagleton: *Marxism and Literary Criticism* (Extract)
3. Howard, Jean E. and Scott Cutler Shershow (Ed): *Marxist Shakespeares* (Extract)

Unit – III: Postcolonialism **10 hours**

1. Hans Bertens: Extract from *Literary Theory: The Basics* (Postcolonial Criticism)
2. Edward Said: *Orientalism* (Introduction)
3. Leela Gandhi: *Postcolonial Theory – A Critical Introduction* (Extract)

Unit – IV: Literary Criticism in Practice **9 hours**

1. Excerpts from *A Handbook of Critical Approaches to Literature* by Wilfred L Guerien et al)
Three readings of "To His Coy Mistress" – Traditional, Formalist, and Feminist
i) The Traditional Approaches in Practice – Traditional Approaches to Marvell's "To His Coy Mistress"
ii)The Formalist Approach – Word, Image, and Theme: Space-Time Metaphors in "To His Coy Mistress"
iii) Feminist Approaches – The Marble Vault: The Mistress in "To His Coy Mistress"
2. Robert Cross - A Postcolonial Reading of *Lagaan*

References:

- Barry, Peter. *Beginning Theory*. Viva Books, 2010.

- Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2013.
- Eagleton, Terry. *Marxism and Literary Criticism*. Routledge, 2002.
- Gandhi, Leela. *Postcolonial Theory – A Critical Introduction.* OUP, 1998.
- Guerien, Wilfred L (et al). *A Handbook of Critical Approaches to Literature*. OUP, 2005.
- Howard, Jean E. and Scott Cutler Shershow (Ed): *Marxist Shakespeares.* Routledge, 2000.
- Said, Edward W. *Orientalism.* Penguin India, 2001.
- Tharu, Susie and K. Lalitha. *Women Writing in India: Volume I 600 B.C. to the Early Twentieth Century*. OUP, 1997.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0603	**Psychology – VII (Industrial Psychology)**	**HC**	**2**	**1**	**0**	**3**	**4**

Course Description:
Industrial Psychology combines the principles of Psychology with a methodical investigation of various work settings. Often referred to as Industrial-Organizational Psychology, this discipline analyzes numerous aspects of the working world and the attitudes of individuals toward their respective careers. Industrial Psychology concerns itself with the application of psychological concepts to the work environment. Professionals who hold degrees in the discipline often perform consulting work for companies.

Pre-requisites: Understanding of Basic Concepts of Psychology

Pedagogy: Direct Learning, ICT, Case Studies, Discussion

Course Objectives:

1. To understand the basic concepts of industrial-organizational psychology.
2. To learn the role of Leadership in organizations and determinants of employee motivation.
3. To learn the sources of employee stress and coping strategies
4. To learn about factor that influences job satisfaction and morale in organizations.

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Develop the solid fundamental knowledge of Organizational psychology as a discipline.

2. Elaborate the leadership behavior and its impact on employee's performance and compare and contrasts different strategies to motivate and reward the employee's in organization.
3. Analyze the difference stressors and its impact on employees' and explore difference strategies to manage the stress level in the organization.
4. Outline and analyze the factors that contribute to Job satisfaction and Morale in Organizations.

Course Content:

Unit-I: Introduction to Organizational Psychology 10 Hours

a. Definition, Goals, Forces and Fundamental concepts -Nature of people and nature of organization. Areas of Industrial psychology.
b. Two classical studies-A).Time and motion study -Nature and characteristics, Use of Therbligs. Principles, psychological implications and shortcomings
c. Hawthorne studies –Nature, Implications and criticisms. Importance of Time and Motion studies and Hawthorne studies.

Unit-II: Leadership and Motivation 10 Hours

a. Leadership – definition and nature, styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders, Team work, Team cycle and team building.

b. Motivation- Goal setting- elements, Content Theories of Motivation – Herzberg's-Motivator-Hygiene (Two factors) Theory, Alderfer's- E-R-G Model.
c. Reward system- Financial and Non-financial incentives.
d. Economic Incentive Systems: Purposes & Types- Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay.

Unit-III: Employee Stress and Management 10 Hours

a. Employee stress: Definition of Employee Stress, Extreme Products of Stress, Causes of Stress, Stress& Job Performance, Individual differences in Stress Response.
b. Approaches to Stress Management: Organizational strategies to manage stress, individual approaches to manage stress.

Unit-IV: Job Satisfaction and Industrial Morale 9 Hours

a). Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Factors influencing on job satisfaction.
b) Industrial Morale**:** Nature and characteristics, importance of industrial morale.

References:

- Buchanan, David. A and Huczynski, Andrzej. An *Organizational Behaviour*. 9th edition. Pearson. 2013.
- Griffin, Ricky. W and Moorhead, Gregory. *Organizational Behaviour: Managing People and Organizations*. 11th edition. South-Western cengage learning.2014.

- Ivancevich, John. M. Konopaske, Robert & Matteson, Michael. T, *Organizational Behavior and Management*. 10th edition, McGraw-Hill Irwin, 2013.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AA0604	**Psychology Practical -VII**	**HC**	**0**	**0**	**2**	**2**	**4**

Dessertation Work: Based on student's area of interest

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS631	**Journalism -VIII (A) (New Media)**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
This course provides the students with a critical introduction to the emerging "wired" or "cyber" technologies and the economic and political implications of the same. In this course, the students will learn about the historical development of the Internet and other forms of new media and examine the repercussions of the digital revolution for our communities, identities, politics, and our daily lives. Students will further learn how to create a web page and how to blog.
Prerequisite: Basic knowledge to work with ICT
Pedagogy: Direct Instruction, Inquiry Based Learning, Collaborative learning, Flipped Classroom
Course Objectives:

1. Through a variety of online and offline projects, students will develop the skills needed to be an active participant in the new media culture
2. To be able to relate to technological determinism in society
3. To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the Internet
4. To acquire the skills required for technical proficiency required in web platforms

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

1. Define and discuss key theoretical concepts related to new media studies
2. Develop technical proficiency to be an active participant in the new media culture.
3. Identify and assess the social, cultural and political implications of new media production and consumption process.
4. Relate to upcoming digital evolution

Course Content:

Unit – I: Introduction to New Media **10 Hours**

Introduction to New Media
Intranet to Internet; Information & Knowledge Society
Social Media: Uses by different demographics; Ethical issues with Social Networking, Social relationship and Identity-Online and Offline
Transmedia

Unit – II: Impact of New Media on Journalism **10 Hours**

Understanding New Media- Impact of new media on journalism
Difference of elements between web journalism and traditional journalism
Trends in web/online journalism
Journalism ethics and restraint in new media-Accuracy, Privacy, Fairness, Linking, Journalistic integrity, Questions of Plagiarism;

Unit – III: Writing For the Web **10 Hours**

Linear vs. nonlinear form
Writing for the screen vs. writing for print
Web page writing and editing techniques
Website vs. web-portal
Web site planning
Audience analysis; content planning, structure; Copyright issues; Mobile content/connecting to your audience
Visual Design; New Media aesthetics

Unit – IV: New Media and Society **9 Hours**

Networked Societies
E-Governance; Innovations in E-Governance
New Media as Surveillance Technology
Activism in Cyber Space

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS612	**Journalism - VIII (B) (Development Communication)**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

This course is designed to provide the students with detailed insight into the significance of communication for development. Students in the process shall gain an understanding of how communication strategies in different medium of traditional and mainstream media can help in developmental purposes.

Prerequisite: Basic level of understanding of the development concept

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

Course Objectives

1. To help the students understand the concept of development.
2. To explain students the indicators of development.
3. To interpret development issues, particularly in Indian perspective
4. To apply the skills of development journalism

Course Outcomes:

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

1. List the indicators of development
2. Classify developmental issues plaguing the developing nations
3. Demonstrate communication strategies to tackle developmental issues
4. Analyse the development communication strategies from the Indian perspective

Course Content:

Unit – I: Concept of Development **10 Hours**

Definition, meaning and process of development

Ingredients (5Ms) of development and money generation

Characteristics of developing countries

Unit – II: Indicators of Development **10 Hours**

Economic and social indicators of development: i. GDP/GNP ii. Human Development Index iii. Physical Quality of Life Index

Other indicators: i. Communication as an indicator ii. Democracy as an indicator iii. Human Rights as an indicator

Unit – III: Development Issues **10 Hours**

Employment generation
Women and child development
Health and Family Welfare
Tribal rights on forest

Unit – IV: Media & Development **9 Hours**

Use of traditional media for development
Role of print media in development
Contribution of radio & TV to development
ICT for Development

References:

- Melkote, Srinivas R, (1991). Communication for Development in the Third World: Theory and Practice.Sage Publications
- Arvind and Rogers, Everett M. (1989), India's Information Revolution, Sage Publications, New Delhi
- Usha Rani, N. (1996). Folk Media for Development, Karnataka Book Publishers
- Schramm and Lerner, (1967), Communication and change in the developing countries. Honululu, East West Center Press.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JNS632	**Journalism Practical – VIII (A) (New Media)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Introduction to Blogging and Vlogging
- Creating a news portal.
- Learning the basics of the production of a podcast.
- Actively participate in a Cyber Media campaign or do a report on Cyber Activism
- Observational studies on Surveillance technologies, Youth and Social Networking

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JNS613	**Journalism Practical – VIII (B) (Development Communication)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

- Prepare Case Study of a Welfare Scheme
- Devise and conduct a street play on a social issue outside the campus
- Make a PSA on a social cause of your choice (Print or Electronic)

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AAS621	**Literatures of India – II**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

This course is the higher level of the former course on Literatures of India - II. In the course design, the texts are carefully selected in order to equip and empower the students to develop an intense understanding of the postcolonial body of Literatures of India that would trigger in them an urge to critically analyze the literary works but also the socio-cultural issues which contributed to the development of the Indian English Literature.

Pre-requisites:

- The student must have basic idea of key themes of Literatures from India.
- The student must be familiar with Indian history, society and culture.

Pedagogy:

Flipped Classroom / ICT /Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

1. To develop the idea of 'Unity in Diversity' through Literatures from India.

2. To outline the socio- political and cultural issues of the cotemporary period through Literatures from India.
3. To enhance the ability to critically address postcolonial issues.
4. To infer genre of gender aspects through literature.

Course Outcomes:

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

1. Explain the various issues dealt by contemporary poets of India and their contribution towards 'decolonization'.
2. Analyze the major features and their value in the fictional narratives of India.
3. Demonstrate familiarity with concerns specific to India as presented in non-fictional works.
4. Illustrate an understanding and participate in the contemporary socio-political happenings of India.

Course Content:

Unit – I: Poetry **7 hours**

1. Nissim Ezekiel – Goodbye Party for Miss Pushpa T.S.
2. Keki Daruwala – Migrations
3. Kabita Sinha – Eve Speaks to God
4. K. Satchidandan – Gandhi and the Poem
5. Jyoti Lanjewar - Mother

Unit – II: Short Fiction **6 hours**

1. Githa Hariharan – The Remains of the Feast
2. Temsula Ao – The Jungle Major

Unit – III: Essay **7 hours**

1. Sudhir Kakar – Feminine Identity in India (Extract from *The Inner World)*

Unit – IV: Novel **6 hours**

1. Mahasweta Devi – *Mother of 1084* (non-detailed)

References:

- Dattani, Mahesh. *Dance Like a Man*. Penguin, 2006.
- Devi, Mahashweta. *Mother of 1084*. Penguin, 2014.
- Kakar, Sudhir. *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford, 2012.
- Hariharan, Githa. *The Art of Dying*. Penguin, 1993.
- Vijayan, O.V. *After the Hanging and Other Short Stories*. Penguin, 1990.
- Ezekiel, Nissim. *Collected Poems*. Oxford, 2005.

- Daruwala, Keki. *Collected Poems 1970-2005*. Penguin, 2006.
- Satchidanandan, K. *While I Write: New and Selected Poems*. HarperCollins, 2011.
- Merhotra, A.K. *The Oxford Indian Anthology of Twelve Modern Indian Poets*. Oxford, 1997.
- Ao, Temsula. *These Hills Called Home: Stories from a War Zone*. Penguin India, 2005.

Course Code	Course Title	Course Type	L	T	P	C	Hrs. / Wk.
B21AAS622	**European & Non-European Writings – II**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:
This course is specially designed to engage the students into the wider discourse of European and Non-European literatures, specifically to develop in them a critical awareness of the world literature at large. Another motive behind such an intense framing is that the students would be more sensitive to the issues of the world literature, history and politics after the completion of the course.

Pre-requisites:
- The student must have basic idea of geographical and cultural aspects of Europe and European Literature.

Pedagogy:
Flipped Classroom / ICT / Collaborative Learning / Direct Method / Differentiated Learning

Course Objectives:

1. To interpret the works of the significant authors of the European and Non-European Literature.
2. To infer socio-political and cultural issues as represented in the select European and Non-European literary texts.
3. To develop familiarity of global concerns.
4. To build an understanding of various dimensions of world literature and its role in refining the theory of human mind.

Course Outcomes:

On completion of the course the students will be able to:
1. Demonstrate a good understanding of the issues that contributed to the development of the discourse of world literature.
2. Explain the various issues presented in postcolonial and neo-colonial poetry from all over the world.
3. Develop an initial association with the fictional works of postcolonial writers from various nations and demonstrate collective global voice.

4. Outline the characteristics of postcolonialism and its relevance.

Course Content:

Unit – I: Poetry **7 hours**

1. Pablo Neruda – I am Explaining a Few Things
2. A.D. Hope – Australia
3. Margaret Atwood – Helen of Troy Does Countertop Dancing
4. Zulfikar Ghose – This Landscape, These People

Unit – II: Short Fiction **6 hours**

1. Katherine Mansfield – The Garden Party
2. Gabriel Garcia Marquez – A Very Old Man with Enormous Wings

Unit – III: Essays **7 hours**

1. Ngugi - Abolition of English Department
2. Loomba, Ania. *Colonialism/ Postcolonialism* (Extract)

Unit – IV: Novel **6 hours**

1. Chinua Achebe – *Things Fall Apart*

References:

- Neruda, Pablo. *The Essential Neruda: Selected Poems*. City Light Books, 2014.
- Hope, A.D. *A.D. Hope: Selected Prose and Poetry*. Halstead, 2000.
- Atwood Margaret. *Eating Fire: Selected Poetry 1965-1995*. Little Brown Book Group, 2010.
- Ghose, Zulfikar. *50 Poems*. OUP Pakistan, 2010.
- Okara, Gabriel. *Gabriel Okara: Collected Poems*. University of Nebraska Press, 2016.
- Marquez, Gabriel Garcia. *Collected Stories*. Penguin, 2000.
- Mansfield, Katherine. *The Garden Party and Other Stories*. Penguin, 2007.
- Rhys, Jean. *Wide Sargasso Sea*. Penguin, 2000.
- Achebe, Chinua. *Things Fall Apart*. Penguin, 2001.
- Loomba, Ania. *Colonialism/ Postcolonialism*. Routledge, 2016.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS631	**Psychology - VIII (A)**	**SC**	**1**	**1**	**0**	**2**	**3**

	(Abnormal Psychology - II)						

Course Description:
This course provides an examination of the various psychological disorders as well as theoretical, clinical, perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, diagnosis of some of the major disorders such as Somatoform Disorder, Schizophrenia, Mood Disorders and Personality Disorders.
Pre-requisites: Basic understanding about normal and abnormal behaviour.
Pedagogy: Direct learning, Case Discussion, ICT, Critical analysis.
Course Objectives:

1. To learn about symptoms, causes, types and diagnosis of Bipolar Disorders.
2. To learn about symptoms, causes, types and diagnosis of Somatic symptom Disorders.
3. To learn about symptoms, causes, types and diagnosis of Schizophrenia Spectrum Disorders.
4. To identifynormal and abnormal behaviour.

Course Outcomes:
Upon successful completion of this course, students will be able to:

1. Outline and understand the clinical features, causes, types and causes of Bipolar Disorders.
2. Outline and elaborate the clinical features, causes, types and causes of Somatic symptom Disorders
3. Elaborate and the clinical features, causes, types and causes of Schizophrenia Spectrum Disorders
4. Distinguish the clinical features, causes, types and causes of Bipolar Disorders.

Course Content:

Unit-I: Bipolar Disorders **10 Hours**
Bipolar I Disorder: Current or most recent episode manic, Current or most recent episode hypomanic, Current or most recent episode depressed, current or most recent episode unspecified- Symptoms and causes
Bipolar II Disorder-mild, moderate, severe- Symptoms and causes
Cyclothymic Disorder- Symptoms and causes

Unit-II: Somatic Symptom Disorders **10 Hours**
Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder-symptoms and causes.

Unit-III: Schizophrenia Spectrum Disorder. **10 Hours**
Schizotypal (personality) Disorder, Brief psychotic disorder, Schizophreniform Disoder, Schizophrenia, Schizoaffective Disorder-bipolar type, depressive type, Catatonic Disorder-symptoms and causes.

Unit-IV: Personality Disorders **9 Hours**

Cluster A Personality Disorders: Paranoid Personality Disorder, Schizoid Personality Disorder, and Schizotypal Personality Disorder.

Cluster B Personality Disorders-Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder.

Cluster C Personality disorders-Avoidant Personality Disorder, Dependent Personality Disorder, and Obsessive –Compulsive Personality Disorder. Clinical symptoms and causes.

References:

- Alloy, L.B., Risking, JH., and Manos, M.J. *Abnormal Psychology – Current Perspectives*. 9th Edition. Tata McGraw- Hill Edition.2006.
- American Psychiatric Association. Diagnostic and statistical manual of mental disorders (5th ed., text revision).2013.
- Barlow, D.H. and Durand, M.V. *Abnormal Psychology*. 2nd Edition. Thomson Publication. 2000.
- Carson, R.C., Butcher, J.N and Mineka, S. *Abnormal Psychology*. 13th Edition. Pearson Education.2004.
- Davidson and Neal. *Abnormal Psychology*. Revised 6th Edition, John Wiley Sons World Health Organization. ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.).1996.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS632	**Psychology - VIII (B) (Health Psychology - II)**	**SC**	**1**	**1**	**0**	**2**	**3**

Course Description:

This is an advanced course in Psychology designed to give a broad overview of the field of Health Psychology. Health Psychology is a relatively young, diverse, and multidisciplinary field that examines the mind-body connection and many factors that influence the individual's well-being. In this course, students will explore the impact of stress on our health and difference strategies to cope with stress. It explores the psychological determinants of Life style disorders, psychoneuroimmunology and immunology disorders.

Pre-requisites: Basic understanding of concepts of Health Psychology.

Pedagogy: Direct learning, ICT, Kinesthetic methods, Case studies.

Course Objectives:

1. To learn about causes and consequences of stress.
2. To learn about strategies to cope with various stressors.

3. To understand the psychological contribution in onset, treatment of life style disorders.
4. To understand the psychological correlates of psychoneuroimmunoloigcal and immunology disorders.

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Identify the sources of stress.
2. Outline the skills of coping with stress.
3. Evaluate the role of Psychological factors in the onset, worsening, treatment of various life-style disorders.
4. Simplify the ways in which quality of life and longevity can be enhances among people suffering from various Life-style disorders.

Course Content:

Unit-I: Stress **7 Hours**

a. Stress: Definition, Stressor, Appraisal of Stressors.
b. Origins of the Study of Stress: Fight or Flight, Selye's General Adaptation Syndrome, Tend-and-Befriend, Stress and Illness
c. The Physiology of Stress: Effects of Long-Term Stress, Individual Differences in Stress Reactivity, Physiological Recovery, Allostatic Load.
d. Stressful Events: Dimensions of Stressful Events, Perception of Stress, adaptation to ongoing stress.
e. Studying Stress: Studying Stress in the Laboratory, Inducing Disease, Stressful Life Events, Daily Stress.

Unit-II: Coping Strategies **6 Hours**

Coping with Stress and Resilience: Personality and Coping, Psychosocial Resources, Resilience, Coping styles, Problem-Focused and Emotional-Focused Coping.

Coping Interventions: Mindfulness Meditation and Acceptance/Commitment, Therapy, Expressive Writing, Self-Affirmation, Relaxation Training.

Social Support: What is Social Support, Effects of Social Support on Illness, Bio psychosocial pathways, Moderation of Stress by Social Support, Effective kinds of Support, Enhancing Social Support?

Unit-III: Life-style Disorders **7 Hours**

CHD: Nature of CHD, Stress and CHD, Women and CHD, Personality, Cardiovascular Reactivity, and CHD, Depression and CHD, Other Psychosocial Risk Factors and CHD, Management of Heart Disease.

Hypertension: measurement, causes, treatment, stress and personality, The Hidden disease

Stroke: risk factors, consequences, rehabilitative Interventions.

Type II Diabetes: Health Implications of Diabetes, The Management of Diabetes.

Unit-IV: Psychoneuroimmunology and Immune related disorders. **6 Hours**

Psychoneuroimmunology: the immune system, assessing immune functioning, stress and immune functioning, negative affect and immune functioning, stress, immune functioning and interpersonal relationships, coping and immune functioning, intervention to improve immune functioning.

Cancer: difficulty in studying it, predictors, psychosocial factors and cancer, adjusting to cancer, psychosocial issues and cancer, finding meaning in cancer, interventions, therapies with cancer patients.

Type I Diabetes: Problems of Adolescent Diabetics.

References:

- Jane Ogden. Health Psychology – a text book, 4th edition, Tata McGraw Hill Education Private Limited, New Delhi. 2010.
- Shelley E. Taylor. Health Psychology – 6th Edition, Tata McGraw Hill Education Private Limited, New Delhi.2006.
- Steve R. Baumgardner & Marie K. Crothers. Positive Psychology, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.2009.
- M. Robin Dimatteo & Leslie R. Martin. Health Psychology –, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia. 2002.
- Alan Carr- Positive Psychology, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS633	**Psychology Practical – VIII (A) (Abnormal Psychology - II)**	**SC**	**0**	**0**	**2**	**2**	**4**

Practical Components:

Statistics: Non-parametric tests for significant difference: Mann-Whitney U test and Wilcoxon signed rank test.

- Beck's Depression Inventory.
- Beck's Anxiety Inventory
- General Health Questionnaire.
- 16 Personality factors.
- Multiphasic Personality Questionnaire.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AAS634	**Psychology Practical – VIII**	**SC**	**0**	**0**	**2**	**2**	**4**

	(B) (Health Psychology - II)						

Practical Components:

- Assessment of Stress
- Suicide Risk Assessment
- Pain Assessment
- Cope Inventory
- Life Satisfaction Questionnaire

CAREER DEVELOPMENT AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self-motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all

aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of Journalism, Political Science & Economics is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and March forward to make better career. The School of Applied sciences also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. Special training is also arranged for those interested in entrepreneurial venture. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has also signed MOU’s with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students’ exchange programs for higher learning and for conducting certification programs.