

10 YEARS
OF UNIVERSITY
RECOGNITION
20 YEARS OF
ACADEMIC
EXCELLENCE



REVA
UNIVERSITY

Bengaluru, India

**(School of Arts, Humanities
and Social Sciences)**

BA PEJ

HANDBOOK

2020-23

Rukmini Knowledge Park
Kattigenahalli, Yelahanka, Bengaluru – 560064

www.reva.edu.in

+91-9021190211

+91-08-46966966

Contents

| Sl. No. | Particulars | Page No. |
|---------|---|----------|
| 1 | Message from the Honorable Chancellor | 3 |
| 2 | Message from the Vice Chancellor | 4-5 |
| 3 | Message from the Director | 6 |
| 4 | Rukmini Educational Charitable Trust | 7 |
| 5 | About REVA University; Vision, Mission & Objectives | 8-11 |
| 6 | School of Arts, Humanities and Social Sciences <ul style="list-style-type: none"> - Vision - Mission - Advisory Board | 12-17 |
| 7 | Academic Regulations | 18-36 |
| 8 | BA – Political Science, Economics, Journalism Programme Programme Overview Programme Educational Objectives Programme Outcomes Programme Specific Outcomes Typical Curriculum Map Mapping of Course Outcomes with Programme Outcomes Mapping Programme Outcomes with Programme Educational Objectives | 37-39 |
| 8 | BA – Political Science, Economics, Journalism Programme <ul style="list-style-type: none"> ➤ Scheme of Instructions ➤ Detailed Syllabus <ul style="list-style-type: none"> - Course Overview - Course Objective - Course Outcomes - Course Contents (Unit - 1, 2, 3, 4) - Skill development activity, if any - Textbooks - Reference books | 40-132 |
| 9 | Career Development and Placement | 133-134 |

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.

The curriculum caters to and has relevance to Local, Regional, National, and Global developmental needs.

Maximum number of courses are integrated with cross-cutting issues with relevant to professional ethics, gender, human values, Environment & Sustainability.

With Best Wishes,

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

RUKMINI EDUCATIONAL CHARITABLE TRUST

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

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

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

REVA UNIVERSITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

The School of Arts, Humanities and Social Sciences, established in the year 2014, is one of the most sought-after Schools for Humanities programmes. At present the School offers three under-graduate programmes - B.A. in Journalism, English and Psychology; B.A. in Political Science, Economics and Journalism 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, Hindi and Kannada.

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

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

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

media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on.

M.Sc. Psychology (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market.

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

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

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

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

VISION

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

MISSION

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, Journalism and Psychology through student-centric learning, interdisciplinary approach and innovative pedagogies;
- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;
- To establish collaborations, promote industry-university partnership, encourage entrepreneurship, and involve in community development services;
- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and
- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.

ADVISORY BOARD

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

2. Prof. Elizabeth Birmingham
Dean, Faculty of Social Sciences and Humanities
Lakehead University, Canada

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

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

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

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

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

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

9. Dr. Hitesh D. Ravia
Professor & Head
Department of English
The Maharaj Sayajirao University of Baroda
Vadodara, Gujarat

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

Board of Studies Members

| Sl. No. | Name, Designation & Affiliation | Status | Address of Correspondence |
|---------|---|--------------------------|--|
| 1 | Dr. Payel Dutta Chowdhury Director | Chair Person | School of Arts, Humanities and Social Sciences, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 2 | Dr. Sapna Assoc.Professor | Member | Dr. Sapna, Assoc.Professor, DOS in Journalism & Communication, University of Mysore, Karnataka |
| 3 | Dr. Nandini Lakshmikantha Assoc.Professor | Member | Manipal University, Manipal, Karnataka |
| 4 | Mr. Ravindra Sathwick, Line Producer | Invited Member | Star Sports, Bangalore, Karnataka |
| 5 | Ms. Nidhi Krishnan Independent Market Research Consultant & Former Associate Director | Invited Member | Bangalore, Karnataka |
| 6 | Dr G VenkateshKumar, Professor | Member | DOS in Psychology, University of Mysore, Karnataka |
| 7 | Dr Ashok H S, Retired Professor, | Member | Bangalore University, Bangalore, Karnataka |
| 8 | Dr Triveni, Professor | Invited Member | Dept. of Psychology, Karnataka University, Dharwad, Karnataka |
| 10 | Dr HemanthaKumara V, Asst. Professor (Psychology) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 11 | Dr. Prathibha MV, Asst. Professor (Psychology) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 12 | Mr. Manjunatha M, Asst. Professor (Media) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 13 | Ms. Sudeshna Das Asst. Professor (Media) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 14 | Mr. Manoj B A Asst. Professor(Media) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 15 | Dr. Abhisarika Asst. Professor (English) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 16 | Dr Sreenivas Murthy K Assoc.Professor (Hindi) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 17 | Mr. Puneeth Kumar L Asst. Professor (Kannada) | Member (Internal) | School of Arts and Humanities, Rukmini Knowledge Park, Yelahanka, Bangalore-560 064 |
| 18 | Ms. Lavanya S | Current Student | 5th Sem, B.A JEP, School of Arts and Humanities |



REVA
UNIVERSITY

Bengaluru, India

REVA University Academic Regulations

Bachelor Degree (3 years) Programs

(Applicable for the programs offered from 2020-21 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 2020-21 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 2020-21:

B Com (Industry Integrated)

B Com (Honors)

BBA (Industry Integrated)

BBA (Honors)

BBA (Entrepreneurship)

BA - Journalism, English, Psychology

BA - Tourism, History & Journalism

BA - Political Science, Economics & Journalism

BA - Performing Arts, English Psychology

BCA

BSc (Honours) Cloud Computing & Big Data

BSc in Physics, Chemistry, Maths

BSc in Maths, Statistics, Comp Sci.

BSc in Bioinformatics Biology, Maths, Computer Science

BSc in Biotechnology, Biochemistry, Genetics

BSc in Medical Lab Technology

BSc in Physics, Maths, Computer Science

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 mandatory 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 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**

4.2.6 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.

4.2.7 “**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, Journalism & History (TJH) | 6 Semesters (3 years) | Pass in PUC /10+2 of any recognized Board / Council or any other qualification recognized as equivalent there to. |
| 7 | Bachelor of Arts in Performing Arts, English & Psychology | 6 Semesters (3 years) | |
| 8 | Bachelor of Computer Applications | 6 Semesters (3 years) | Pass in PUC/10+2 with at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council of any other qualification recognized as equivalent there to. |
| 9 | Bachelor of Science (Hons.) in Computer Science (with specialization in Cloud Computing & Big Data) | 6 Semesters (3 years) | Pass in PUC/10+2 examination with Mathematics / Computer Science / Statistics as compulsory subject along with other subjects and obtained minimum 45% marks (40% in case of candidates belonging to SC/ST category) in the above subjects taken together from any Board recognized by the respective State Government /Central Government/Union Territories or any other qualification recognized as equivalent thereto. |
| 10 | B Sc in a) Physics, Chemistry and Mathematics (PCM) b) Mathematics, Statistics and Computer Science (MStCs) c) Physics, Mathematics and Computer Science (PMCs) | 6 Semesters (3 years) | Pass in PUC/10+2 with Mathematics as compulsory subjects and at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council or any other qualification recognized as equivalent there to. |
| 11 | B Sc in a) Bioinformatics – Biology, Computer Science & Mathematics (BCsM) 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

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

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

7. Different Courses of Study:

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

- Foundation Course (FC)
- Core Course (CC)
- Hard Core Course (HC)
- Soft Core Course (SC)
- Open Elective Course (OE)
- 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 below table for the award of degree in the respective program:

| Credits | Programs |
|---------|--|
| 120 | B.Com (Industry Integrated) degree, BBA (Industry Integrated) degree, and BCA |
| 140 | B.Com (Honors), BBA (Honors), BBA (Entrepreneurship) and B Sc (Honors) |
| 144 | BA - Journalism, English, Psychology, BA - Tourism, History & Journalism, BA - Political Science, Economics & Journalism, BA - Performing Arts, English Psychology, BSc in Physics, Chemistry, Maths, BSc in Maths, Statistics, Comp Sci., BSc in Bioinformatics Biology, Maths, Computer Science, BSc in Biotechnology, Biochemistry, Genetics, BSc in Medical Lab Technology, and BSc in Physics, Maths, Computer Science |

The following courses are foundation courses and they 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. Communicative English
 2. Languages K / H / Additional English
 3. Indian Constitution
 4. Human Rights
- 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) 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 shall comprise:

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

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

- 1st test is conducted for 15 marks during **8th week** of the Semester;
- 2nd test is conducted for 15 marks during **16th week** of the of the Semester;

- Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester

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

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

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

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

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

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

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

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

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

- 9.13 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Each main question be set for a maximum of 25 marks, main questions can have 3-4 sub questions. A total of 8 questions are set so that students will have a choice. Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)
- 9.14 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.
- 9.15 There shall be single evaluation by the internal teachers who have taught the subject. However, there shall be moderation by the external examiner. In such cases where sufficient number of external examiners are not available to serve as moderators internal senior faculty member shall be appointed as moderators.
- 9.16 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers.
- 9.17 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well Semester End Examinations and submit reports to the Director of the respective School about the scope of the curriculum covered and quality of the questions.
- 9.18 The report provided by the **Program Assessment Committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program
- 9.19 During unforeseen situation like the Covid-19, the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC
- 9.20 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper
- 9.21 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor
- 9.22 Online courses may be offered as per BACHELOR norms.
For online course assessment guidelines would be as follows:
1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.

2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply
3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits

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

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

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

4 week online course – 1 credit – 15 hours

8 week online course / MOOC – 2 credits – 30 hours

12 week online course / MOOC – 3 credits – 45 hours

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

Summary of Internal Assessment and Evaluation Schedule

| S. No | Type of Assessment | when | Syllabus Covered | Max Marks | Reduced to | Date by which the process must be completed |
|--------------|---|---|-------------------------|------------------|-------------------|--|
| 1 | Test-1 | During 8 th week | First 50% | 30 | 15 | 8 th week |
| 2 | Assignment / quiz / presentation / any other assessment method as decided by the School | On or before 8 th week (10 marks) | | | | |
| 3 | Test -2 | During 16 th Week | Second 50% | 30 | 15 | 16 th Week |
| 4 | Assignment / quiz / presentation / any other assessment method as decided by the School | On or before 16 th Week (10 marks) | | | | |
| 5 | SEE | 19/20 th Week | 100% | 100 | 50 | 20 th Week |

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

10 Assessment of Students Performance in Practical Courses

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

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

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

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

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

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

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

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

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

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

| | |
|---------------|--|
| Component – I | Periodic Progress and Progress Reports (25%) |
|---------------|--|

| | |
|-----------------|--|
| Component – II | Demonstration and Presentation of work (25%) |
| Component – III | Evaluation of Report (50%) |

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

12. Requirements to Pass a Course:

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

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

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

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

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

a. Computation of SGPA and CGPA

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

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the

courses undergone by a student in a given semester, i.e : $SGPA (S_i) = \sum(C_i \times G_i) / \sum C_i$ where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Examples on how SGPA and CGPA are computed

Example No. 1

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

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

Example No. 2

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

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

b. Cumulative Grade Point Average (CGPA):

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

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Example:

CGPA after Final Semester

| Semester (ith) | No. of Credits (Ci) | SGPA (Si) | Credits x SGPA (Ci X Si) |
|----------------|---------------------|-----------|--------------------------|
| 1 | 20 | 6.83 | 20 x 6.83 = 136.6 |
| 2 | 19 | 7.29 | 19 x 7.29 = 138.51 |
| 3 | 21 | 8.11 | 21 x 8.11 = 170.31 |
| 4 | 20 | 7.40 | 20 x 7.40 = 148.00 |
| 5 | 22 | 8.29 | 22 x 8.29 = 182.38 |

| | | | |
|-------------------|------------|------|--------------------|
| 6 | 18 | 8.58 | 18 x 8.58 = 154.44 |
| Cumulative | 120 | | 930.24 |

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

c. Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Example: CGPA Earned 7.75 x 10=77.5

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

13. Classification of Results

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

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

Overall percentage=10*CGPA

- a. **Provisional Grade Card:** The tentative / provisional grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The provisional grade card provides **Semester Grade Point Average (SGPA)**.
- b. **Final Grade Card:** Upon successful completion of three year Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate 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. Challenge Valuation:

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

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

BA (Political Science, Economics, Journalism –PEJ) Program Programme Overview

Humanities deals 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, Political Science and Economics offered by School of Arts and Humanities at REVA UNIVERSITY intends to develop critical thinking on Political science, Economics and Journalism. Also, it aims to develop skills like English language speaking and writing, news writing skills, technical skills required for electronic media programme production, analytical skills in terms of politics and economy and help in nurturing them as professionals.

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, news reader, news presenter, news analyst, news editor, editor and many such. The language skills and understanding the political science and economics of the country/society helps a Journalist to gain expertise in his/her profession.

Political Science enhances the knowledge of the students and helps them in comparing and contrasting the Constitutions, types of governments, Administration, bureaucracy, political thoughts etc. The subject specific skills helps the students to find a career in NGOs, Consultancies, Media and so on.

Economics helps the students to understand the various economic concepts, methodologies and subjects. The students will be able to prepare and analyse the budgets of different types of companies, corporates and annual government budgets. They can find a career in NGOs, Corporates and get into Government jobs through competitive exams.

In this context, an undergraduate University Programme offered by **REVA UNIVERSITY** in Journalism, Political Science and Economics is relevant to meet the future human resources requirement of various media, NGO and government enterprises.

The programme focusses on Journalism, media studies, Political Science, Economics, English language and , in addition to various transferable skills particularly writing skills that are required for successful career development in Journalism.

Programme Educational Objectives

After few years of graduation, the graduates of B.A. (Political Science, Economics, Journalism) will be able to:

PEO-1: Pursue Higher Education and carry out research in Universities at national and international level.

PEO-2: Occupy a position and work as a team member in Public, Private, Corporate and Government Sector as techno managers, academicians, administrators or entrepreneurs, investigative agencies with effective Communication and moral principles.

PEO-3: Start own enterprise and communicate with customers effectively and adopt lifelong learning Skills for magnifying Business.

Program Specific Outcomes

On successful completion of the program, the graduates of B.A. (Political Science, Economics, Journalism) will be able to:

PSO 1: Demonstrate the Knowledge in Political Science, Economics and Journalism.

PSO 2: Analyze and report the problems in political science by understanding the economical situation of the country.

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

Program Outcomes

On successful completion of the program, the graduates of B.A. (Political Science, Economics, Journalism) will be able to:

PO 1: Disciplinary knowledge: Demonstrating comprehensive knowledge and in understanding Political, Journalism and Economics 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: 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 (Political Science, Economics and Journalism – PEJ)
Scheme of Instruction
(Effective from 2020-2023)

| Sl. No | Course Code | Title of the Course | HC/ SC/ CC/FC/ | Credit Pattern | | | | Contact Hrs |
|------------------------|--------------|--|----------------|-------------------|----------|----------|-----------|-------------|
| | | | | L | T | P | Credits | |
| FIRST SEMESTER | | | | | | | | |
| 1 | B20JP1010 | Environmental Science | FC | Non-Credit Course | | | | 2 |
| 2 | B20JP1020 | Communicative English – I | CC | 2 | 1 | - | 3 | 4 |
| 3 | B20JP1031 | Language – I: Kannada | CC | 2 | 1 | - | 3 | 4 |
| | B20JP1032 | Language – I: Hindi | CC | 2 | 1 | - | 3 | 4 |
| | B20JP1033 | Language – I: Additional English | CC | 2 | 1 | - | 3 | 4 |
| 4 | B20JP1040 | Political Science - I (Core Concepts of Political Science) | HC | 4 | 0 | 0 | 4 | 4 |
| 5 | B20JP1050 | Journalism - I (Introduction to Media & Communication) | HC | 2 | 1 | 0 | 3 | 4 |
| 6 | B20JP1050(P) | Journalism - I (Introduction to Media & Communication) (Practical) | HC | 0 | 0 | 2 | 2 | 4 |
| 7 | B20JP1060 | Economics - I (Principles of Micro Economics) | HC | 4 | 0 | 0 | 4 | 4 |
| 8 | B20JP1070(P) | MOOC/SWAYAM | RULO | 0 | 0 | 2 | 2 | 0 |
| | | Total Credits | | 14 | 3 | 4 | 21 | 26 |
| SECOND SEMESTER | | | | | | | | |
| 1 | B20JP2010 | Indian Constitution and Human Rights | FC | Non-credit Course | | | | 2 |
| 2 | B20JP2020 | Communicative English – II | CC | 2 | 1 | 0 | 3 | 4 |
| 3 | B20JP2031 | Language – II: Kannada | CC | 2 | 1 | 0 | 3 | 4 |
| | B20JP2032 | Language – II: Hindi | CC | 2 | 1 | 0 | 3 | 4 |
| | B20JP2033 | Language – II: Additional English | CC | 2 | 1 | 0 | 3 | 4 |

| | | | | | | | | |
|----|--------------|---|------|-----------|----------|----------|-----------|-----------|
| 4 | B20JP2040 | Political Science- II (Understanding Political Theory) | HC | 4 | 0 | 0 | 4 | 4 |
| 5 | B20JP2050 | Journalism - II (Reporting & Editing) | HC | 2 | 1 | 0 | 3 | 4 |
| 6 | B20JP2050(P) | Journalism – II (Reporting & Editing) Practical | HC | 0 | 0 | 2 | 2 | 4 |
| 7 | B20JP2060 | Economics – II (Principles of Macro Economics) | HC | 4 | 0 | 0 | 4 | 4 |
| 8. | B20JP2080 | MOOC / SWAYAM | RULO | 2 | 0 | 0 | 2 | 0 |
| | | Total Credits | | 16 | 3 | 2 | 21 | 26 |

Note: *Students have to undergo internship of 4 weeks duration after the Second Semester examination; the marks of internship are calculated in the Third Semester.

| THIRD SEMESTER | | | | | | | | |
|-----------------------|--------------|--|----|-----------|----------|----------|-----------|-----------|
| 1 | B20JP3010 | Rhetoric of Language - I | HC | 2 | 1 | 0 | 3 | 4 |
| 2 | B20JP3021 | Language – III: Kannada | CC | 1 | 1 | 0 | 2 | 3 |
| | B20JP3022 | Language – III: Hindi | CC | 1 | 1 | 0 | 2 | 3 |
| | B20JP3023 | Language – III: Additional English | CC | 1 | 1 | 0 | 2 | 3 |
| 3 | B20JP3040 | Political Science - III (Indian Constitution and Institutional framework) | HC | 4 | 0 | 0 | 4 | 4 |
| 4 | B20JP3050 | Journalism - III (Audio-Visual Production) | HC | 2 | 1 | 0 | 3 | 4 |
| 5 | B20JP3050(P) | Journalism - III (Audio-Visual Production) Practical | HC | 0 | 0 | 2 | 2 | 4 |
| 6 | B20JP3060 | Economics - III (Economic Growth and Development) | HC | 4 | 0 | 0 | 4 | 4 |
| 7 | B20BJ3070 | Media Studies** | OE | 4 | 0 | 0 | 4 | 4 |
| 8 | B20JP3090 | Internship/ Certificate Course | HC | 0 | 0 | 4 | 4 | 4 |
| | | Total Credits | | 17 | 3 | 6 | 26 | 31 |

Note: ** An Open Elective, namely Media Studies is offered for students other than BA-PEJ; the students of BA-PEJ will have to choose one of the Open Elective offered by other Schools.

| FOURTH SEMESTER | | | | | | | | |
|------------------------|--------------|---|------|-----------|----------|-----------|-----------|-----------|
| 1 | B20JP4010 | Rhetoric of Language - II | HC | 2 | 1 | 0 | 3 | 4 |
| 2 | B20JP4021 | Language IV: Kannada | CC | 1 | 1 | 0 | 2 | 3 |
| | B20BJ4022 | Language IV: Hindi | CC | 1 | 1 | 0 | 2 | 3 |
| | B20BJ4023 | Language IV: Additional English | CC | 1 | 1 | 0 | 2 | 3 |
| 3 | B20JP4040 | Political Science – IV (Western and Eastern Political Thought) | HC | 4 | 0 | 0 | 4 | 4 |
| 4 | B20JP4050 | Journalism – IV (Fundamentals of Media Research) | HC | 2 | 1 | 0 | 3 | 4 |
| 5 | B20JP4050(P) | Journalism – IV (Fundamentals of Media Research) Practical | HC | 0 | 0 | 2 | 2 | 4 |
| 6 | B20JP4060 | Economics - IV (International Economics) | HC | 4 | 0 | 0 | 4 | 4 |
| 7 | B20JP4070 | Minor Research Project | HC | 0 | 0 | 6 | 6 | 6 |
| 8 | B20JP4080 | Employability Skills – I (Placement) | RULO | 0 | 0 | 0 | 0 | 2 |
| 9 | B20JP4090(P) | Skill Development Certificate | HC | 0 | 0 | 2 | 2 | 2 |
| | | Total Credits | | 13 | 3 | 10 | 26 | 33 |
| FIFTH SEMESTER | | | | | | | | |
| 1 | B20JP5010 | Political Science –V (Public Administration and Core Concepts) | HC | 4 | 0 | 0 | 4 | 4 |
| 2 | B20JP5021 | Political Science –VI (A) (International Relations) | SC | 4 | 0 | 0 | 4 | 4 |
| | B20JP5022 | Political Science –VI (B) (Comparative Government and Politics) | | | | | | |
| 3 | B20JP5030 | Journalism-V (Media Laws & Ethics) | HC | 3 | 1 | 0 | 4 | 4 |
| 4 | B20JP5041 | Journalism VI (A) (Brand Ecology) | SC | 2 | 1 | 0 | 3 | 4 |
| | B20JP5042 | Journalism –VI (B) (Fundamentals of Photography) | | | | | | |
| 5 | B20JP5041(P) | Journalism Practical-VI(A) | SC | 0 | 0 | 2 | 2 | 4 |
| | B20JP5042(P) | Journalism Practical-VI(B) | SC | | | | | |

| | | | | | | | | |
|-----------------------|--------------|---|------|-------------------|-----------|-----------|------------|------------|
| 6 | B20JP5050 | Economics – V (Indian Economy -I) | HC | 4 | 0 | 0 | 4 | 4 |
| 7 | B20JP5061 | Economics – VI (A) (Mathematical Method for Economics) | SC | 4 | 0 | 0 | 4 | 4 |
| | B20JP5062 | Economics –VI (B) (Entrepreneurial Development- I) | | | | | | |
| 8 | B20JP5070 | Employability Skills – II (Placement) | RULO | Non-credit Course | | | | 2 |
| | | Total Credits | | 21 | 2 | 2 | 25 | 30 |
| SIXTH SEMESTER | | | | | | | | |
| 1 | B20JP6010 | Political Science –VII (Major Constitutional Systems) | HC | 4 | 0 | 0 | 4 | 4 |
| 2 | B20JP6021 | Political Science -VIII (A) (International Institution and Foreign Policies) | SC | 4 | 0 | 0 | 4 | 4 |
| | B20JP6022 | Political Science -VIII(B) (Personnel and Public Administration) | | | | | | |
| 3 | B20JP6030 | Journalism -VII (Advertising and Public Relations) | HC | 3 | 1 | 0 | 4 | 4 |
| 4 | B20JP6041 | Journalism -VIII (A) (Political Communication) | SC | 2 | 1 | 0 | 3 | 4 |
| | B20JP6042 | Journalism - VIII (B) (Business Journalism) | | | | | | |
| 5 | B20JP6041(P) | Journalism Practical-VIII(A) | SC | 0 | 0 | 2 | 2 | 4 |
| | B20JP6042(P) | Journalism Practical-VIII(B) | | | | | | |
| 6 | B20JP6050 | Economics – VII (Indian Economy -II) | HC | 4 | 0 | 0 | 4 | 4 |
| 7 | B20JP6061 | Economics VIII (A) (Financial Economics) | SC | 4 | 0 | 0 | 4 | 4 |
| | B20JP6062 | Economics-VIII (B) (Managerial Economics) | | | | | | |
| | | Total Credits | | 21 | 2 | 2 | 25 | 28 |
| | | Total Credits of All Semesters | | 100 | 16 | 28 | 144 | 174 |

Semester-wise Summary of Credit Distribution

| Semesters | No. of Credits |
|----------------------|----------------|
| First Semester | 21 |
| Second Semester | 21 |
| Third Semester | 26 |
| Fourth Semester | 26 |
| Fifth Semester | 25 |
| Sixth Semester | 25 |
| Total Credits | 144 |

Distribution of Credits Based on Type of Courses

| Semester | HC | SC | OE | RULO | FC | CC | CREDITS |
|--------------|-----------|-----------|----------|----------|----------|-----------|------------|
| I | 13 | 0 | 0 | 2 | 0 | 6 | 21 |
| II | 13 | 0 | 0 | 2 | 0 | 6 | 21 |
| III | 20 | 0 | 4 | 0 | 0 | 2 | 26 |
| IV | 24 | 0 | 0 | 0 | 0 | 2 | 26 |
| V | 12 | 13 | 0 | 0 | 0 | 0 | 25 |
| VI | 12 | 13 | 0 | 0 | 0 | 0 | 25 |
| Total | 94 | 26 | 4 | 4 | 0 | 16 | 144 |

Distribution of Credits Based on L:T:P

| Semester | L | T | P | Credits |
|--------------|------------|-----------|-----------|------------|
| I | 14 | 3 | 4 | 21 |
| II | 16 | 3 | 2 | 21 |
| III | 17 | 3 | 6 | 21 |
| IV | 13 | 3 | 10 | 26 |
| V | 21 | 2 | 2 | 25 |
| VI | 21 | 2 | 2 | 25 |
| Total | 102 | 16 | 26 | 144 |

TYPICAL CURRICULUM MAP

| SL.NO. | Course | Effective Communication | Ethical Values and Social Responsibility | 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 – I Kannada | √ | | | | | | | |
| 4 | Language – I: Hindi | √ | | | | | | | |
| 5 | Language – I: Additional English | √ | | | √ | | | | |
| 6 | Political Science - I -Core Concepts of Political science | | | | √ | √ | √ | | |
| 7 | Journalism - I (Introduction to Media & Communication) | √ | √ | | √ | √ | | | |
| 8 | Journalism - I (Introduction to Media & Communication) Practicals | √ | | | | | | √ | |
| 9 | Economics - I (Principles of Micro Economics) | | | | √ | √ | | | |
| 10 | Indian Constitution and Human Rights | | √ | | | | √ | | |
| 11 | Communicative English – II | √ | | | | | √ | | |
| 12 | Language – II: Kannada | √ | | | | | | | |

| | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|--|
| 13 | Language – II: Hindi | √ | | | | | | | |
| 14 | Language – II: Additional English | √ | | | √ | | | | |
| 15 | Political Science- II (Understanding Political Theory) | | √ | √ | √ | √ | | | |
| 16 | Journalism - II (Reporting & Editing) | √ | √ | √ | | √ | √ | | |
| 17 | Journalism - II (Reporting & Editing) practicals | √ | √ | √ | | √ | √ | | |
| 18 | Economics – II (Principles of Macro Economics) | | | | √ | √ | √ | | |
| 19 | Music/ Dance/ Yoga/ Sports/ Theatre | | | | | | | | |
| 20 | Rhetorics of Language- I | √ | | | | | √ | | |
| 21 | Language – III: Kannada | √ | | | | | | | |
| 22 | Language – III: Hindi | √ | | | | | | | |
| 23 | Language – III: Additional English | √ | | | √ | | | | |
| 24 | Political Science - III (Indian Constitutions and Institutional framework) | | √ | √ | | √ | | | |
| 25 | Journalism - III (Audio-Visual | √ | | | | √ | √ | √ | |

| | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|
| | Production) | | | | | | | | |
| 26 | Journalism - III (Audio-Visual Production) Practicals | √ | | | | √ | √ | √ | |
| 27 | Economics - III (Economic Growth and Development) | | | √ | √ | √ | √ | | |
| 28 | Media Studies** | √ | √ | √ | | | | | |
| 29 | Rhetorics of Language- II | √ | | | | | √ | | |
| 30 | Language IV: Kannada | √ | | | | | | | |
| 31 | Language IV: Hindi | √ | | | | | | | |
| 32 | Language IV: Additional English | √ | | | √ | | | | |
| 33 | Political Science – IV (Western and Eastern Political Thought) | | | √ | √ | √ | | | |
| 34 | Journalism – IV (Fundamentals of Media Research) | | √ | √ | | √ | | | √ |
| 35 | Journalism – IV (Fundamentals of Media Research) Practical | | √ | √ | | | | | √ |
| 36 | Economics - IV (International Economics) | | | √ | √ | √ | | | |

| | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|--|
| 37 | Minor Research Project | | | √ | √ | √ | | | |
| 38 | Political science – V- (Public Administration and Core concepts) | | √ | √ | √ | √ | | | |
| 39 | Political Science – VI (A) (International Relations) | | √ | √ | √ | √ | | | |
| 40 | Political Science – VI (B) (Comparative government and Politics) | | √ | √ | √ | √ | | | |
| 41 | Journalism-V (Media Laws & Ethics) | | √ | √ | | √ | | | |
| 42 | Journalism VI (A) (Branding Ecology) | √ | √ | | | √ | √ | | |
| 43 | Journalism –VI (B)(Fundamentals of Photography) | √ | √ | | | √ | | √ | |
| 44 | Journalism VI (A) (Branding Ecology) Practicals | √ | | √ | | √ | √ | | |
| 45 | Journalism –VI (B) (Fundamentals of Photography) practicals | √ | √ | | | √ | | √ | |
| 46 | Economics – V (Indian Economy - I) | | √ | √ | | √ | | | |
| 47 | Economics – VI (A) (Mathematical Method for Economics) | | | √ | √ | √ | √ | | |

| | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|
| | - | | | | | | | | |
| 48 | Economics –VI (B) (Entrepreneurial Development- I) | | | | √ | √ | √ | √ | |
| 49 | Political science - VII(Major Constitutional Systems) | | √ | √ | √ | | | | √ |
| 50 | Political Science - VIII (A) (International Institution and Foreign Policies) | | √ | √ | √ | √ | | | |
| 51 | Political Science - VIII(B) (Personnel and Financial Administration) | | √ | √ | √ | | | | √ |
| 52 | Journalism -VII (Advertising & Corporate Communication) | √ | √ | √ | | √ | | | |
| 53 | Journalism -VIII (A) (Political Communication) | √ | √ | √ | √ | | | | √ |
| 54 | Journalism - VIII (B) (Business Journalism) | √ | | | √ | √ | √ | √ | |
| 55 | Economics – VII(Indian Economy -II) | | | √ | √ | √ | √ | | |
| 56 | Economics VIII (A) Financial Economics | | | √ | √ | √ | √ | | |
| 57 | Economics- VIII(B)Managerial Economics | | | √ | √ | √ | √ | | |

BA – Political Science, Economics, Journalism Programme
DETAILED SYLLABUS
 (Effective from 2020-2023)

FIRST SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|------------------------------|-------------|-------------------|---|---|---|----------|
| B20JP1010 | Environmental Science | FC | Non-Credit 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.

Prerequisites: 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

8 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

6 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, 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.

Reference Books:

1. Daniels, R.J. Ranjit; Krishnaswamy, Jagadish. *Environmental Studies*. Wiley India Private Ltd., 2009.
2. Benny Joseph. *Environmental Science and Engineering*. Tata McGraw-Hill, 2006.
3. Dr. Prakash, S.M. *Environmental Studies*. Elite Publishers, 2007.
4. Rajagopalan R. *Environmental Studies – from Crisis to cure*. Oxford University Press, 2005.

5. Walia, Arvind. *Environmental Science*. Kalyani Publications, 2009.
6. Dey, Anilkumar and Dey, Arnab Kumar. *Environmental Studies*. New Age International, 2007.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|---------------------------|-------------|---|---|---|---|----------|
| B20JP1020 | Communicative English – I | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This 3-credit 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.

Prerequisites: 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

9 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

10 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

10 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

10 Hours

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

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|-----------------------------|-------------|----------|----------|----------|----------|-----------|
| B20JP1031 | LANGUAGE- I: KANNADA | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

ಇವು ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ಅಭ್ಯಾಸ ಮಾಡುವಂತಹ ಮತ್ತು ಉಪಯುಕ್ತವಾದ ಕೌಶಲ್ಯಗಳನ್ನು ಹಾಗೂ ವಿವಿಧ ಸಂದರ್ಭಗಳಲ್ಲಿ ಅವುಗಳನ್ನು ಬಳಸುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ.

Pre-requisites:

- ಪಾಠ್ಯಕ್ರಮದ ಮೊದಲ ಭಾಗದ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಅಭ್ಯಾಸಿಸುವುದು.
- ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ.
- ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿವಿಧ ವಿಧಗಳಲ್ಲಿ ಬರವಣಿಗೆಯನ್ನು ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ ಪ್ರತಿಬಂಧಗಳನ್ನು ದೂರಗೊಳಿಸುವುದರ ಬಗ್ಗೆಯೂ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತದೆ.

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

Course Objectives:

References:

- vÄÄUÄV½ gÄÄ. ²¸., PÄÉÄqÄ uÄ»v¸ ZÄjvÉ, ¥ÄePÄ±ÄPÄgÄÄ VÄvÁ §ÄPi °Éuï, véÉUÄSgÄÄ. 2014
- uÄAUÄe°Ä. ÉÄUÉÄUËqÄ JZi.Jei., ZÄjwPÄ dÉÄYÄzÄ PÄxÄÉÄ PÄvÄUÄÄÄ, ¥ÄePÄ±ÄPÄgÄÄ PÄÉÄÄI PÄ eÄÉÄYÄzÄ ¥ÄjuÄvÄÄU, °ÉÄUÄÄSgÄÄ. 2008
- ¹ÄvÄiÄwÄvÄ PÄÉÄqÄ uÄ»v¸ ZÄjvÉ uÄAYÄÄI 1,2,3,4,5 vÄÄvÄU 6, PÄÄvÉAYÄÄ PÄÉÄqÄ CzÄÄiÄÄÄ uÄAUÉU, véÉUÄSgÄÄ «±Äé«zÄâ±ÄÄÄ, véÉUÄSgÄÄ. 2014
- uÄAUÄe°Ä. ÉÄUÉÄUËqÄ JZi.Jei., PÄÉÄqÄ dÉÄYÄzÄ PÄxÄÉÄ PÄvÄUÄÄÄ, ¥ÄePÄ±ÄPÄgÄÄ PÄÉÄÄI PÄ eÄÉÄYÄzÄ ¥ÄjuÄvÄÄU, °ÉÄUÄÄSgÄÄ. 2007
- ÉÄgÄÄÄÄÄ : .«, ZÄAYÄs PÄ«UÄÄÄ, ¥ÄePÄ±ÄPÄgÄÄ uÄÉÄÄ §ÄPi °Éuï, °ÉÄUÄÄSgÄÄ. 2010
- PÄvÉÄUËqÄ ÉÄUÄvÄgÄ, wÄÄç, gÄUÄÉ vÄÄvÄU eÄÉÄYÄzÄ uÄ»v¸, ¥ÄePÄ±ÄPÄgÄÄ uÄÉÄÄ §ÄPi °Éuï, °ÉÄUÄÄSgÄÄ. 2010
- uÄÄ. °ÉÄUÄeï gÄvÄÄ gÄvï vÄÄvÄU ¥ÄÉÄÄ uÄÄZgÄ ±Ä¹ÜçÄ, ¥ÄgÄÄÄt ÉÄvÄÄ ZÄsqÄvÄÄtÄ, ¥ÄePÄ±ÄPÄgÄÄ ¥ÄÄgÄÄUÄ, véÉUÄSgÄÄ «±Äé«zÄâ±ÄÄÄ. 2010
- qÄ. azÄÉÄAzÄ vÄÄswÐ, vÄZÄÉÄ uÄ»v¸, ¥ÄePÄ±ÄPÄgÄÄ uÄÉÄÄ §ÄPi °Éuï, °ÉÄUÄÄSgÄÄ. 2013
- uÄÄ vÄÄgÄÄÄ¹ZÄi¥ÄÄ PÉ, ÉÄUÄgÄd Q.gÄÄ. vÄZÄÉÄ PÄvÄÄÄI, ¥ÄePÄ±ÄPÄgÄÄ uÄÉÄÄ §ÄPi °Éuï, °ÉÄUÄÄSgÄÄ. 2016
- vÄÄgÄÄÄ¹ZÄi¥ÄÄ PÉ, µÄläç uÄ»v¸, ¥ÄePÄ±ÄPÄgÄÄ uÄÉÄÄ §ÄPi °Éuï, °ÉÄUÄÄSgÄÄ. 2010
- uÄÄ. uÉÄvÄÄgÄvÄÄ gÄvï C.gÄ., ²¸. @Që iÄ±ÄÄ eÉÉ«Ä ¸ÄgÄvÄ(vÄÄsÄ-vÄvÄÄÄÄÄÄ-uÄÄvÄÄ), ¥ÄePÄ±ÄPÄgÄÄ PÄvÄÄÄÄÄÄÄ ¥ÄÄUÄPÄ °ÄvÄÄÄ, °ÉÄUÄÄSgÄÄ. 2010
- uÄÄ. uÉÄvÄÄgÄvÄÄ gÄvï C.gÄ., ²±ÄÄÉÄÄÄ ±ÄjÄYÄgÄ ÉÄSgÄÄ vÄÄÄÄÄÄÄÄÄ, ¥ÄePÄ±ÄPÄgÄÄ PÄvÄÄÄÄÄÄÄ ¥ÄÄUÄPÄ °ÄvÄÄÄ, °ÉÄUÄÄSgÄÄ. 2007
- uÄÄ. f.Juï.°Ämi., PÄÄvÄiÄgÄvÄÄuÄÄÄÄ PÄUÄÄÄI °ÄgÄvÄ PÄxÄvÄÄÄÄdj ¥ÄÄvÉÄ±Ä, ¥ÄePÄ±ÄPÄgÄÄ CPÄgÄ ¥ÄePÄ±ÄÄÄ, °ÉUÉsIÄqÄÄ, uÄUÄgÄ. 2006
- gÄÄeÄfi zÄUÄÐ, ±ÄgÄtgÄ uÄvÄÄUÄ PÄÄw, ¥ÄePÄ±ÄPÄgÄÄ. eÉsÄÄÄÄÄÄ ¥ÄePÄ±ÄÄÄ, §¼ÄÄj. 2015
- QÄvÄÐÉÄxÄ PÄÄvÄÐPÉsÄn, PÄÉÄqÄ uÄ»v¸ uÄAUÄw, ¥ÄePÄ±ÄPÄgÄÄ PÄÄvÄÐPÉsÄn véÄvÉsÄjÄÄÄeï IÄiU zÄgÄvÄÄqÄ. 2009
- ±ÄvÄÄgÄÄÄÄÄ vÄ.uÄÄ, PÄÉÄqÄ uÄ»v¸ ZÄjvÉ, ¥ÄePÄ±ÄPÄgÄÄ vÄÄÄÄÄÄÄ vÉÄPÄTÜÄÄÄÄ uÄÄgÄPÄ UÄÄxÄvÄÄÄÄÄ, véÉUÄSgÄÄ - 2014
- ²vÄÄÄÄÄÄÄÄ f.Juï. PÄÉÄqÄ uÄ»v¸ uÄ«ÄÄPÉ, ¥ÄePÄ±ÄPÄgÄÄ uÄÉÄÄ §ÄPi °Éuï, °ÉÄUÄÄSgÄÄ. 2013
- uÄÄ.f.Juï.CvÄÄSgÄ, PÄÉÄqÄ uÄTÜ PÄxÉUÄÄÄÄ, ÉÄµÄÉÄeï §ÄPi IÄiÖ, ÉÄvÄÉ°ÄÄ, 2000
- uÄÄ. qÄ. °ÉÄgÄÄÄÄÄÄÄÄ gÄvÉÄÄUËqÄ, vÄÄÄÄvÄÄÄÄÄÄ PÄxÉUÄÄÄÄ, PÄÉÄqÄ uÄ»v¸ ¥ÄjuÄvÄÄ, °ÉÄUÄÄSgÄÄ 2011
- uÄÄ. qÄ. gÄvÄÄÄÄÄÄÄÄÄ n. °ÉÄUÄSgÄÄ, vÄÄÄÄvÄÄÄÄÄÄ PÄxÉUÄÄÄÄ, PÄté ¥ÄePÄ±ÄÄÄ, °ÉÄUÄÄSgÄÄ, 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------|-------------|---|---|---|---|----------|
| B20JP1032 | Language I: Hindi | CC | 2 | 1 | 0 | 3 | 4 |

Course description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाई करने हेतु तथा सिसभ्र िासहखिक प्रसक्रयाओं द्वारा

िमाज, ििंस्कृ सत एिं जीिन के मूल्यं कय िमझने हेतु असभकखित है।

Prerequisites/Pre reading for the course: पूर्वपेक्षः

- अधयेता, पी.यु.िी के स्तर पर द्वतीय भाषा के रूप में सहन्दी का अध्ययन करना चासहए।
- सहन्दी िासहि के इसतहाि का ििंक्षप िान की आिश्यकता है।
- सहन्दी व्याकरण का अबयधन आिश्यक है।
- अंगरेजी – सहन्दी अनुिाद िे ििंबंसधत जानकारी जरुरी है।

Pedagogy: सिक्षशवस्त :

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

Objectives:पवठ्यक्रम उद्देश्य :

- ििंदभानुिार उसचत भाषा का प्रययग करने की दक्षता कय छात्यं में उत्पन्न करना।
- िासहि के माध्यम िे ििमाज एिं मानिीय मूल्यं कय ििमझाकर, उन मूल्यं की रक्षा हेतु पररत करना।
- छात्यं में पुस्तक पठन एिं लेििन की अकृ सतम प्रिृसि स्थासपत करना।
- अधयेताओं में िासहि के माध्यम िे प्रभािी एिं कु शल ििंचार का सिकाई करना।

Course Outcomes:असिगम पररर्वम :

- अध्ययन की िमाखप्त पर अधयेता –
- िामासजक मूल एिं नैसतक जिाबदे ही कय स्वीकार कर िकता है।
- िासहि की प्रािंसाकता कय जीिन में ििमझने की दक्षता रििता है।
- ििमाज में अंतसनसहत पदसतया एिं सिचारधाराओं का व्याख्यान करने में िक्षम बन िकता है।
- िासहि के माध्यम िे प्रभािी एिं कु शल ििंचार का सिकाई करिकता है।

Coursecontent : अध्ययन सवषय ििूची /पवठ्यक्रम

इकवई -1 :कहानी, ििं
स्मरण

10 hours

1. कहानी – नशा – प्रेमचंद

2. कहानी – िु ििमय जीिन – चंरधर शमं गुरुलेरी
3. िंस्मरण – शरत के िाथ सतया कु छ ििमय-अमृतलाल नागर

इकवई -2: कहानी, आत्मकथा

10 hours

4. कहानी – मरने के पहले – भीष्म चिहनी
5. कहानी – लाल हिली – सशानी
6. रे विासवत् – घीा – महादेी मिा
- इकवई –3: एकांकी, व्यंग्य रचना
7. एकांकी – आज का नीलाम – धमिीर भारती
8. व्यंग्य रचना – भेड़े और भेसिये – हररशंकर परिई

10 hours

इकवई –4: अनुािाद, िंकेपण

9 hours

अनुवद : अंग्रेजी – सहन्दी (शब्द एि अनुच्छेद)

िंकेपर् : पररच्छेद का एक सतहाई भाग में ।

िचनव : प्रत्येक इकवई 25 अंकके सि एसन िररतहै ।

d) Suggested Text Books and References

Text book/s: पाठ्य पुस्तक :

1. सहन्दी पाठ्य पुस्तक – रेिा सिश्वसिद्यालय ।

References: िन्दर् ग्रन्थ :

1. िुबयध व्यिहारक सहन्दी – ििाँ. कु लदीप गुप्त
2. असभनि व्यिहारक सहन्दी – ििाँ. परमानन्द गुप्त
3. सहन्दी िासह ििाँ का इसतहाि - ििाँ. नागेद्र
4. आधुसनक सहन्दी िासह ििाँ का इसतहाि - ििाँ. बच्चन सिंंह
5. सहन्दी िासह ििाँ का निीन इसतहाि - ििाँ. लाल िाहब सिंंह
6. शुद्ध सहन्दी कै ििे बयले कै ििे सल ििे - पृथ्वीनाथ पाण्डे
7. कायालय अनुािाद सनदे सशका
8. ििंकेपण और पल्लिन - के. ििी. भासिया & तुमन सिंग

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------------------------|-------------|---|---|---|---|-----------|
| B20JP1033 | Language I: Additional English | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This is a 3-credit course designed to help the learner gain competency in language through the introduction of various genres of literature. The course aims to inculcate a critical view among learners while sensitizing them to the contemporary issues around. It facilitates creative learning and helps to appreciate, assimilate and research on the various dimensions of society, culture and life.

Prerequisites: 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****9 hours**

Literature: Rabindranath Tagore - Where the Mind is Without Fear

William Wordsworth – Three Years She Grew in Sun and Shower

Saki – The Lumber-room

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

Language: Vocabulary Building

Unit-II: Natural & Supernatural**10 hours**

Literature: John Keats – La Belle Dame Sans Merci

Charles Dickens – The Signal Man

Hans Christian Anderson - The Fir Tree

William Shakespeare – An Excerpt from *The Tempest*

Language: Collective Nouns

Unit-III: Travel & Adventure**10 hours**

Literature: R.L. Stevenson – Travel

Elizabeth Bishop - The Question of Travel

H.G. Wells – The Magic Shop

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

Writing Skills: Travelogue

Unit-IV: Success Stories**10 hours**

Literature: Emily Dickinson – Success is Counted Sweetest

Rupert Brooke – Success

Dr. Martin Luther King - I Have a Dream

Helen Keller – Excerpt from The Story of My Life

Writing Skills: Brochure & Leaflet

Reference Books:

1. Tagore, Rabindranath. *Gitanjali*. Rupa Publications, 2002.
2. Wordsworth, William. *The Complete Works of William Wordsworth*. Andesite Press, 2017.
3. Munro, Hector Hugh. *The Complete Works of Saki*. Rupa Publications, 2000.
4. Shakespeare, William. *The Complete Works of William Shakespeare*. Sagwan Press, 2015.
5. Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, ArunKolatkhar, DilipChitre, R. Parthasarathy*. Atlantic Publications, 2011.

6. Dickens, Charles. *The Signalman and Other Horrors: The Best Victorian Ghost Stories of Charles Dickens: Volume 2*. Createspace Independent Publications, 2015.
7. Anderson, Hans Christian. *The Fir Tree*. Dreamland Publications, 2011.
8. Colvin, Sidney (ed). *The Works of R. L. Stevenson*. (Edinburgh Edition). British Library, Historical Prints Edition, 2011.
9. Bishop, Elizabeth. *Poems*. Farrar, Straus and Giroux, 2011.
10. Swift, Jonathan. *Gulliver's Travels*. Penguin, 2003.
11. Dickinson, Emily. *The Complete Poems of Emily Dickinson*. Createspace Independent Publications, 2016.
12. Brooke, Rupert. *The Complete Poems of Rupert Brooke*. Andesite Press, 2017.
13. King, Martin Luther Jr. & James M. Washington. *I Have a Dream: Writings And Speeches That Changed The World*. Harper Collins, 1992.
14. Keller, Helen. *The Story of My Life*. Fingerprint Publishing, 2016.
15. Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
16. Thorpe, Edgar and Showick Thorpe. *Basic Vocabulary*. Pearson Education India, 2012.
17. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
18. Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|---|-------------|----------|----------|----------|----------|-----------|
| B20JP1040 | Political Science – I (Core Concepts of Political Science) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description:

The purpose of the course is to help the students understand the fundamental aspects of political theory. The course attempts to highlight the relevance of the core concepts in the context of modern governance. The course introduces the nature, scope and various approaches in political theory and engages with the aspects of state, nation and political system. The course also intends to generate some fruitful deliberations on the normative concepts like rights, liberty, equality, and justice to throw light on the problems confronted by the marginalized sections in the world.

Prerequisites: Basic understanding of political science and keen interest in learning the concepts.

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

1. To outline with basic concepts of political science.
2. To develop a better understanding of current trends and emerging political issues in the State.
3. To identify and respond to socio- political injustices.
4. To demonstrate the innovative ideas to build an egalitarian welfare State.

Course Outcomes:

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

1. Analyze basic concepts of political science.
2. Explain the current trends and emerging political issues in the State.
3. Solve the issues on socio- political injustices.
4. Develop the innovative ideas to build an egalitarian welfare State.

Course Content:**Unit 1-Political Science:****13 Hours**

Nature, Scope and Importance; Approaches: Historical and Normative; Behaviouralism and Post-Behaviouralism.

Unit II- State**13 Hours**

Elements of State; Theories of State: Historical, Divine Origin and Social Contract Theory; State in the age of Globalisation; Civil Society.

Unit III- Law and Justice:**13 Hours**

Meaning and Sources; Schools of Law–Historical, Philosophical, Comparative, Social and Marxian; Law and Morality. *Justice*: Meaning, Kinds -Social, Economic, Political and Legal

Unit IV- Equality and Rights & Duties**13 Hours**

Equality: Meaning, Kinds and Importance. Rights and Duties –*Rights*: Meaning, Kinds - Civil, Political, Social, Economic and Cultural; Human Rights; Duties towards the State.

Reference Books

1. Kapur A C. *Principles of Political Science*. S Chand Publications, 1997.
2. Johari, J.C. *Political Theory*. Sterling Publishers, 1987.
3. Hardas, Hari and B.C. Choudhary. *Political Theory : Traditional and Modern Theory*, National Publishing House Jaipur, 1987.
4. Ray, Amal & Mohit Bhattacharya. *Political Theory*. Eastern Publications, 1962.
5. M.J. Vinod and Meena Deshpande. *Contemporary Political Theory*. PHI Learning, 2013.
6. Ashirvatham, Eddy. *Political Theory*. The Upper Publishing House, 1936.
7. George, Sabine. *A History of Political Theory*. Henry Holt and Company, 1937.
8. Gauba, O.P. *An Introduction to Political Theory*. Macmillan Publishers India Ltd., 2011
9. Mahajan V D. *Political Theory*. S Chand Publications, 2004.
10. Andrew Heywood. *Political Theory an Introduction*, Palgrave Macmillan, 2000.

Journals

1. Indian Journal of Political Science
2. Main Stream
3. Economic and Political Weekly
4. Political Theory

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| B20JP1050 | 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.

Prerequisites: 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 understanding 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

Reference Books:

1. John, Vivian. *The Media of Mass Communication*. PHI learning Private Limited, 2012.
2. J Kumar Keval. *Mass communications in India*. Jaico Publication, 2006.

3. Meena, Devi. *Fundamentals Of Mass Media And Communication*. Alfa Publication, 2006.
4. Denis, Mcquail. *Mass Communication Theory*. Sage Publication, 2004.
5. Ramesh, Chandra. *Analysis of Media and Communication Trends*. Gyan Books Publishers Pvt. Ltd., 2004.
6. S Baran, Stanly and K. Davis ,Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Thomson Wads Worth, 1999.
7. PC Chatterji . *Broadcasting in India*. Sage Publications, 1991.
8. BN Ahuja. *History of Indian Press*. Surjeeth Publication, 1988.
9. Nadige, Krishnamurthy. *Indian Journalism*. University of Mysore Prasaranga, 1966.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|----------------------|---|-------------|----------|----------|----------|----------|-----------|
| B20JP1050 (P) | Journalism – I (Introduction to Media and Communication) Practical | HC | 0 | 0 | 2 | 2 | 4 |

Practical Component:

- Coverage of local issues in the media- Print/TV/Radio
- Case Study
- Group Discussion
- 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. |
|------------------|--|-------------|----------|----------|----------|----------|-----------|
| B20JP1060 | Economics – I (Principles of Micro Economics) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

Principles of Microeconomics is an introductory undergraduate course that teaches the fundamentals of microeconomics. It provides a solid foundation for economic analysis and thinking that can last throughout their education and subsequent professional careers.

This course begins with an introduction to supply and demand and the basic forces that determine an equilibrium in a market economy. Next, it introduces a framework for learning about consumer behavior and analyzing consumer decisions.

Prerequisites: Students should have the knowledge of basic economic concepts.

Pedagogy: Direct instruction and collaborative learning method

Course Objectives

1. To explain the ten principles of economics
2. To demonstrate the role of prices in allocating scarce resources in market economies
3. To explain the consequences of government policies in the form of price controls
4. To compare positive and normative view points on concepts of market failure and the need for government intervention

Course Outcomes

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

1. Interpret that economics is about the allocation of scarce resources and how that results in trade-offs
2. Illustrate the role of prices in allocating scarce resources in market economies and explain the consequences of government policies in the form of price controls
3. Identify positive as well as normative view points on concepts of market failure and the need for government intervention
4. Explain the different view points of market failure and identify the need for government intervention.

Course Content

Unit-1- Micro Economics and the Theory of Consumption

13 Hours

Ten principles of economics: How people make decisions, how people interact and how the economy as a whole works- Role of observations and theory in economics- Role of assumptions- Role of Economic models- Wants and resources; Problem of choice, Production Possibility Frontier; Opportunity costs.

Unit-II: Demand and supply

13 Hours

Law of demand, Reasons for the downward slope of the demand curve. Exceptions to the law; Changes in demand; Elasticity of Demand- Degrees of price elasticity with diagrams; Factors determining price elasticity, methods of measurement. Income elasticity demand; Cross elasticity demand; Laws of supply, Changes in supply- Consumers, Producers and the Efficiency of the Markets: Consumer's surplus (Marshall), Producer surplus and Market efficiency- Externalities and Market inefficiency- Public goods and common resources.

Unit-III- Theory of Production and Cost

13 Hours

Production function; Law of Variable proportions; Laws of returns, Economies of scale; Producer's Equilibrium with the help of iso-quants and iso-cost lines. Cost function - Important cost concepts. Short run and long run cost analysis (traditional theory) Modern theory of cost- Long run and short run - Revenue analysis - AR and MR.

Unit-IV- Product Pricing and Factor Pricing

13 Hours

Market structure. Perfect competition, Price and output determination. Role of time element in market price determination. Monopoly- Price output determination, Price discrimination Monopolistic Competition. Price and Output determination. Selling costs. Product differentiation. Wastes in monopolistic competition. Oligopoly Price determination (collusive pricing, price leadership), Features of Duopoly and Monopsony

Text Books and Reference Books:

1. N. Gregory Mankiw (2012). *Principles of Microeconomics*, 4th Edition, Cengage Learning India.
2. Lipsey, R.G. and K.A. Chrystal (1999), *Principles of Economics* (IX Ed.), Oxford University Press, Oxford.

Essential Reading / Recommended Reading

1. Ramsfield, E. *Micro Economics* (IX edition), W.W Norton and Company, 1997.
2. Pindyck and Rubinfeld. *Micro Economics* (VII edition), Pearson Education, 2009.

3. Ray, N.C. *An Introduction to Micro economics*, Macmillan company of India Ltd, 1975.
4. Samuelson, P.A. and W.D. Hague. *A textbook of Economic Theory*, ELBS Longman group, 1972.
5. H.L. Ahuja, *Principles of Microeconomics*, S.Chand, 2016.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|----------------------|----------------------|-------------|----------|----------|----------|----------|-----------|
| B20JP1070 (P) | MOOC / SWAYAM | RULO | 0 | 0 | 2 | 2 | 0 |

MOOC/ SWAYAM:

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 SWAYAM. Student shall inform the MOOC/SWAYAM coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 40 hours and of 4 credits. The student should submit the certificate issued by the SWAYAM to the MOOC/SWAYAM coordinator of the school, the grades obtained in the course shall be forwarded to concerned authority of the University

SECOND SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--------------------------------------|-------------|-------------------|---|---|---|----------|
| B20JP2010 | Indian Constitution and Human Rights | FC | Non-Credit 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.

Prerequisites: A preliminary understanding of the constitution and human rights

Pedagogy: Direct instruction and collaborative learning method

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Indian Constitutional Philosophy 8 Hours

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

Unit-II: 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-III: Concept and Development of Human Rights 6 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-IV: 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

Reference

Constitutional law.

1. H.M.Seervai.*ConstitutionalLawofIndia*,4thEdition,UniversalPublication, 2013.
2. D.D.Basu.*IntroductiontotheConstitutionofIndia*,21stEdition,Wadhwa, 2013.
3. M.P. Jain.*Indian Constitutional Law*, 7th Edition, Lexis Nexis Wadhwa publication, 2014.
4. Pal Singh, Mahendra. *V.N. Shukla''s Constitution of India*, Eastern BookCompany, 2020.
5. M.P. Jain , *Constitutional Law*, Lexis Nexis Wadhwapublication, 2011.
6. Rao, Mamta, *Constitutional Law*, Eastern BookCompany, 2013.
7. Malhotra, Anil. *India,NrisandLaw*,Universal Law Publishing Co., 2009.

Human rights:

1. Bajwa, G.S. and D.K. Bajwa. *Human Rights in India: Implementation and Violations*. D.K. Publishers, 1996.
2. Basu,D.D.,*HumanRightsinConstitutionalLaw*,PrenticeHall,1994.
3. Sehgal, B.P.Singh, ed. *Human Rights in India: Problems and Perspectives*. Deep and Deep Publications, 1999.
4. Avesti, S.K. and R.P.Kataria.*Law Relating to Human Rights*. Orient Publications, 2000.
5. Kapoor, S.K.*Human Rights under International and Indian Law*, Central Law Agency, 1999.
6. Symmonides,J.*HumanRight:InternationalProtection,MonitoringandEnforcement*.Rawat publications, 2005.
7. Rao, Mamata. *LawRelatingtoWomanandChildren*,EasternBookCo.,2008.
8. Reddy, G.B.*Woman and the Law*.Gogia Law Agency, 2001.
9. Tripathi, S.C.*Law Relating to Woman and Children*, Central Law Publishers, 2001.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------------|-------------|---|---|---|---|----------|
| B20JP2020 | Communicative English – II | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This 3-credit 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.

Prerequisites: 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 Contents:**Unit-I: Language Acquisition****9 Hours**

Remedial Grammar: Questions & Negatives; Questions Tags

Writing Skills: Email Writing

Activities: Group Discussions

Literature: Alphonse Daudet - The Last Lesson

Unit-II: Persuasive Skills**10 Hours**

Remedial Grammar: Past Simple & Past Perfect

Writing Skills: Report Writing

Activities: Book & Movie Reviews

Literature: Lord Alfred Tennyson – Ulysses

Unit-III: Cognitive Skills**10 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**10 Hours**

Remedial Grammar: Reported Speech; Idioms

Writing Skills: Cover Letter & CV

Activities: Exchanging Information

Literature: Saki – The Open Window

Reference Books:

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

- uÀÁ. uÉÁvÀÄgÁvÀÄ gÁvî C.gÁ., ²±ÀÄÉÁ¼Á ±ÁjÁ¥ÁgÀ £ÀsgÁgÁÄ vÀvÀc¥ÁzÀUÁ¼ÁÄ, ¥ÁcPÁ±ÁPÁgÁÄ PÁvÀÄzsÉÁÄÄ ¥ÁÁuÀPÁ ÄvÀcÁ, **ÉAUÁ¼ÁsgÁÄ. 2007
- uÀÁ. f.Juî.Ämî., PÁÁvÀiÁgÁvÁÁuÁÄÄ PÀuÁÄ1 ÄÁgÁvÀ PÁxÁvÁÁÄdj ¥ÁcPÁ±ÁPÁgÁÄ, ¥ÁcPÁ±ÁPÁgÁÄ CPÁgÀ ¥ÁcPÁ±ÁÄÄ, °ÉUÉslÁqÁÄ, uÁUÁgÁ. 2006
- gÁAeÁfi zÀUÁÄ, ±ÁgÁtgÀ uÀvÀÁUÀ PÁcAw, ¥ÁcPÁ±ÁPÁgÁÄ. eÉsÁ»AiÁiÁ ¥ÁcPÁ±ÁÄÄ, §¼ÁÍj. 2015
- QÁvÀÄÉÁxÀ PÁÁvÀÄPÉsÁn, PÁÉÁqÀ uÁ»vÁ uÁAUÁw, ¥ÁcPÁ±ÁPÁgÁÄ PÁÁvÀÄPÉsÁn vÉÁvÉsÁjAiÁÄeî lÁiü zÁgÁvÁqÀ. 2009
- ±ÁvÀÄgÁÁiÁÄ vÀ.uÁÄ., PÁÉÁqÀ uÁ»vÁ ZÁjvÉ, ¥ÁcPÁ±ÁPÁgÁÄ vÁ¼ÁÁQÉÄ vÉAPÁtÚAiÁÄÄ uÁÁgÁPÁ UÁcAxÁvÁiÁÉÉ, vÉÁEuÁsgÁÄ - 2014
- ²vÁgÁÁzÁcÁ f.Juî. PÁÉÁqÀ uÁ»vÁ uÁ«ÁÄPÉ, ¥ÁcPÁ±ÁPÁgÁÄ uÁcÁÄ §ÁPi °Éü, **ÉAUÁ¼ÁsgÁÄ. 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|----------------------|-------------|---|---|---|---|-----------|
| B20JP2032 | Language – II: Hindi | CC | 2 | 1 | 0 | 3 | 4 |

Course description: अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभन्न िसहखिक प्रसक्रयाओं द्वारा िमाज, िंस्कृत सत एिं जीिन के मूल्यं कय िमझने हेतु असभकखित है।

Prerequisites/Pre reading for the course:

- अधयेता,पी.यु.िीके स्तरपरसद्वतीयभाषाके रूपमेंसहन्दीकाअध्ययनकरनाचासहए
- सहन्दीिसहिके इसतहािकिािंसक्षपतज्ञानकीआश्यकताहै।
- सहन्दीव्याकरणकाअिबयधनआश्यकहै।
- सहन्दी-अंग्रेजीअनुिादिििंबंसधतजानकारीजरुरीहै।

c) Pedagogy: शिक्षशवस्त :

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

Objectives: पवठ्यक्रम उद्देश्य:

- िंदभानुिारउसचतभाषाकाप्रययगकरनेकीदक्षताकयछात्पमेंउत्पन्नकरना।

- िासहिके
माध्यमिेिमजएिंमानीय
मूलक
- यिमझाकर,
उनमूलक
- ीरक्षाहेतुप्रेरतकरना।

- छातृमंेपसतृ कपठनंलंनकीअकृ सतमप्रिससृथासपतृ करनं।
- अधृयेताओमंेंिसहिके माध्यमंप्रभांीएंे कु शलंिं चं ारकासिकांिकरनं।

Learning Outcomes: अतृगम पररर्वमः

- अध्यनकींमाखप्तपरअधृयेता -
- िंमासजकमूलंनैसतकजाबदे हीकयस्वीकारकरिकताहै।
- िंसाहिकीप्रांंसगकताकयजंींनमंेंिमइनेकीदक्षतारिताहै।
- िंमंेअंतसनसहतपददतयाएंिसिचारधाराओकाव्यंख्यानकरनेमंिक्षे मबनंिकताहै।
- िंसाहिके माध्यमंप्रभांीएंेकु शलंिं चं ारकासिकांिकरिकताहै।

Course Content: अध्यन सवषय िंूची /पवठ्यक्रम

| | |
|--|-----------------|
| इकवई - 1 कसिता: प्राचीन ऐ आधुसनक | 10 hours |
| 1.कबीर के दयहे | |
| 2.कसिता -जसलयांिला बाग मंें बंित- िंुभदंाकु मारी चौहान | |
| 3.कसिता -िंुभाष की मृंिंु पर - धमंीर भारती | |
| इकवई - 2 कसिता: प्राचीन ऐ आधुसनक | 10 hours |
| 4.तुलंीदंि के पद | |
| 5.कसिता - पाषाणी - नागाजन | |
| 6.कसिता -चलना हमंारा काम है- सशिमंगल संहंिं िंुमन | |
| इकवई - 3 कसिता: प्राचीन ऐ आधुसनक | 10 hours |
| 7.मीराबाई के पद | |
| 8.कसिता -मंेरे िंपने बहुत नहंीं हैं-सगरराज कु मार माथुंर | |
| 9.कसिता - अभी न हयगा मेरा अंत - सनराला | |
| इकवई - 4 | 9 hours |
| अनुवद : शब्द ऐ अनुच्छेद (सहन्दी िंे अंग्रेजी) | |
| मीसिया लंेिंन | |

िंूचनव : एतृयेकइकवई 25 अंकके संिसनंिंररतहै।

Suggested Text Books and References

Text book/s: पवठ्य पुस्तक :

1. सहन्दी पाठ्य पुस्तक - रेंिसिंश्वसिंद्यालय।

References: िंन्दरं् ग्रन्थ :

1. िंुबध व्यंिंहाररक सहन्दी - िंं. कु लदीप गुप्त
2. असभनि व्यंिंहाररक सहन्दी - िंं.परमानन्द गुप्त
3. सहन्दी िंसाहंिं का इसतहंाि - िंं. नागेंद्र
4. आधुसनक सहन्दी िंसाहंिं का इसतहंाि - िंं. बचन संहंिं
5. सहन्दी िंसाहंिं का निंीन इसतहंाि - िंं. लाल िंाहब संहंिं
6. शुदु सहन्दी कै िंे बलंे कै िंे सलंिं- पृथ्वीनाथ पाणुंे

7. िंक्पेपण एिं पल्लिन

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-----------------------------------|-------------|---|---|---|---|----------|
| B20JP2033 | Language - II: Additional English | CC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This is a 3-credit course designed to help the learner gain competency in language through an exploration to the various genres of literature. The syllabus is designed to encourage critical ability of the learner to guide them towards career opportunities. This course is intended to develop the capacity to appreciate and assess the various dimensions of society, culture and life.

Prerequisites: 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 Outcome:

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 Contents:

Unit-I: Ecology & Environment

9 hours

Literature: Toru Dutt - Casuarina Tree
 Robert Frost – Stopping by Woods on a Snowy Evening
 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

10 hours

Literature: Tadeusz Rozewicz – Pigtail
 Jyoti Lanjewar – Mother
 Sowvendra Shekhar Hansda – The Adivasi Will Not Dance
 Harriet Jacobs – Excerpt from Incidents in the Life of a Slave Girl
 Language: Prefix and Suffix

Unit-III: Women & Society

10 hours

Literature: Kamala Das – An Introduction
 Usha Navrathnaram – To Mother
 Rabindranath Tagore – The Exercise Book
 Jamaica Kincaid – Girl

Writing Skills: Dialogue Writing

Unit-IV: Popular Culture

10 hours

Literature: Rudyard Kipling – The Absent-minded Beggar

Sir Arthur Conan Doyle – The Hound of the Baskervilles

Aldous Huxley – The Beauty Industry

Writing Skills: Story Writing

Reference Books:

1. Agrawal, K.A. *Toru Dutt the Pioneer Spirit of Indian English Poetry - A Critical Study*. Atlantic Publications, 2009.
2. Latham, Edward Connery (ed). *The Poetry of Robert Frost*. Holt Paperbacks, 2002.
3. Gale, Cengage Learning. *A Study Guide for Tomas Rivera's The Harvest*. Gale, Study Guides, 2017.
4. Basu, Tejan Kumar. *The Life and Times of C.V. Raman*. PrabhatPrakashan, 2016.
5. Rozewicz, Tadeusz. *New Poems*. Archipelago, 2007.
6. Manohar, Murlu. *Critical Essays on Dalit Literature*. Atlantic Publishers, 2013.
7. Hansda, SowendraShekhar. *The Adivasi Will Not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.
8. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Createspace Independent Publication, 2014.
9. Das, Kamala. *Selected Poems*. Penguin Books India, 2014.
10. Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Maple Press, 2012.
11. Gale, Cengage Learning. *A Study Guide for Jamaica Kincaid's Girl*. Gale, Study Guides, 2017.
12. Kipling, Rudyard. *The Absent-Minded Beggar*. Hardpress Publishing, 2013.
13. Doyle, Arthur Conan. *The Hound of the Baskervilles*. General Press, 2017.
14. Dixon, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
15. Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.
16. Samson, T. (ed.) *Innovate with English*. Cambridge University Press, 2010.
17. 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. |
|-------------|--|-------------|---|---|---|---|-----------|
| B20JP2040 | Political Science – II (Understanding Political Theory) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

This course aims at analysing fundamental topics of political theory from Ancient Greece to nowadays: "politics", "power", "political institutions", "the state", "political ideologies", "totalitarian, authoritarian and hybrid regimes", "world politics", etc. Through the analysis of different key topics, many schools and theories will be studied and compared. Students can recognize the need and importance of sovereignty in the present times.

Prerequisites: Students should have a thorough understanding of the core political science concepts

Pedagogy: Direct instruction and flipped class method

Course Objectives

1. To define the Meaning, Nature and Scope and the Traditions of Political Theory

2. To explain the Sovereignty theories of Monistic and Pluralistic and the Changing Dimensions of Sovereignty in the age of Globalisation
3. To elaborate the meaning, kinds and the theories of Democracy
4. To define the meaning, type, Neo-Colonialism and its Features and Dependency Theory.

Course Outcomes

The students will be able to

1. Interpret the various political systems and processes
2. Analyse the theories of Sovereignty
3. Identify the specific political topics both in group and individually
4. Compare and evaluate different schools and authors of political theory

Course Content:

Unit I- Political Theory:

13 Hours

Meaning, Nature and Scope; Traditions of Political Theory–Liberal, Marxist, Conservative; Approaches to Political Theory – Normative, Historical and Empirical

Unit II- Sovereignty, Power, Authority and Legitimacy

13 Hours

Theories of Sovereignty: Monistic and Pluralistic; Changing Dimensions of Sovereignty in the age of Globalisation. Power, Authority and Legitimacy: Meaning, Nature, Kinds and Importance.

Unit III- Democracy:

13 Hours

Meaning and Kinds; Theories of Democracy: Classical, Pluralist, Marxist, Elitist; Challenges to Democracy in the Contemporary World.

Unit IV- Imperialism and Neo-Colonialism

13 Hours

Meaning and Types, Neo-Colonialism and its Features, Dependency Theory.

Reference Books

1. Kapur A C. *Principles of Political Science*. S Chand Publications, 1997.
2. Johari, J.C. *Political Theory*. Sterling Publishers, 1987.
3. Hardas, Hari and B.C. Choudhary. *Political Theory: Traditional and Modern Theory*, National Publishing House, 1987.
4. Ray, Amal & Mohit Bhattacharya. *Political Theory*. Eastern Publications, 1962.
5. Vinod, M.J. and Meena Deshpande. *Contemporary Political Theory*. PHI Learning, 2013.
6. Ashirvatham, Eddy. *Political Theory*. The Upper Publishing House, 1936.
7. George, Sabine. *A History of Political Theory*. Henry Halt and Company, 1937.
8. Gauba, O.P. *An Introduction to Political Theory*. Macmillan Publishers India Ltd., 2011.
9. Mahajan, V D. *Political Theory*. S Chand Publications, 2004.
10. Heywood, Andrew. *Political Theory: An Introduction*. Palgrave Macmillan, 2000.

Journals

1. Indian Journal of Political Science
2. Political Theory
3. Economic and Political Weekly

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20JP2050 | 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.

Prerequisites: 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 about the issues related to media

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.

References Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|---------------|--|-------------|---|---|---|---|-----------|
| B20JP2050 (P) | Journalism – II (Reporting & Editing) Practical | HC | 0 | 0 | 2 | 2 | 4 |

Practical Component:

1. Reporting Exercise
2. Interview
3. Re-writing and Editing
4. Photo Editing and caption writing
5. Head Line writing
6. Page Layout
7. News Letter
8. **Media Visit:** News paper/ Television channel offices.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---|-------------|---|---|---|---|-----------|
| B20JP2060 | Economics -II (Principles of Macro Economics) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

It aims at providing a systematic introduction to mainstream approaches to the study of macroeconomics in the current century. It has been designed in such a way that it stimulates awareness on macroeconomic challenges and policy management in progressive nations. It also aims at developing the ability for objective reasoning about macroeconomic issues.

Prerequisites: Primary knowledge of microeconomic concepts.

Pedagogy: Direct instruction and Collaborative method

Course Objectives

1. To inspect Economy's Income and Expenditure by Measuring a Nation's Income and Cost of Living
2. To explain Policy changes and the impact on the market and the Classical Theory of Inflation
3. To outline the three key facts about economic fluctuations and Stabilization of Policy
4. To influence macroeconomic challenges and policy management in progressive nations

Course Outcomes:

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

1. Explain the various factors of macroeconomics and identify the policy implications in emerging economies
2. Identify the contribution of various macroeconomic schools and evaluate their policy prescriptions
3. Summarize the concepts of aggregate demand and aggregate supply
4. Evaluate the pros and cons of different macroeconomic policies in real situations

Course Content:**Unit-1- Measuring a Nation's Income and Cost of Living****13 Hours**

Economy's Income and Expenditure: Measurement of GDP, components of GDP, real versus nominal GDP, the GDP Deflator. The Consumer Price Index: calculation of CPI, GDP deflator versus the CPI, correcting the economic variables for the effects of inflation, real versus nominal interest rates.

Unit-II- Goods and Money Market**13 Hours**

Saving and Investment in the National Income Accounts. The Market for Loanable Funds; Policy changes and impact on the market for loanable funds. Meaning and functions of Money. Banks and Money supply; Money creation with 100 per cent Reserve Banking and Fractional Reserve Banking. Central Bank tools of Monetary Control. Classical Theory of Inflation; Classical Dichotomy and Monetary Neutrality. Velocity and Quantity Equation; Fisher Effect. Costs of Inflation.

Unit-III- Aggregate Demand & Aggregate Supply**13 Hours**

Three key facts about economic fluctuations. Short run Economic Fluctuations: Aggregate Demand Curve, Aggregate Supply Curve and the two causes of economic fluctuations. Monetary Policy influence on Aggregate Demand. The Theory of Liquidity Preference. Fiscal Policy influence Aggregate Demand: The Multiplier Effect and Crowding – out Effect. Stabilization Policy and Active versus Automatic Stabilizers.

Unit-IV- Six Debates over Macroeconomic Policy**13 Hours**

Monetary and Fiscal Policy – pros and cons. Handling Recession: higher spending versus tax cuts. Monetary Policy: rule versus discretion; Central Bank: zero inflation. Balanced Budget debate. Tax Law reformation for savings debate.

Text Books and Reference Books:

1. Mankiw, Gregory N. *Principles of Macroeconomics*, 6th Edition, Cengage Learning India, 2012.
2. Sloman, John. *Economics*, 6th edn., Pearson Education, 2006.
3. Ackley, G. *Macroeconomics, Theory and Policy*. Macmillan Publishing Company, 1976.
4. Day, A.C.L. *Outline of Monetary Economics*. Oxford University Press, 1960.
5. Heijdra, B.J. and F.V. Ploeg. *Foundations of Modern Macroeconomics*, Oxford University Press, 2001.
6. Lewis, M.K. and P.D. Mizan. *Monetary Economics*, Oxford University Press, 2000.
7. Shapiro, E. *Macroeconomics Analysis*, Galgotia Publications, 1996.
8. Dillard, D. *The Economics of John Maynard Keynes*, Crosby Lockwood and Sons, 1960.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|----------------------|-------------|----------|----------|----------|----------|-----------|
| B20JP2080 | MOOC / SWAYAM | RULO | 2 | 0 | 0 | 2 | 0 |

MOOC/ SWAYAM:

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 OOC courses.

A student shall register and successfully complete any of the courses available on SWAYAM. Student shall inform the MOOC/SWAYAM coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 40 hours and of 4 credits. The student should submit the certificate issued by the SWAYAM to the MOOC/SWAYAM coordinator of the school, the grades obtained in the course shall be forwarded to concerned authority of the University

THIRD SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--------------------------|-------------|---|---|---|---|----------|
| B20JP3010 | Rhetoric of Language - I | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This course is designed to equip learners with the appropriate language skills necessary for a career related to Media, Polity and Economics. This 2-credit course focuses on building proficiency in spoken and written language and caters to the growing need of bridging the gap between academia and industry. The course emphasis on skill and technical knowledge necessary for preparing a graduate to excel in a world of manifold challenges.

Prerequisites:

- The student must possess basic language skills.
- Students must have exposure to media and current affairs.

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

Course Objectives:

1. To build efficient industry interface among the learners.
2. To develop an impressive self-branding through language skills.
3. To utilize the tools necessary for effective writing.
4. To enhance written and spoken communication skills.

Course Outcomes:

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

1. Develop professional skills at par with industry requirements.
2. Apply the acquired language skills to make a bearing mark in any relevant industry.
3. Compose note-worthy write-ups using the rhetoric of language.
4. Demonstrate the language proficiency required to meet industry standards.

Course Contents:

Unit – I: Linguistic acumen for Industry **10 hours**

Grammar: Homonyms, Homophones

Writing: Headlines – News, Feature

Speaking: Panel Discussions

Reading: Political Cartoons

Unit – II: Branding and Language **10 hours**

Grammar: Synonyms, One-word substitutions

Writing for Advertising: Slogan and Caption writing

Speaking: Talk shows

Reading: Analyzing writing styles in blogs

Unit – III: Figurative Language and Feature Writing **10 hours**

Grammar: Use of Figurative Language – Pun, Metaphor, Hyperbole, Irony

Writing: Feature writing

Speaking: Language for stage performances – slam poetry/stand-up performances

c) Pedagogy:सिक्शशवस्त :

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

Course Objectives: पवठ्यक्रम उद्देश्य :

- िंदभानुिार उसचत भाषा का प्रयग करने की दक्षता कय छात्पं में उत्पन्न करना ।
- िासहृ के माध्यम िे िमाज एिं मानीय मूल् कय िमझाकर, उन मूल् कय रक्षा हेतु परेरत करना ।
- छात्पं में पुस्तक पठन एिं ले ििन की अकृ सतम प्रिृसि स्थसपत करना ।
- अधयेताओं में िासहृ के माध्यम िे प्रभािी एिं कु शल ििंचार का सिकाि करना ।

Course Outcomes :असिगम पररर्वम :

अध्ययन की िमाखत पर अधयेता –

- िामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर िकता है ।
- िासहृ की प्रािंसगकता कय जीिन में िमझने की दक्षता रिता है ।
- िमाज में अंतसनसहत पदसतया एिं सिचारधाराओं का वयाख्यान करने में िक्षम बन िकता है ।
- िासहृ के माध्यम िे प्रभािी एिं कु शल ििंचार का सिकाि करिकता है ।

इकवई –1:नािक : एक और द्रयणाचाय – िॉ. शंकर शेष

7 hours

ले ििक

पररचय प्रथम दृश्य

सद्वतीय दृश्य

इकवई –2 :नािक : एक और द्रयणाचाय

7 hours

तृतीय दृश्य

चतुथ

दृश्य

इकवई –3:नािक : एक और द्रयणाचाय

6 hours

पंचम दृश्य

छठा दृश्य

इकवई –4:

6 hours

अनुवद : अंग्रेजी - सहन्दी-िमाचार पत ििंबंध

भारत में सहन्दी मीसिया की िमस्याए, ररपयसिग, ििक्षात्कार

चिह्ननव : परत्येकइकवई 25 अंकके सिएसनिवररतहै।

Suggested Text Books and References

Text book/s:पठ्य पुस्तक :

1. एक और दूरवचन – डॉ. शंकर शेष

References: **हिन्दु ग्रन्थ :**

1. मीसिया लेनि एंजिन चार – डॉ. जिंजी कु मार
2. सहदी सासहि का इसतहाति - डॉ. नागेद्र
3. आधुनिक सहदी सासहि का इसतहाति - डॉ. बच्चन सिंह
4. सहदी सासहि का नवीन इसतहाति - डॉ. लाल साहब सिंह
5. शुद्ध सहदी कै हिं बयले कै हिं रलहिं - पृथ्वीनाथ पाण्डे
6. कायालय अनुविाद सन्देसका
7. मीसिया सिमश – रामशरण जयशी
8. हिंस्कृत- बाजार और चारजनहिं, नन्द भरद्वाज

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------------------------|-------------|---|---|---|---|----------|
| B20JP3023 | Language III: Additional English | CC | 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.

Prerequisites: 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 Outcome:

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 Contents:

Unit-I: Gender & Identity

6 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

7 hours

William Blake – The Chimney Sweeper
 D.H. Lawrence – Discord in Childhood
 Anna Sewell – The Black Beauty (Extract)
 Rudyard Kipling – The Jungle Book (Extract)

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|--|-------------|----------|----------|----------|----------|----------|
| B20JP3040 | Political Science – III (Indian Constitution and Institutional Framework) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

The course will introduce you to the idea of political system and the account of the making and working of constitutional institutions. This course responds to the curiosity about why a particular arrangement in the constitution was adopted and why not some other, how the institutions grow in the company of actual politics. That is why the contents of the course do not stop at 1950, in fact

start off at 1950 and take you to some instances drawn from the political history of the last fifty years or more.

Prerequisites: The fundamental knowledge of Indian constitution is essential.

Pedagogy: Direct instruction and collaborative method

Course Objectives

1. To explain a systematic analysis of all the major dimensions of Indian Political System.
2. To elaborate the way Indian political system works and shapes the institutions in India
3. To demonstrate the nature, structure and working of the Indian Political System.
4. To infer the dynamics of the Indian Political System

Course Outcomes

The students will be able to

1. Analyse of all the major dimensions of Indian Political System.
2. Examine the way Indian political system works and shapes the institutions in India
3. Evaluate the nature, structure and working of the Indian Political System.
4. Analyse the new dynamics of the Indian Political System

Course Content:

Unit I- Framing of the Constitution and Major Features

13 hours

Constituent Assembly at Work, Preamble and Salient Features, Amendment Procedure, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties.

13 hours

Unit II- Federal System

Federal and Unitary Features; Center- State Relations; Legislative, Administrative and Financial; State Autonomy

Unit III- Union and State Legislatures:

13 hours

Union and State Legislatures: Composition, Powers and Functions; Presiding Officers, Law Making Process, Committees of Parliament, Working of Indian Parliament.

Unit IV- Union and State Executive

13 hours

President and Vice-President – Elections, Powers and Functions; Prime Minister and Council of Ministers – Powers and Functions; Governor, Chief Minister and Council of Ministers – Powers and Functions. Judiciary: Supreme Court and High Courts – Composition, Jurisdiction and Functions; Judicial Activism, Public Interest Litigation.

Reference Books

1. Granville Austin. *Working of a Democratic constitution: a History of the Indian Experience*. New Delhi: Oxford University Press, 2010.
2. Niraja Gopal Jayal and Pratap Bhanu Mehta, *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2012.
3. Subhash Kashyap, *Our Parliament*. New Delhi: National Book Trust, 2011.
4. Shibani Kinkar Chaube. *The Making and Working of the Indian Constitution*. New Delhi: NBT, 2010.
5. M.V.Pylee. *An introduction to the Constitution of India*. Vikas Publishing House, New Delhi, 1984.
6. Rajni Kothari. *Politics in India*. Orient Longman Pvt. Ltd.: New Delhi, 2013.

7. Granville Austin. *Indian Constitution: Cornerstone of a Nation*. Bombay: Oxford University Press, 1990.
8. D.D.Basu. *Introduction to the Constitution of India*. 24th Edition, Lexis Nexis, Mumbai.
9. J.R. Siwach. *Dynamics of Indian Government & Politics*. Sterling Publishers, New York, 1990.
10. D.C. Gupta. *Indian Government and politics*. Vikas Publishing House, New Delhi, 1988.
11. J.C. Johari. *Indian Government and Politics*. Vishal Publishers: New Delhi, 1981.
12. Hans J. Raj. *Indian Government and Politics*. Surjeet Publications, 1990.
13. Pratap Bhanu Mehta, Niraja Gopal Jayal, *The Oxford Companion to Politics in India*, Oxford, 2011.
14. P.M Bakshi-*The Constitution of India*. Universal Law Publishing, 2017.

Journals

1. Indian Journal of Political Science
2. Political Theory
3. Economic and Political Weekly

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|------------------|---|------------|----------|----------|----------|----------|----------|
| B20JP3050 | Journalism-III (Audio-Visual Production) | HC | 2 | 1 | 0 | 3 | 3 |

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.

Prerequisites: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 Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|--|-------------|---|---|---|---|----------|
| B20JP3050 (P) | Journalism-III (Audio-Visual Production) Practical | HC | 0 | 0 | 2 | 2 | 4 |

Practical Component

- 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. |
|-------------|---|-------------|---|---|---|---|----------|
| B20JP3060 | Economics III (Economic Growth and Development) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

The course is intended to give an understanding of the theoretical perceptions of economic growth and development together with the forces bringing about them. It also helps to broaden the awareness of the challenges in the developmental process and thus motivate the students towards the thought process of alternative solutions.

Prerequisites: A general understanding of economic development is desired.

Pedagogy: Direct instruction and flipped classroom method

Course Objectives

1. To explain conceptual base in Economic Development and Growth
2. To prioritize the key models and theories in Economic Development and Growth
3. To elaborate Contemporary Models of Development and Underdevelopment
4. To predict economic growth and income inequality Causes and effects of urbanization

Course Outcomes:

The students will be able to

1. Illustrate the conceptual base in Economic Development and Growth
2. Identify the key models and theories in Development and Growth
3. Inspect in to the key issues of economic development
4. Identify the approaches to development efforts.

Course Content:

Unit I- Meaning of Development and Relevant Concepts

13 Hours

Distinction between growth and development, PQLI, Human Development Index, Gender Development Index, Sen's capabilities approach, environmental sustainability and development, Market and State as agencies of development, Common characteristics of developing nations

Unit II- Classical Theories of Development

13 Hours

Contributions of Adam Smith, Ricardo, Karl Marx, Schumpeter and Rostow; Growth Models: Harrod and Domar: Instability of equilibrium; Neo Classical Growth Models: Solow and Meade; Growth Models of Joan Robinson, Kaldor and Pasinetti

Unit III- Contemporary Models of Development and Underdevelopment

13 Hours

Theories of endogenous growth with special reference to Romer's model, underdevelopment as coordination failure, multiple equilibria, the big push theory and Lebenscence Theory of Critical Minimum Efforts. Balanced and Unbalanced Growth; Low Income Equilibrium Trap; Dual Economy Models of Lewis, Fei-Ranis, Jorgensen, Dixit and Marglin, Kelly et.al

Unit IV-Poverty, Inequality and Development and Urbanization

13 Hours

Measurement of poverty – absolute and relative, Head-Count Index and Poverty Gap Indices, policy options for alleviation of poverty, measurement of income inequality, economic growth and income inequality – Kuznet's inverted Hypothesis, impact of inequality on development. Causes and effects of urbanization, Harris-Todaro model of rural-urban migration, migration and development, policies for the urban informal sector, women in the informal sector, the microfinance revolution

Text Books and Reference Books:

1. Lekhi, R. K. *The Economics of Development and Planning*, 15th Edition, Kalyani Publishers, New Delhi, 2013.
2. Todaro, Michael, P. and Stephen. C. Smith. *Economic Development*. Pearson Education, (Singapore) Pvt. Ltd., Indian Branch, Delhi, 2004.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee. *Understanding Poverty*. Oxford University Press, 2006.
4. Amartya Sen. *Development as Freedom*, Oxford University Press, 2000.
5. Basu, K. *Analytical Development Economics: The Less Developed Economy Revisited*. Cambridge: MIT Press, 1997.
6. Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press, 2006.
7. Partha Dasgupta. *Economics: A Very Short Introduction*, Oxford University Press, 2007.
8. Ray, Debraj, *Development Economics, Seventh impression*, Oxford University Press, New Delhi 2004.
9. Robert Putnam. *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994.
10. Thirlwall, A.P. *Growth, and Development with Special Reference to Developing Economies*. Basingstoke: Palgrave Macmillan, 2006.
11. Basu, K. ed. *The New Oxford Companion to Economics in India*, Oxford University Press, 2012.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------|-------------|---|---|---|---|-----------|
| B20JP3070 | Media Studies | OE | 4 | 0 | 0 | 4 | 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**13 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**13 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**13 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**13 Hours**

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

References Books

1. Richard Campbell, *Media and culture an introduction to mass communication.*
2. George Oddman, *Mass media issues analysis and debate.*
3. *An AMIC compilation - Media and Democracy in Asia, 2000.*
4. Joseph Dominick, *Dynamics of mass communication: Media in Transition.*
5. Arthur Asa Berger, *Media and Society.*
6. VirBala Aggarwal, ed. *Media and Society: challenges and opportunities.*
7. Nicholas Jankowski, *New Media and Society.* Sage Publications

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|------------------|--------------------------------------|-------------|----------|----------|----------|----------|-----------|
| B20JP3090 | Internship/Certificate Course | HC | 0 | 0 | 4 | 4 | 4 |

Note: The students will have to undergo Skill Development course being conducted by Training and Placement cell of the University

FOURTH SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs. / Wk. |
|------------------|----------------------------------|-------------|----------|----------|----------|----------|------------|
| B20JP4010 | Rhetoric of Language – II | HC | 2 | 1 | 0 | 3 | 4 |

Course Description:

This 2-credit course emphasizes on industry engagement and encourages skill-based learning. The course also ensures effective presentability in addition to personal branding. The topics offered, enable industry-academia interface and opens various avenues for career opportunities. In this course learners will analyze political and economic discourses represented in media through rhetoric of language.

Prerequisites:

- The student must possess knowledge of the nuances of spoken and written English language.
- Students must have exposure to media and current affairs.

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

Course Objectives:

1. To comprehend various dimensions of language used in media.
2. To develop technical writing skills.
3. To critically analyze the content and discourse generated in media.
4. To identify the changing dynamics of culture and society.

Course Outcomes:

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

1. Illustrate the nuances of language necessary for a professional.
2. Demonstrate expertise in the field of technical writing.
3. Construct thought-provoking ideas and discourses through the rhetoric of language.
4. Criticize the traditional ideas of culture and society and become pathbreakers in their fields of expertise.

Course Contents:

Unit – I: Language for Media

10 hours

Grammar: Stress, Intonation and Pause

Writing: Scripts for Television, Radio

Speaking: Anchoring

Unit – II: Technical Writing

10 hours

Grammar: Linkers, Euphemisms

Technical Writing:

1. Writing for Print media – Newspaper, Magazine,

2. Content Writing for Industry

Reading: Reporting Verbs

Unit – III: Media & Socio-political Terminologies

10 hours

Terminologies: Code switching, Seditious, Diction

Writing: Writing for New Media – Websites and Blogs

Speaking: Techniques of Narration and Dialogue

Unit – IV: Rhetoric of Political Language

9 hours

Terminologies: Propaganda, Digital footprint, Digital storytelling

Writing: Writing for Social Media – Twitter and Facebook

Speaking: Public speaking – speaking to persuade/inform

Reading: Analyzing Jargons in Media (Bullion market, Grapevine talk, Horse-trading, Accused, Convict, Bull and Bear markets, Homegrown)

References:

1. Dewdney, A. & Ride, P. *The New Media Handbook*, Routledge, London, 2006.
2. Green, David. *Contemporary English Grammar Structures and Composition*. New Delhi: MacMillan Publishers, 2010.
3. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
4. Marshall, P. D. *New Media Cultures*, Oxford University Press, 2004.
5. Rober, M. *An Introduction to writing for Electronic Media: script writing essentials across the Genres*, Focal Press, Oxford, 2000.
6. Rogers, G. *Editing for Print*, Mcdonald Book, 1993.
7. White, T. *Broadcast News Writing, Reporting and Producing*, Focal Press, 1996.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|------------------------|-------------|---|---|---|---|----------|
| B20JP4021 | Language – IV: Kannada | CC | 1 | 1 | 0 | 2 | 3 |

Course Description:

ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ.

Pre-requisites:

- ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ.
- ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ.
- ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ.

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

Course Objectives:

ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇದು ಸಾಮಾನ್ಯವಾಗಿ ಸಂವಹನ ಮತ್ತು ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಬಳಸಲಾಗುವ ಭಾಷಣ ಮತ್ತು ಸಂವಹನಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ.

- 1. **AvAiAwAvA PAgAqA uA»vAdi ZAjvz uAAFAAI 1,2,3,4,5 vAAvAdi 6, PAAvEAFAA PAgAqA CzAiAiAA uAAuEU, vAAEUASgAA <<+Ae<zAa@AiAA, vAAEUASgAA. 2014**
- qA. CgA«AzA vAiA@UAWU, uA»vAdi uAAuAlow vAAvAdi zAAvA FAeji, FAePA+APAgAA PAgAqA uA»vAdi FAjuAvAAU, EAUAASgAA. 2014
- qA. F.Jui. DvAAsgA, PAgAqA PAXfA uA»vAdi : PAAZA Sj, FAePA+APAgAA uAeFA §APi EUi, EAUAASgAA. 2016
- zEA+AFAAqE Jui.Jei., EAazEe ±AjAFAgA PAVAAiAiAfA, FAePA+APAgAA zEA1 FAuAPa, EAUAASgAA. 2013
- QAvAdeAxA PAAvAdePAsAn, PAgAqA uA»vAdi uAAUAW, FAePA+APAgAA PAAvAdePAsAn vAAvEsAjAiAAei Iai, zAgAvAqA. 2009
- ±AvAAgAAiAA vA.uAA, PAgAqA uA»vAdi ZAjvz, FAePA+APAgAA vAAQAQA vEAPAtUiAA uAAgAPa UAeAvAiAeE, vAAEUASgAA – 2014
- uAA. qA! 1. Dgi. ZAAzAeEArgi, vAAAZAZA/AAvAeAZA @PAetUAAeAAE EA1PEs/AAivAcZA EAUE?, FAePA+APAgAA EA vAAEADIPA FAPEAmAfi YE EvEmi a«AmEgi. 2010
- DzAAePA PAgAqA PAVAdi EAUA-2, PAAvEAFAA PAgAqA CzAiAiAA uAAuEU, vAAEUASgAA <<+Ae<zAa@AiAA, vAAEUASgAA. 2004
- 2vAgAAzAeFA f.Jui. PAgAqA uA»vAdi uA«AAPeE, FAePA+APAgAA uAeFA §APi EUi, EAUAASgAA. 2013

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|----------------------|-------------|---|---|---|---|----------|
| B20JP4022 | Language – IV: Hindi | CC | 1 | 1 | 0 | 2 | 3 |

Course description:अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभन्न िासहखिक प्रसकरयाओं द्वारा

िमिाज, ििंस्कृ सत एिं जीिन के मूल्यं कय िमिज्ञने हेतु असभकखित है।

Objectives: पवठ्यक्रम उद्देश्य :

- ििंदभानुिार उसवत भाषा का प्रययग करने की दक्षता कय छातयं में उत्पन्न करना।
- िासहिक के माध्यम ििंके ििमिाज एिं मानिय मूल्यं कय िमिज्ञाकर, उन मूल्यं कय रक्षा हेतु फेररत करना।
- छातयं में पुस्तक पठन एिं ले िििन की अकृ सतम प्रिृसि स्थासपत करना।
- अधयेताओं में िासहिक के माध्यम ििंके प्रभािी एिं कु शल ििंचार का सिकाि करना।

Learning Outcomes :अभिगम पररर्वम:

अध्ययन की िमिाखत पर अधयेता –

- िामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर िकता है।
- िासहिक की प्रािंसगकता कय जीिन में िमिज्ञने की दक्षता रित है।

- िमज मॆं अंतसनसहत पदसतया एिं सिचारधाराओं का व्वाख्यान करने मॆं िक्षम बन िकता है।
- िासहि के माध्यम िेे प्रभािी एिं कु शल ििंचार का सिकाि करिकता है।

c) Pedagogy:सिक्शशवस्त :

1. Direct method
2. ICT and Digital support
3. Collaborative and Cooperative learning
4. Flipped Classroom

Prerequisites/Pre reading for the course:पूववपेक्षव:

- अधयेता कय, सहन्दी िंिकेकाव्य का िंसक्षप्त ज्ञान आश्यक है।
- सहन्दी िासहके इसतहके िकेका िंसक्षप्त ज्ञान की आश्यकता है।
- सहन्दी व्याकरण का अिबयधन आश्यक है।

Course Content:अध्ययन सवषय िूची / पवठयक्रम

इकवई-1: िंिकेकाव्य – नहुष – मैसथलीशरण गुप्त **7 hours**

कसि पररचय

काव्य पररचय

शची िग

नहुष िग

इकवई-2: िंिकेकाव्य – नहुष – मैसथलीशरण गुप्त **7 hours**

उिशी

िग

स्वगभयग

िग

इकवई-3: िंिकेकाव्य – नहुष – मैसथलीशरण गुप्त **6 hours**

िन्दे

श िग

मंत्णा

िगपतन

िग

इकवई-4: **6 hours**

अिकवर

सिसनमव ररव्यू :

िूपर 30, समशन मंगल, थप्पड़, आसिकल 15

िूचनव : प्रत्येकइकवई 25 अंकके सिएसनि वररतहै।

d) Suggested Text Books and References

Text book/s: पवठय पुस्तक:

1. िंि-काव्य – नहुष – मैसथलीशरण गुप्त

References: िन्दर् ग्रन्थ :

1. रि – छंद – अलंकर - कृ णदे ि शमा & िुरेश आरिाल

2. सहन्दी िासहऱि का इसतहऱाऱि - ििऱिऱि. नागऱेदुर
3. आधुसुनक सहन्दी िासहऱि का इसतहऱाऱि - ििऱिऱि. बच्चन सऱिंह
4. सहन्दी िासहऱि का नऱिीन इसतहऱाऱि - ििऱिऱि. लऱल िाहब सऱिंह
5. शुदुद सहन्दी कऱै ििऱे बयले कऱै ििऱे तलऱिऱे- पृथ्वीनाथ पाणुडे
6. मीसिया सिमश – रामशरण जयशी

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|------------------------------------|-------------|---|---|---|---|----------|
| B20JP4023 | Language IV: Additional English | CC | 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.

Prerequisites: The student must possess fair knowledge of language, literature, culture and society.

Pedagogy: Collaborative Method, Flipped Classroom, Blended Learning

Course Objectives:

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

Course Outcome:

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

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

Course Contents:

Unit-I: Myths & Mythology

6 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

7 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

Reference Books:

1. Finneran, Richard J. *The Collected Works of W.B. Yeats*(Volume I: The Poems: Revised Second Edition). Simon & Schuster, 1996.
2. Pattanaik, Devdutt. *Shikhandi: And Other „Queer“ Tales They Don“t Tell You*. Penguin Books, 2014.
3. Ezekiel, Nissim. *Collected Poems* (With A New Introduction By John Thieme). OUP, 2005.
4. Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
5. Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. Simon & Schuster, 2004.
6. Ibsen, Henrik. *A Doll“s House*. Maple Press, 2011.
7. Poe, Edgar Allan. *The Complete Poetry of Edgar Allan Poe*. Penguin USA, 2008.
8. Stoker, Bram. *Dracula*. Fingerprint Publishing, 2013.
9. Ray, Satyajit. *The Complete Adventures of Feluda* (Vol. 2). Penguin Books Ltd., 2015.
10. Lama, Dalai. *Freedom In Exile: The Autobiography of the Dalai Lama of Tibet*. Little, Brown Book Group, 1998.
11. Murthy, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin India, 2006.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| B20JP4040 | Political Science IV (Western and Eastern Political Thought) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

The purpose of this course is to introduce Western and Eastern political thought in order for the student to make sense of current trends in politics in an informed way. It looks at issues and conflicts within the political realm that have for ever been of interest in making sense of current politics, while noting the breaks and departures through which contemporary politics is comprehended and negotiated.

Prerequisites: Thorough understanding of the basic political theories is required.

Pedagogy: Direct instruction and Collaborative method

Course Objectives

1. To explain Plato–Ideal State, Justice, Education, Communism and Philosopher King
2. To define Kautilya“sArthasastra, Shanti Parva of Mahabharata
3. To show the identity of Medieval and Social Contractualists

4. To demonstrate the political thinkers's autobiographies

Course Outcomes

The Students will be able to

1. Summarize the ideologies of Plato–Ideal State, Justice, Education, Communism and Philosopher King
2. Interpret the Kautilya's Arthashastra, Shanti Parva of Mahabharata
3. Analyze the history of Medieval and Social Contractualists
4. Compare the political thinker's autobiographies

Course Content:

Unit I: Ancient Greek Political Thought:

13 Hours

Greek City States; Plato–Ideal State, Justice, Education, Communism and Philosopher King; Aristotle – State, Citizenship, Classification of Constitutions and Revolution.

Unit II: Indian Political Thought

13 Hours

Kautilya's Arthashastra, Shanti Parva of Mahabharata, Raja Ram Mohan Roy, Jyothiba Phule, Pandita Ramabhai, Swami Vivekananda

Unit III: Medieval and Social Contractualists

13 Hours

St. Augustine, St. Thomas Aquinas, Machiavelli, Thomas Hobbes, John Locke and J.J. Rousseau

Unit IV: Select Political Thinkers

13 Hours

Karl Marx, Ram Manohar Lohia, M.K. Gandhi, B.R. Ambedkar, Jaya Prakash Narayan, Rabindranath Tagore

Reference Books

1. Sharma S.K and Urmila Sharma. *Western Political Thought*, Volumes 1&2, New Delhi: Atlantic Publishers, 2013.
2. Stephen Tromble. *Fifty Thinkers Who Shaped the Modern World*. London: Atlantic Books, 2012.
3. Shefali Jha. *Western Political Thought: From Plato to Marx*. New Delhi: Pearson, 2012.
4. Brian R. Nelson. *Western Political Thought: From Socrates to the Age of Ideology*, New Delhi: Pearson Education, 2007.
5. R.P. Kangle. *Kautilya's Arthashastra*. New Delhi: Motilal Banarsidass Publishers, 2010.
6. C.L. Wayper. *Political Thought*. Bombay: BI Publishers, 1979.
7. George Sabine - *A History of Political Thought*. Oxford, 2019.
8. D.R. Bhandari - *History of European Political Philosophy*. Lahore : Zahid Publishers, 1987.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---|-------------|---|---|---|---|-----------|
| B20JP4050 | 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.

Prerequisites: 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 Books

1. Berger J. *Media and Communication Research Methods: An Introduction ToQualitative And Quantitative Approaches*, California Sage Publication, 2000.
2. Wimmer, Roger D. and Dominick, Joseph R. *Mass Media Research: An Introduction*, Singapore Wadsworth Publishing, 2000.
3. 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. |
|---------------|---|-------------|---|---|---|---|----------|
| B20JP4050 (P) | Journalism IV(Fundamentals of Media Research) Practical | HC | 0 | 0 | 2 | 2 | 4 |

Practical Component

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--|------------|---|---|---|---|----------|
| B20JP4060 | Economics IV (International Economics) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

The aim of this paper is to provide students with strong foundation in the principles of international economics which will help them to know the trade policies at the national and international levels and the impact of the globalization on income, employment and social standards in the current international scenario. The paper also covers the pure theory of trade and extensions thereof, customs union, and balance of payments adjustment policies under alternative exchange-rate regimes including the determination of the exchange rate.

Prerequisites: Skills to observe the International economic developments through consumption of international business news.

Pedagogy: Direct instruction and collaborative method

Course Objectives:

1. To explain the principles of international economics
2. To demonstrate the trade policies at the national and international levels
3. To infer the impact of the globalization on income, employment and social standards in the current international scenario
4. To outline the trade policies

Course Outcomes:

The students will be able to

1. Identify the principles of international economics
2. Interpret the trade policies at the national and international levels
3. Outline the impact of the globalization on income, employment and social standards in the current international scenario
4. Identify the importance of the trade policies

Course Content:

Unit-I : Introduction and Essentials

13 Hours

The Subject Matter of International Economics; Trade Based on Absolute Advantage; Trade Based on Comparative Advantage; Comparative Advantage and Opportunity Costs; Empirical Tests of the Ricardian Model. The Basis for and the Gains from Trade with Increasing Costs; Trade Based on Differences in Tastes; The Equilibrium Relative Commodity Price with Trade – Partial Equilibrium Analysis; Offer Curves; General Equilibrium Analysis; the terms of trade.

Unit-II : The Heckscher - Ohlin Theory, Economies of Scale, Imperfect Competition and International Trade **13 Hours**

Factor Endowments and Heckscher-Ohlin Theory; Factor-Price Equalization and Income Distribution; Empirical Tests of the Heckscher-Ohlin Model–The Leontief Paradox; Heckscher-Ohlin Model and New Trade Theories; Economies of Scale and International Trade; Imperfect Competition and International Trade. The Rybczynski Theorem; Technical Progress; Growth and Trade: The Small Country Case; Growth and Trade: The Large Country Case – Immiserizing Growth.

Unit-III: Trade Restrictions: Tariffs and Nontariff Trade Barriers **13 Hours**

Partial Equilibrium Analysis of a Tariff; General Equilibrium Analysis of a Tariff in a Small Country – The Stolper - Samuelson Theorem; Import Quotas; Other Non-tariff Barriers. Trade-Creating Customs Unions; Trade-Diverting Customs Unions; The Theory of the Second Best and Other Static Welfare Effects of Customs Unions; History of Attempts at Economic Integration – The European Union; Multilateralism –WTO.

Unit-IV: Balance of Payments, Foreign Markets and Exchange Rate Determination **13 Hours**

Balance of Payments–Principles; Functions of the Foreign Exchange Markets; Foreign Exchange Rates; Purchasing Power Parity Theory; Stable and Unstable Foreign Exchange Markets. The International Monetary System and Macroeconomic Policy Coordination: The Evolution of the Breton Woods System; The IMF; Policy Coordination with Floating Exchange Rates; Optimum Currency Area Theory; The Single Currency and Economic Integration; The European Monetary Union.

Text Books and Reference Books:

1. Dominick Salvatore (2011), *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th Edition.

Essential Reading / Recommended Reading

1. Bowen H, Hollander A. and Viaene J. *Applied International Trade Analysis*, Macmillan Publication, 2012.
2. Charles Van Marrewijk. *International Economics: Theory, Application and Policy*, Oxford University Press, 2007.
3. Dornbusch R. *Open Economy Macroeconomics*, Basic Books: New York, International Students Edition, 1980.
4. Gregory N Mankiw. *Principles of Macroeconomics*, 6th Edition, Cengage Learning India, 2012.
5. Paul Krugman, Maurice Obstfeld, and Marc Melitz. *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th Edition, 2012.

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./ Wk. |
|-------------|------------------------|------------|---|---|---|---|-----------|
| B20JP4070 | Minor Research Project | HC | 0 | 0 | 6 | 6 | 6 |

Project work/Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem.

Prerequisites: Student must have knowledge of Research methodology

Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising

Course Objective:

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 with the literature search
2. Demonstrate 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 | CourseType | L | T | P | C | Hrs./ Wk. |
|------------------|---|-------------|----------|----------|----------|----------|-----------|
| B20JP4080 | Employability Skills – I (Placement) | RULO | 0 | 0 | 0 | 0 | 2 |

Note: The students will have to undergo Skill Development course being conducted by Training and Placement cell of the University.

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|----------------------|--|------------|----------|----------|----------|----------|----------|
| B20JP4090 (P) | Skill Development Certificate | HC | 0 | 0 | 2 | 2 | 2 |

Note: The students will have to undergo Skill Development Certificate course through the online mode under the guidance of the mentor and submit the certificate to get the credits.

FIFTH SEMESTER

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20JP5010 | Political Science V(Public Administration and Core Concepts) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

Public Administration prepares the students for posts in the public and private sectors. This includes positions in government institutions and municipal administrative units, as well as nonprofit organizations such as social service agencies, consulting firms and private institutions which are engaged in public affairs and public policy.

Prerequisites: A primary understanding of the administrative concepts.

Pedagogy: Direct instruction and ICT method

Course Objectives

1. To define the meaning, scope and the theories of Public Administration
2. To explain the Dynamics of Management
3. To elaborate on the Personnel Administration
4. To demonstrate the Financial Administration

Course Outcomes

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

1. Interpret the meaning, scope and the theories of Public Administration
2. Identify the Dynamics of Management
3. Analyse the procedures of Personnel Administration
4. Infer the basics of Financial Administration

Course Content:

Unit I- Public Administration:

13 Hours

Meaning, Scope and Importance of Public Administration; Private and Public Administration – Differences, Public-Private Partnership; Organization – Theories and Principles, Line, Staff, Auxiliary Agencies, Departments.

Unit II-Dynamics of Management:

13 Hours

Meaning and Functions of Management, Chief Executive – Powers and Functions; Leadership – Qualities; Good Governance

Unit III- Personnel Administration

13 hours

Meaning and Importance; Recruitment, Training, Promotion, Morale, Discipline, Retirement.

Unit IV - Financial Administration:

13 hours

Budget–Meaning and Principles, Budgetary Process–Preparation, Enactment and Execution; Performance Budget, Zero based Budgeting.

Reference Books

1. Jos C.N. Raadschelders. *Public Administration: The Interdisciplinary Study of Government*, Oxford University Press, 2013.
2. Avasthi and Maheshwari. *Public Administration*, Publisher: LAKSHMI NARAIN, 2017.
3. Sharma, M.P. et al. *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal, 2012.
4. Polinaidu, S. *Public Administration*. New Delhi: Galgotia, 2013.
5. Siuli Sarkar. *Public Administration in India*, New Delhi: PHI Learning, 2010.
6. Henry, N. *Public Administration and Public Affairs*. New Delhi: PHI Learning, 2012
7. Fadia, B.L. and Fadia, K. *Public Administration: Administrative Theories and Concepts*, 2011.
8. Basu, R. *Public Administration: Concepts and Theories*. New Delhi: Sterling, 2005.
9. Bhagwan, V. and Bhushan, V. *Public Administration*. New Delhi: S. Chand, 2005.
10. Goel, S L. *Public Administration: Theory and Practice*, New Delhi, Deep and Deep, 2003.
11. Bhattacharya, M. *New Horizons of Public Administration*. New Delhi: Jawahar Publication, 2011.

Journals

1. Indian Journal of Public Administration
2. Indian Journal of Political Science
3. Administrative Changes
4. Management in Government

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| B20JP5021 | Political Science –VI (A) (International Relations) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description

This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory

Prerequisites: Students should have primary knowledge of relationships between the countries.

Pedagogy: Direct instruction and ICT method

Course Objectives:

1. To define the nature, scope and the theories of International Relations
2. To explain the concept of national power, foreign policy, human rights and approaches to international peace
3. To elaborate on the approaches of International Peace
4. To demonstrate the International Law and Human Rights

Course Outcomes

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

1. Outline the nature, scope and the theories of International Relations
2. Analyze the concept of national power, foreign policy, human rights and approaches to international peace
3. Examine the approaches of International Peace

4. Utilize the International Law and Human Rights

Course Content:

Unit I: International Relations

13 Hours

Nature, Scope and Importance; Theories - Idealist, Realist theories, World Systems theory and Game theory.

Unit II- National Power, National Interest and Foreign Policy

13 Hours

Elements of National Power; National Interest; Formulation of Foreign Policy; Diplomacy- Functions and Types; Economic Instruments of Foreign Policy.

Unit III- Approaches to International Peace

13 Hours

Balance of Power; Collective Security; Pacific Settlement of International Disputes; Disarmament and Arms Control – Problems and Issues.

Unit IV- International Law and Human Rights

13 Hours

Nature, Sources and Sanctions of International Law; Universal Declaration of Human Rights- Issues and Concerns

Reference Books

1. Bhupinder S Chimni and Siddharth Mallavarapu. *International Relations: Perspective form the Global South*, Pearson, New Delhi, 2013.
2. Rumki Basu. *International Politics: Concepts, Theories and Issues*. New Delhi: Sage, 2012.
3. Peu Ghosh. *International Relations*. New Delhi: PHI Learning, 2009.
4. Palmer, N.D. and Perkins, H.C. *International Relations*. New Delhi: AITBS, 2007
5. Malhotra, V.K. *International Relations*. New Delhi: Anmol, 2001.
6. Ghai, K.K. *International Relations: Theory and Practice of International Politics*. New Delhi: Kalyani, 2005.
7. Joshua Goldstein. *S. International Relations*. Delhi: Pearson Education, 2004.
8. Noam Chomsky. *Understanding Power: The Indispensable Chomsky* – edited by peter R. Mitchell & John Schoeffel, New Delhi: Penguin Books, 2003.
9. Jozef Goldblat. *Arms Control: The New Guide to Negotiations and Agreements*. London: Sage Publications. 2002.
10. Karen Mingst. *Essentials of International Relations*. New York: W.W.Norton & Co, 1999.
11. Bruce Russett and Harvey Starr. *World Politics: The Menu For Choice*, 1986.

Journals

1. International Affairs
2. World Politics
3. India Quarterly
4. Foreign Affairs
5. World Focus

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

| | | | | | | | |
|------------------|--|-----------|----------|----------|----------|----------|----------|
| B20JP5022 | Political Science –VI (B) (Comparative Government & Politics) | SC | 4 | 0 | 0 | 4 | 4 |
|------------------|--|-----------|----------|----------|----------|----------|----------|

Course Description:

Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

Prerequisites: Basic idea of different types of political systems.

Pedagogy: Direct instruction, ICT method

Course Objectives:

1. To define and describe major comparative political concepts
2. To explain relevant factual information pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia.
3. To analyze typical patterns of political processes and behavior and their consequences.
4. To compare and contrast political institutions and processes across countries.

Course Outcomes:

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

1. Analyze a broad perspective of the comparative politics subfield.
2. Interpret democratic political institutions, democratization, and international political economy.
3. Apply the comparative method and analyze politics in a diverse set of countries from developing world to advanced industrialized democracies.
4. Identify the changing nature of nation-state in various contexts.

Course Content:

Unit I: Introduction to Comparative Politics

13 Hours

Impact of informal politics, importance of political change, integration of political and economic systems

Unit II: Sovereignty, Authority, and Power

13 Hours

States, Nations, and Regimes, Legitimacy, Political Culture/Ideologies

Unit III: Political Institutions

13 Hours

Levels of Government, NGOs, Executive, Legislatures, Bureaucracies, Judiciaries, Electoral Systems, Linkage Institutions, Interest Groups, Political Elite

Unit-IV: Themes of Comparative Politics

13 Hours

A comparative study of constitutional developments and political economy in the following countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria

Reference Books

1. Strong C.F., Comparative Governments, The English Language Book Society and Sidgwick & Jackson limited London.
2. Wheare K.C., Modern Constitutions, Oxford University Press, New Delhi.
3. Padmanabhan V.K, Outlines of Comparative Governments, PothigaiPathippaham, Pondicherry.
4. Kapur A.C., Select Constitution, S. Chand & Co, New Delhi.
5. Mahajan V.D., Select Modern Governments, S. Chand & Co. New Delhi.
6. Appadurai A, Substance of Politics, Oxford University Press, Atlas Publications Pvt. Ltd., Madras

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------------------------|-------------|---|---|---|---|----------|
| B20JP5030 | Journalism-V(Media Laws And Ethics) | HC | 3 | 1 | 0 | 4 | 4 |

Course Description:

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

Prerequisites: Primary understanding of the requirement of laws in society.

Pedagogy: Direct instruction, Collaborative and ICT method

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit I: Indian Constitution

13 Hours

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

Unit II: Media Laws

13 Hours

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

Unit III: Issues in Media

13 Hours

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

Unit-IV: Ethics in Media

13 Hours

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

Practical Component

1. Case study Presentation
2. RTI
3. News Analysis of Court and Parliamentary Proceedings
4. Visit to High Court/ Vidhana Soudha

Reference Books:

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

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|---------------------------------|------------|---|---|---|---|----------|
| B20JP5041 | Journalism-VI A (Brand Ecology) | SC | 2 | 1 | 0 | 3 | 4 |

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.

Prerequisites: A basic idea about the concept of brands .

Pedagogy: Direct instruction, inquiry based and Collaborative method

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit-I: Introduction to Brand Management

10 Hours

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

Unit-II: Brand Management

10 Hours

Identifying and establishing brand positioning. Positioning guidelines, Brand Associations, Internal Branding, Branding challenges and opportunities, Choosing Brand Elements to Build Brand Equity, Brand-Product Matrix.

Unit-III: Strategic Brand Management

10 Hours

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

Unit-IV: Managing Brands

9 Hours

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

References Books:

1. Keller, Parameswaran and Jacob (Edt). *Strategic Brand Management*, Bangalore: Pearson India, 2015.
2. Philip Kotler (Edt). *Marketing management*, New Delhi: Pearson India, 2015.
3. Ramanuj Majumdar. *Product Management in India*, New Delhi: Phi Learning, 2009.
4. Annurag Batra. *Marketing Whitebook*, New Delhi: BW Businessworld Media, 2019.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|--------------------------|------------------------------------|-------------|----------|----------|----------|----------|-----------|
| B20JP5041 (P) | Journalism Practical VI (A) | SC | 0 | 0 | 2 | 2 | 4 |

Practical Component

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. |
|------------------|--|-------------|----------|----------|----------|----------|-----------|
| B20JP5042 | Journalism VI (B) (Fundamentals of Photography) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description:

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

The teaching style will incorporate several formats including seminar-type presentations, hands-on practice, group discussions, critiques, and independent research.

Prerequisites: 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 the 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

10 Hours

Photography, its role & importance and history

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;

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

Unit-II: Aspects of Photography

10 Hours

Lens- Definition, Concept & Characteristics of lens

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

Filter- definition & concept; Characteristics and types of filters

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

Unit-III: Principles of Photography

9 Hours

Lighting: Sources of light: Natural & Artificial

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

Unit-IV: Issues Related to Photojournalism

10 Hours

Various types of photography: Portrait, Wildlife, Nature, Human Interest, Sports, Night photography; street photography

Advertising Photography: Studio and Outdoor,

Text vs. Photograph; Essentials of a press photograph

Qualities of a good photojournalist

Visual story telling - Photo-features, Photo – essays

Writing captions

Challenges faced by photojournalists

Reference Books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|-----------------------------|-------------|---|---|---|---|----------|
| B20JP5042 (P) | Journalism Practical VI (B) | SC | 0 | 0 | 2 | 2 | 4 |

Practical Component

- 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:
 - 1) Night Photography
 - 2) Architecture
 - 3) Portrait

4) Landscape

5) 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. |
|-------------|----------------------------------|-------------|---|---|---|---|----------|
| B20JP5050 | Economics V (Indian Economy - I) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Prerequisites: Primary knowledge about the economic developments in India.

Pedagogy: Direct instruction, Collaborative and ICT method

Course Objectives:

1. To explain the structure of Indian Economy
2. To outline the achievements and failures of India's Five-year Plans (broad outline)
3. To demonstrate the trends and pattern of population
4. To elaborate Dualism in the Indian Economy

Course Outcomes:

The students will be able to

1. Analyse the structure of Indian Economy
2. Interpret the achievements and failures of India's Five-year Plans (broad outline)
3. Identify the trends and pattern of population
4. Examine the Poverty Eradication Programmes in India

Course Content:

Unit I: Indian Economy –An Overview

13 Hours

The structure of Indian Economy – its sectoral composition, rural- urban dimension –India's per capita income – relative position relation to developed and underdeveloped economies; Features and Causes of Underdevelopment of the Indian Economy.

Unit II: NI Trends and Indian Planning

13 Hours

National Income of India: Trend, Estimation and Distribution. Background for Indian Planning and Planning process and institutions; Objectives, achievements and failures of India's Five-year Plans (broad outline)

Unit III: Demography

13 Hours

The trends and pattern of population growth –age distribution – demographic rates and population projection; The nature of population problem in India and government policies related to population

Unit IV: Dualism

13 Hours

Dualism in the Indian Economy: Poverty Line-Poverty Eradication Programmes in India.

References Books:

1. Dutta, R. & K.P.M. Sundaram. *Indian Economy*, S. Chand & Co. New Delhi, 2016.
2. Agarwal, A.N. *Indian Economy*, Vikash Publishing Co. Delhi. 2014.
3. Misra, S.K. & V.K. Puri. *Indian Economy*, Himalayas Publishing Co. Mumbai, 2012.
4. Gupta, S.B. *Monetary Planning in India* Oxford University Press, Delhi, 2009.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20JP5061 | Economics VI (A) (Mathematical Method for Economics) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description

The course emphasizes on the the recent global economic crisis, economics is more important and relevant than ever. Decisions on money, banking, interest rates, taxation and government spending affect us all, with global consequences. The course will explain complex data in simple terms to different audiences. It develops excellent mathematical, statistical and problem-solving skills.

Prerequisites: Mid level knowledge of mathematics is essential.

Pedagogy: Direct instruction, ICT method

Course Objectives

1. To develop the basic skills in applied mathematics
2. To explain the skills in the field of economic analysis and reasoning
3. To develop skills in the presentation of data.
4. To demonstrate Cobb - Douglas and CES production functions and their properties

Course Outcomes :

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

1. Formulate a dynamic economic problem in mathematical terms
2. Apply their knowledge of the subject content of mathematical economics, specifically in the area of dynamic methods
3. Build the skills in the data presentation
4. Make use relevant mathematical techniques

Course Content:**Unit-1: Economic Science****13 Hours**

Introduction: The changing scenario in economic science-Advantages and Disadvantages of using mathematics in economics.

Functions: Meaning-Distinction between a relation and a function-Functional notations: general, exact and specific forms-Explicit and Implicit forms-Inverse from-Types of functions: Linear, quadratic, cubic, exponential and logarithmic functions-Exponential functions as applied in interest compounding-Their simple uses in Economics- Market equilibrium-Effects of taxes and subsidy on equilibrium price and quantity-Simple macro model (Keynesian macro equilibrium model).

Matrices: Meaning-Types of matrices-Elementary operations on matrices-Inverse matrix-Methods of solving simultaneous equations using matrices-Determinants and their uses in solving simultaneous equations-Cramer's rule.

Unit-II: Calculus & Elasticity**13 Hours**

Differential Calculus: Meaning-Simple derivative rules (one independent variable)-Application of derivatives in Economics.

Partial Derivatives (Two independent variables) - Rules - Uses of partial derivatives in economics.

Elasticity - Definition - Elasticity theorems - Methods of measuring elasticity- Applications of elasticity in Economics: Price elasticity - Substitutes and complements - Income elasticity - Engel's Law - Cost elasticity.

Unit-III: Functions

13 Hours

Maxima and Minima of functions (one independent variable): Simple applications from Micro Economics.

Maxima and Minima of functions (two independent variables): Unconstrained and constrained models - Applications of maxima and minima in Economics: Theory of consumption (numerical problems of utility maximization) - Theory of production: production function, Producer's equilibrium: output, revenue and profit maximization and cost minimization problems under perfect competition, monopoly, duopoly and oligopoly markets.

Unit-IV: Homogeneous functions

13 Hours

Homogeneous functions: Cobb - Douglas and CES production functions and their properties - Euler's theorem and adding up controversy; Market Equilibrium: Effects of specific and advalorem taxes on price and output - Effects of subsidies; Walrasian and Marshallian static stability condition.Simple rules of integration - Infinite and definite integral - Calculation of TR and TC functions from their respective MR and MC. Consumer's surplus and Producer's surplus.

Text Books and Reference Books:

1. Allen, R.G.D. "Mathematical Analysis for Economists".Harold Hotelling, 1939.

Essential Reading / Recommended Reading

1. R. Veerachamy. *Quantitative Methods for Economists*. New Age International Publishers, 2002.
2. Chiang, A.C. *Fundamental Methods of Mathematical Economics*.McGraw-Hill Education, 2005.
3. Yamane,Taro. *Mathematics for Economists - An Elementary Survey*,Prentice Hall India Learning Private Limited; 2nd edition, 1981.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|--|-------------|---|---|---|---|----------|
| B20JP5062 | Economics VI (B) (Entrepreneurial Development - I) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description:

This course introduces the principles and practices of Entrepreneurial Development. During the course, the students will examine to develop and strengthen entrepreneurial quality and motivation in students and to impart basic entrepreneurial skills and understanding to run a business efficiently and effectively.

Prerequisites: Preliminary exposure to different kinds of entrepreneurial opportunities

Pedagogy: Direct instruction, ICT and collaborative method

Course Objectives:

1. To develop an entrepreneurial business opportunities
2. To demonstrate the dynamic role of entrepreneurship and small business
3. To explain the Business Planning Process
4. To outline Financial Planning and Control

Course Outcomes:

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

1. Distinguish the distinct entrepreneurial traits
2. Examine the parameters to assess opportunities and constraints for new business ideas
3. Identify the systematic process to select and screen a business idea
4. Design strategies for successful implementation of ideas

Course Content:**Unit I: Entrepreneur & Entrepreneurship: 13 Hours**

Meaning of entrepreneur - Evolution of the concept - Functions of an Entrepreneur - Types of Entrepreneur - Intrapreneur- an emerging class - Concept of Entrepreneurship - Evolution of Entrepreneurship - Development of Entrepreneurship - Entrepreneurial Culture - Stages in entrepreneurial process.

Unit II: Business Planning Process: 13 Hours

Meaning of business plan - Business plan process - Advantages of business planning - Marketing plan - Production/operations plan - Organization plan - Financial plan - Final Project Report with Feasibility Study - preparing a model project report for starting a new venture.

Unit III: Institutions supporting Entrepreneurs 13 Hours

Small industry financing developing countries - A brief overview of financial institutions in India - Central level and state level institutions - SIDBI - NABARD - IDBI - SIDCO - Indian Institute of Entrepreneurship - DIC - Single Window - Latest Industrial Policy of Government of India

Unit IV: International Entrepreneurship Opportunities 13 Hours

The nature of international entrepreneurship - Importance of international business to the firm - International versus domestic entrepreneurship - Stages of economic development - Entrepreneurship entry into international business - exporting - Direct foreign investment - barriers to international trade.

References Books

1. Dr. Vasant Desai. *Small scale industries and entrepreneurship*, Himalayan Publishing House, 2011.
2. Dr. Vasant Desai, *Management of small scale industries*, Himalayan Publishing House, 2010.
3. .C.SabooMeghaBiyani, *Management of small scale industries*, J. Himalayan Publishing House, 2015.
4. Dr. Vasant Desai, *Dynamics of entrepreneurial development and Management*, Himalayan Publishing, 2011.
5. Moharanas and Dash C.R. *Entrepreneurship development*, Moharanas and Dash C.R., RBSA Publishing, Jaipur. 1983.
6. Collins and Lazier W, *Beyond entrepreneurship*, Prentice Hall, New Jersey, 1992
7. Hisrich Peters Sphephard, *Entrepreneurship*. Tata McGraw Hill, 2002.

8. S.K. Mohanty, *Fundamentals of entrepreneurship*, Prentice Hall of India, 2011.
9. David Oates, *A Guide to Entrepreneurship*, Jaico Publishing House, Mumbai, Edn 2009.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|------------------|--|-------------|--------------------------|---|---|---|----------|
| B20JP5070 | Employability Skills – II (Placement) | RULO | Non-credit Course | | | | 2 |

Note: The students will have to undergo Skill Development course being conducted by Training and Placement cell of the University.

SIXTH SEMESTER

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|------------------|---|------------|----------|----------|----------|----------|----------|
| B20JP6010 | Political Science VII (Major Constitutional Systems) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

The course will introduce the idea of political system and the account of the making and working of constitutional institutions. This course responds to the curiosity about why a particular arrangement in the constitution was adopted and why not some other, how the institutions grow in the company of actual politics. That is why the contents of the course do not stop at 1950, in fact start off at 1950 and take you to some instances drawn from the political history of the last fifty years or more.

Prerequisites: Inquisitiveness to know about the constitutions of different countries.

Pedagogy: Direct instruction, ICT and collaborative method

Course Objectives :

1. To familiarize with the House of Lords and House of Commons of United Kingdom
2. To outline House of Representatives and Senate of United States
3. To demonstrate the features of the 1982 Constitution of China
4. To elaborate Features of the Swiss Confederation Switzerland

Course Outcomes

The students will be able to

1. Compare constitutions and systems of governance
2. Identify the strengths, weaknesses and potential of the major constitutional system
3. Analyse the features of the 1982 Constitution of China
4. Interpret the features of the Swiss Confederation Switzerland

Course Content:

Unit I- United Kingdom

13 hours

Features; House of Lords and House of Commons - Composition, Powers and Functions; Prime Minister and Council of Ministers - Powers and Functions; The King and The Crown – Powers and Functions; Courts –Civil and Criminal Courts; Rule of Law; Party system.

Unit II- United States

13 hours

Features; Congress: House of Representatives and Senate - Composition, Powers and Functions; President - Powers and Functions; Supreme Court - Composition, Jurisdiction and Judicial Review; Party system.

Unit III- China

13 hours

Features of the 1982 Constitution ; The National People's Congress - Composition, Powers and Functions; The State Councils –Powers and Functions; President and Premier - Powers and Functions; Judicial Systems-Types of Courts; Cultural Revolution; The Communist Party

Unit IV- Switzerland

13 hours

Features of the Swiss Confederation; Federal Legislature -National Council and Council of States - Composition, Powers and Functions; Federal Executive: Features, Powers and Functions; Federal Court - Composition and Jurisdiction; Direct Democratic Devices- Referendum, Initiative and Recall; Features of Party System.

References:

1. Neil Schlagler and Jayne Weisblatt. *World Encyclopedia of Political Systems and Parties*. Viva Books: New Delhi, 2013.
2. Daniele Caramani. *Comparative Politics*, Oxford University press, New Delhi, 2012.
3. A.C.Kapur, *Select Constitutions*, S Chand; 16th Edn. 2006.
4. V.K.Khanna, *Comparative Study of Government and Politics*, Vikas Publishing; Six edition, 2020
5. J.C.Johari, *Major Modern Political systems*,Shoban Lal & Co.; 5th edition, 2012.
6. K.K.Ghai, *Select Political Systems*, Kalyani, 2017.
7. K.K.Ghai, *Modern Governments*, Kalyani, 2017.

Journals:

1. Indian Constitutional Law Review
2. The Journal of Comparative Politics
3. Presidential Studies Quaterly
4. The Comparative Constitutional Law and Administrative Law Quarterly

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--|------------|---|---|---|---|----------|
| B20JP6021 | Political Science VIII - (A) (International Institution and Foreign Policies) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description

The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its sources and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that require solutions at global level.

Prerequisites: Aninitialidea about foreign policy and some major international institutions.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

1. To explain the Evolution and Growth, Purposes, Organs, Achievements and the issues of Environmental and Developmental of United Nations
2. To outline the International Organisations and Issues
3. To elaborate the Foreign Policies of Select Powers
4. To demonstrate the Foreign Policy of India

Course Outcomes

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

1. Examine the working of international institutions
2. Interpret the foreign policy of select countries and foreign policy of India
3. Contrast and compare the foreign policies of USA, Russia and China.
4. Make inferences about the foreign policies of India.

Course Content:

Unit I : United Nations:

13 Hours

Evolution and Growth, Purposes, Organs, Achievements, Shortcomings; UN and Environmental and Developmental Issues; Reforms and Restructuring of the United Nations; Millennium Development Goals.

Unit II: International Organisations and Issues

13 Hours

W.T.O, European Union, ASEAN and SAARC, BRICS; New International Economic Order, North-South and South-South Dialogues

Unit III: Foreign Policies of Select Powers

13 Hours

United States, Russia and China.

Unit IV: Foreign Policy of India

13 Hours

Evolution and Principles; India and South Asia, West Asia; India and South East Asia – „Look East“ and „Act East Policy“; India and the United Nations; India and her Neighbours.

References Books

1. Bhupinder S Chimni and Siddharth Mallavarapu. *International Relations: Perspective form the Global South*, Pearson, New Delhi, 2013.
2. Bimal Prasad. *The Making of India's Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. New Delhi: Vitasta, 2013.
3. Shashi Tharoor. *PaxIndica: India and the World in the 21st Century*, New Delhi: Penguin Books, 2012.
4. Mohanan B. Pillai and L.Premashekhara, eds. *Foreign Policy of India: Continuity and Change*, New Delhi: New Century Publications, 2010.
5. Rajiv Sikri. *Challenges and Strategy: Rethinking India's Foreign Policy* (New Delhi: Sage, 2009.
6. Raja Mohan C. *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking, 2003.
7. Fareed Zakaria. *The Post-American World*, New Delhi: Penguin Books, 2008.
8. Vinay Kumar Malhotra. *International Relations*, Surjeet Publications, 2019.
9. V.P. Dutt Indian Foreign Policy. National Book Trust, 2011.

Journals

1. International Affairs
2. World Politics
3. India Quarterly
4. Foreign Affairs
5. World Focus

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--|------------|---|---|---|---|----------|
| B20JP6022 | Political Science VIII (B) (Personnel and Public Administration) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description:

This course introduces the principles and practices of Public Administration and Development. During the course, the students will examine to develop and strengthen public administration

Prerequisites: A brief knowledge about public administration

Pedagogy: Direct instruction, ICT and collaborative method

Course Objectives:

1. To understand the citizen centric functioning of governments.
2. To realize the different types of controls by the three estates of the democracy.
3. To gain more knowledge on integrity in administration.
4. To demonstrate the emerging issues of India

Course Outcomes:

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

1. Evaluate the various functions of the government.
2. Analyze the accountability factor and identify the controls by the organs of public administration.
3. Identify the need for integrity in administration.
4. Interpret the issues related to good governance.

Course Content**Unit I: Citizen Centric Administration:****13 Hours**

Concept of Citizen Centric Administration: Evolution, Concept, Features and Significance. Functions of Government: Regulatory functions, Service providing functions and Developmental functions.

Unit II: Public Administration:**13 Hours**

Accountability in Public Administration: Parliamentary, Executive and Judicial Control over Administration. Lok Pal and Lok Ayukta.

Unit III: Administration**13 Hours**

Integrity in Administration: Means and Agencies for checking Corruption at Union and State Level.

Unit IV: Emerging Issues**13 Hours**

Emerging Issues: Good Governance, Right to Information. Consumer Protection Act, 2005.

References

1. *Administrative Reforms Commission, Report on the Machinery Government of India and its procedures of work.* 1968.
2. Basu, Durga Das, *Introduction to the Constitution of India*, Twelfth Edition; Prentice Hall of India: New Delhi, 2004.
3. Battacharya Mohit. *Public Administration: Structure, Process and Behaviour*, The World Press Pvt. Ltd., Calcutta, 1987.
4. Bhambri C.P. *Public Administration*, Educational Publishers: Meerut, 1985.
5. Chanda, Ashok. *Indian Administration*, Allen & Unwin, 1968.
6. G. Allen and Unwin: London. Chaturvedi, T.N. *Secrecy in Government*, IIPA, New Delhi, 1980.
7. Jabbara, Joseph G. and Dwivedi, O.P. (ed). *Public Service Accountability*, Kumarian Press Inc., Bloonfield CT, U.S.A, 1998.

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|---|------------|---|---|---|---|----------|
| B20JP6030 | Journalism VII (Advertising and Public Relations) | SC | 3 | 1 | 0 | 4 | 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.

Prerequisites: A preliminary exposure to the advertisements

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

1. To introduce the students to the Concepts and Principles of Advertising, Ad Agency Management and Brand Management
2. To take the students through the roles and scopes of PR in management, its various tools and the emerging importance of the discipline in varying areas.
3. To look at the evolution of Corporate Communication and its expanded role in organizational and marketing communication
4. To prepare the students to equip themselves to suit to the needs of various roles in advertising, PR and Corporate Communication sectors.

Course Outcomes:

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

1. Outline the process of producing advertisements
2. Construct and analyze audience research, media research, and environmental scanning
3. Develop 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

13 Hours

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

Unit-II : Elements in Advertising

13 Hours

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

Unit-III: Introduction to Public Relations**13 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**13 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 Books:

1. J V Vilanilam. *Public Relations in India*, Sage Publications.2011.
2. Choonawala S A and Sethia K C (Edt). *Foundations of Advertising theory & Practice*, Bangalore: Himalaya Publishing, 2005.
3. Wells and MorlatyBurfert (Edt). *Advertising: Principle &Practice*.NewDelhi:Prentice Hall,2003.
4. Chandrakandan *.Public Relations*, Authors press, 2002.
5. Percy Larry. *Strategic Advertisement Management*, Europe Prentice Hall, 2002.
6. R Staffer Marla (Edt). *Advertising Promotion and New Media*, USA :Times Mirror Co., 2001.
7. Wells William. *Advertising, Principles and Practice*, London: Prion Books Ltd.2001.
8. Ahuja &chabra. *Public Relations*. New Delhi : Surjit Publications. 2001.
9. F Arens Williams. *Contemporary Advertisement*,USA: Times Mirror Education Group.2000.
10. Singh Bir. (Edt).*Advertising Management* .New Delhi: Anmol Publications.2000.
11. Percy Larry (Edt). *Strategic advertisement Management*. New Delhi: Suraj Publications.2000.
12. Pandey,Meena. *Foundation of Advertising Theory and Practice*.Bombay: Himalaya Publishing house, 1989.
13. M Scott, Cutlip. *Effective Public relations*. Prentice Hall, 1985.

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--|------------|---|---|---|---|----------|
| B20JP6041 | Journalism VIII (A) (Political Communication) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description

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

Prerequisites: Interest and exposure towards various political communication content.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

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

Course Outcomes:

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

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

Course Contents:

Unit I-Political communication

10 hours

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

Unit II- Political Parties in India

10 hours

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

Unit III- Political Messages

10 hours

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

Unit IV- The Art of Political Public Relations

9 hours

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

Reference books:

1. Brian McNair. *Introduction to political communication* (fifth edition).London: Routledge.2012.
2. Eric Louw. *Media and Political Process*, New Delhi: Sage. 2010.
3. Peter Gonsalves. *Clothing for Liberation*, New Delhi: Sage. 2010.
4. John Corner. (eds). *Media and Restyling of Politics*, New Delhi: Sage, 2003.
5. Arvind Rajgopal. (ed). *Indian Public Sphere: Readings in Media History*, New Delhi: Oxford University Press. 2009.
6. Peter DeSouzaand E Sridharan. *India''s political parties*. New Delhi: Sage, 2012.
7. S P Qurashi.*An undocumented wonder ; the making of Great Indian election*; New Delhi:Rupa, 2014.
8. Arvind Rajgopal. *Politics After Television*. New Delhi: Oxford University Press.2005.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|-------------------------------|-------------|---|---|---|---|----------|
| B20JP6041 (P) | Journalism Practical VIII (A) | SC | 0 | 0 | 2 | 2 | 4 |

Practical Component:

1. Producing PSAs on Voting awareness
2. Political Reporting
3. Critical study of government policies
4. Comparative study of the manifestos of political parties

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--|------------|---|---|---|---|----------|
| B20JP6042 | Journalism VIII (B) (Business Journalism) | SC | 2 | 1 | 0 | 3 | 4 |

Course Description

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

Prerequisites: Primary exposure to the business related writings and programmes.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives:

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

Course Outcomes:

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

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

Course Content:

Unit I- Milestone of Indian Economy

10 hours

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

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

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

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

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

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

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

Reference books:

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

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./Wk. |
|---------------|---------------------------------|-------------|---|---|---|---|----------|
| B20JP6042 (P) | Journalism Practical – VIII (B) | SC | 0 | 0 | 2 | 2 | 4 |

Practical Component

1. Writing reports on
 - a. share markets
 - b. Budget
2. Finance
3. TV Anchoring and business reporting
4. Organizing video and web conference on business issues
5. Bring out a two page business journal

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--------------------------------------|------------|---|---|---|---|----------|
| B20JP6050 | Economics VII (Indian Economy II) | HC | 4 | 0 | 0 | 4 | 4 |

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

Prerequisites: Basic knowledge regarding structure of Indian Economy.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives

1. To explain the characteristics of Indian Agriculture
2. To outline the structure of Indian industry
3. To demonstrate the Financial Markets and Financial system in India
4. To elaborate on Indian Public Finance

Course Outcomes

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

1. Summarize the characteristics of Indian Agriculture
2. Outline the structure of Indian industry
3. Compare the Financial Markets and Financial system in India
4. Analyze the aspects of Indian Public Finance

Course Content:

Unit I: Indian Agriculture

13 Hours

Characteristics of Indian Agriculture: Causes of Low Productivity. Land Reforms: Meaning, importance. Evaluation of the Programmes. New technology and Green Revolution and its effects. Effects of Economic Reforms on Indian Agriculture.

Unit II- Indian Industry

13 Hours

Structure of Indian industry -Role of Cottage, Small-scale and Large-scale Industries in India's development. Problems and strategies of industrial development Economic Development - Problems and Solutions Industrial Labor, Industrial Finance, Industrial Policy

Unit III- Finance in India

13 Hours

Financial Markets and Financial system in India; Banking: Role of Indian Commercial Banks - Credit Control Policy of Reserve Bank of India; India's Foreign Trade: Importance of foreign trade for Indian Economy, India's Foreign Trade: Change in volume and direction of trade in the post liberalization period

Unit IV Indian Public Finance

13 Hours

Central and state budgets – revenue account and capital account - Sources of Revenue of Union and State Governments –direct and indirect tax – major heads of expenditures – plan vs. non-plan expenditures, Union-State Financial Relation – Role of Finance Commission of India.

Reference Books :

1. Dutta, R. & K.P.M. Sundaram. *Indian Economy*, S. Chand & Co. New Delhi, 1998.
2. Misra, S.K. & V.K. Puri: *Indian Economy*, Himalayas Publishing Co., Mumbai, 2012.
3. Agarwal, A.N. *Indian Economy*, Vikash Publishing Co. Delhi, 1988.
4. Gupta, S.B. *Monetary Planning in India*. Oxford University Press, Delhi. 1998.
5. Dhar, P.N: *Indian Economy*. Oxford University Press, 2001.

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|-------------|--|------------|---|---|---|---|----------|
| B20JP6061 | Economics VIII - A (Financial Economics) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description

This course aims to introduce the students to the conceptual and practical operations of the financial markets, institutions and instruments in Indian context. Provide an in-depth understanding of the operational issues of capital and money market along with their regulatory framework.

Prerequisites: Preliminary idea of working of financial institutions in India

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives

1. To explain the basic introduction to the Financial Economics
2. To outline the Financial Regulations and Financial Sector reforms
3. To demonstrate the Equity Market & Stock Evaluation
4. To analyze the Stock Risk & Derivative Security Market

Course Outcomes:

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

1. Evaluate the performance of financial instrument
2. Analyse the trends in the financial market
3. Select advisory and consultancy services for investors and investment banks
4. Examine the Stock Risk & Derivative Security Market

Course Content:

Unit I-Introduction to Financial Economics

13 Hours

Role of financial intermediation; financial markets; money vs. capital markets; primary vs. secondary markets; instruments in the money market; instruments in the capital markets; financial institutions.

Unit II- Financial Regulations

13 Hours

Money market regulations and credit policy of RBI; capital market regulations of SEBI; legal norms in security trading. Financial sector reforms: Concept of capital account convertibility; lessons from other countries; Indian preparedness to full convertibility.

Unit III- Equity Market & Stock Evaluation

13 Hours

Private vs. Public placement- IPO and Book building process; stock quotations? stock indexes; stock market performance. Stock evaluation methods; fundamental vs. technical analysis; Efficient Market Hypothesis; Capital Asset Pricing Model; factors affecting stock prices; economic factors; market related factors; firm specific factors; indicators of future stock prices.

Unit IV- Stock Risk & Derivative Security Market

13 Hours

Measures of risk; Beta of the stock; Risk and return framework and investment decisions; methods of determining maximum expected loss. Financial future market; valuation of financial futures; option market; speculation with option market; hedging; arbitrage and foreign exchange futures market.

Text Books and Reference Books:

1. M Y Khan, *The Indian Financial System*, Tata-McGraw-Hill, 2011.

Essential Reading / Recommended Reading

1. Boddie, K.M., and Ryan, *Investments*, McGraw-Hill, 2003.
2. Copeland, T.E. and J.F. Weston, *Financial Theory and Corporate Policy*, Addison Wesley, 1988.
3. Hull, J.M., *Futures, Options and other Derivatives*, Prentice Hall, 2003.
4. Ross, S.A., Randolph W Westerfield, Bradford D Jordan, and Gordon S Roberts, *Fundamentals of Corporate Finance*, McGraw-Hill, 2005.
5. Robert C Radcliffe, *Investment Concepts, Analysis and Strategies*. Paerson, 1997.
6. Machiraju H R, *Indian Financial System*, Vikas Publishing House, 2019.
7. L.M. Bhole, *Financial Institutions and Markets*, McGraw Hill Education, 2009.
8. Donald E Fisher, Roland J Jordan, *Security Analysis and Portfolio management*, Eastern Economy Edition, 1995.

| Course Code | Course Title | CourseType | L | T | P | C | Hrs./Wk. |
|------------------|---|------------|----------|----------|----------|----------|----------|
| B20JP6062 | Economics VIII (B)- (Managerial Economics) | SC | 4 | 0 | 0 | 4 | 4 |

Course Description

The course aims at Defining Managerial Economics, Economics and Managerial Decision Making, The Economics of a Business, Important Economic Terms and Concepts, The Firm and its Goal, Profit Maximizing Vs Wealth Maximizing, Five Fundamental Questions in Economics, Discounting Principle, Opportunity Cost Principle, Economy and Economic System, National Income, Inflation, Monetary and Fiscal Policy.

Prerequisites: Acute knowledge of fundamental concepts of economics.

Pedagogy: Direct method, inquiry based and collaborative method

Course Objectives

1. To explain basic concepts Nature and Scope of Managerial Economics
2. To outline the Demand, Cost and Profit Analysis
3. To demonstrate the Organizational Design, Principal-Agent Analysis & Incentive Design
4. To elaborate the Pricing Policies and Practices

Course Outcomes

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

1. Examine the internal and external decisions to be made by managers
2. Analyze the demand and supply conditions and assess the position of a company
3. Design competition strategies, including costing, pricing, product differentiation, and market environment according to the natures of products and the structures of the markets.
4. Analyze real-world business problems with a systematic theoretical framework.

Course Content:

Unit I: Nature and Scope of Managerial Economics

13 Hours

Nature and Scope of Managerial Economics; Basic Economic Tools in Managerial Economics: Opportunity Cost Principle, Incremental Principle, Principle of Time Perspective, Discounting Principle and Equi-marginal Principle; Managerial Economist- Role and Responsibilities.

Unit II: Demand, Cost and Profit Analysis

13 Hours

Demand Analysis: Demand Estimation for major consumer durables, non-durable products; Demand forecasting techniques; Cost Estimation, Cost-Volume-Profit Analysis (Break-Even Analysis) : What is C-V-P Analysis? Objectives of C-V-P Analysis, Assumptions of C-V-P Analysis Determination of Break-even point, Profit-Volume Graph, Profit-Volume Ratio, Margin of Safety, Uses and Applications of Break-Even Analysis, Limitations of C-V-P Analysis.

Unit III- Organizational Design, Principal-Agent Analysis & Incentive Design

13 Hours

The Nature of the Firm, the Breadth of the Firm, Assigning Decision-Making Responsibilities, Monitoring & Rewarding performance, Separation of Ownership & Control in the Modern Corporation. Capital Budgeting: What is Capital Budgeting? Need for Capital Budgeting; Different Steps in the Capital Budgeting Process; Nature of Capital Budgeting Problem

Unit IV- Pricing Policies and Practices

13 Hours

Factors Governing Prices, Objectives of Pricing Policy, Price Leadership, Full – Cost Pricing, Mark-up Pricing, Limit Pricing, Marginal Cost Pricing or Variable Cost Pricing, Rate of Return Pricing, Going-Rate Pricing, Peak- Load Pricing, Cyclical Pricing, Pricing over the life-cycle of a product (a) Skimming Price (b) Penetration Price (c) Pricing in Maturity; Product-line pricing, Price Discounts and Differentials, Price Forecasting

Text Books:

1. Varshney, R.L and Maheshwari, K.L. *Managerial Economics*, Sultan Chand, New Delhi, 2001.
2. Keat, Paul G and Young, Philip K.Y. *Managerial Economics*, Pearson Education, New Delhi, 2007.
3. Mehta, P.L. *Managerial Economics*, Sultan Chand, New Delhi. 2012.
4. William F. Samuelson and Stephen G. Marks. *Managerial Economics*. Wiley Student Edition, 1998.
5. Thomas Clarke. *International Corporate Governance* Routledge, 2007.
6. Anindya Sen. *Microeconomics*, Oxford University Press, 2011.

Reference Books:

1. Debroy, Bibek. *Managerial Economics*, All India Management Association & Global Business Press, 2020.
2. James A. Brickley, Clifford W. Smith, Jr., and Jerold L. Zimmerer - *Managerial Economics & Organizational Architecture*, Tata McGraw Hill, 1997.
3. Colley, J, Doyle, J, Logan, G & Stettinius, *What Is Corporate Governance*, McGraw Hill, New York, 2004.
4. Monks, Robert A G & Minow, Nell - *Corporate Governance*, Blackwell, 2011.
5. Bhattacharya, Harasankar and Sarkhel, Jaydeb. *Managerial Economics*, Book Syndicate Pvt Ltd, Kolkata, 2002.

CAREER DEVELOPMENT AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of Journalism, Political Science & Economics is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and march forward to make better career. The School of Applied sciences also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. Special training is also arranged for those interested in entrepreneurial venture. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has also signed MOU's with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.