

**10** YEARS  
OF UNIVERSITY  
RECOGNITION  
**20** YEARS OF  
ACADEMIC  
EXCELLENCE



**REVA**  
UNIVERSITY

Bengaluru, India

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

**BA PEJ**

**HANDBOOK**

**2021-24**

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## Chancellor's Message

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

- Nelson Mandela

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



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

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

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

A famous British politician and author of the 19<sup>th</sup> 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,

## **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 27<sup>th</sup> February, 2013. The University is empowered by UGC to award degrees in any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

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

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

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



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

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

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

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

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

The University has collaborations with industries, universities abroad, research institutions, corporate training organizations, and Government agencies, such as, Florida International University, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC<sup>2</sup>, 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 6<sup>th</sup> 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), B.A (JMC)** programs, students can experience a contemporary curriculum in a triple major scheme. In B.A. JEP, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. Internships, research projects and placement trainings are integrated with the program to make it a full-fledged one. In B.A. PEJ, the students will gain an understanding of three

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

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

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

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

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

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

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

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

### **VISION**

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

### **MISSION**

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

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



## **ADVISORY BOARD**

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

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

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

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

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

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

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

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

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

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

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

## Board of Studies Members

Sl. No.	Name	Designation	Institutional Affiliation
1.	<b>Dr. M. Dhanamjaya</b>	Vice Chancellor	REVA University, Bengaluru
2.	<b>Dr. Payel Dutta Chowdhury</b>	Chairperson (Professor & Director, SoAHSS)	REVA University, Bengaluru
3.	<b>Dr. Balasubramanya T</b>	Member (External Expert)	HOD, Dept. of Political Science, Maharani Ammani College, Bengaluru
4.	<b>Prof. Xavier V.K.</b>	Member (External Expert)	HOD, Dept. of Economics, Jain (Deemed-to-be) University, Bengaluru
5.	<b>Ms. Sharon Sebastian</b>	Member (External Expert)	Producer & Anchor, Flowers TV, Des Plaines, USA
6.	<b>Dr. Nandini Lakshmikantha</b>	Member (External Expert)	Professor, School of Media Studies, Manipal University, Manipal
7.	<b>Dr. Prakruthi H.N.</b>	Member (External Expert)	Professor, PG Dept. of English, Jyoti Nivas College (Autonomous), Bengaluru
8.	<b>Dr. Chamundeshwari C</b>	Member (Associate Professor, SoAHSS)	REVA University
9.	<b>Dr. Sreenivasa Murthy K</b>	Member (Associate Professor, Hindi, SoAHSS)	REVA University
10.	<b>Prof. Manjunatha M.</b>	Member (Assistant Professor, Dept of Media Studies, SoAHSS)	REVA University
11.	<b>Dr. Prasanna D J</b>	Member (Assistant Professor, Kannada, SoAHSS)	REVA University
12.	<b>Prof. Pratichi Samal</b>	Member (Assistant Professor, Political Science, SoAHSS)	REVA University
13.	<b>Prof. Pilla Venkataswamy</b>	Invitee (Assistant Professor, Economics, School of Commerce)	REVA University
14.	<b>Mr. Wahidullah Taniwal</b>	Student Member (B.A. PEJ) & Campus Ambassador at Peace Campaign Nepal American University of Afghanistan (AUAU)	REVA University



**REVA**  
UNIVERSITY

Bengaluru, India

**REVA University Academic Regulations**

**Bachelor Degree (3 years) Programs**

**(Applicable for the programs offered from 2021-24 Batch)**

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

**1. Title and Commencement:**

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

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

**2. The Programs:**

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

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

**3. Duration and Medium of Instructions:**

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

3.2 The medium of instruction shall be English.

**4. Definitions:**

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

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

<b>L</b>	<b>Lecture</b>
<b>T</b>	<b>Tutorial</b>
<b>P</b>	<b>Practice</b>

Where:

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

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

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

**4.2 Classification of Courses**

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

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

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

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

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

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

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

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

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

**4.2.7 Project Work / Dissertation:**

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

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

**5. Eligibility for Admission:**

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

Sl. No.	Program	Duration	Eligibility
1	Bachelor of Commerce (Industry Integrated)	6 Semesters	Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any

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



	(MStCs) c) Physics, Mathematics and Computer Science (PMCs)		equivalent there to.
11	<b>B Sc in</b> 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:

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

These are defined under Section 4 of these regulations.

**8. Credits and Credit Distribution**

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

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

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

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

1. Indian Constitution
2. Environmental Science

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

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

program.

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

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

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

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

**9 Assessment and Evaluation**

- 9.1 The Scheme of Assessment will have two parts, namely;
1. Internal Assessment (IA); and
  2. Semester End Examination (SEE)
- 9.2 Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of for 3 year programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).
- 9.3 The 50 marks of internal assessment for 3 and 4 credit courses shall comprise:

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

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

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

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

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

IA1 – 25 marks

IA2 – 25 marks

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

SEE – 50 marks

The SEE marks will be reduced to 50%

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

The SEE will be conducted for 2 hours.

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

- 1<sup>st</sup> test is conducted for 15 marks during **8<sup>th</sup> week** of the Semester;
- 2<sup>nd</sup> test is conducted for 15 marks during **16<sup>th</sup> 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 **2<sup>nd</sup> 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 18<sup>th</sup> and 19<sup>th</sup> 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 18<sup>th</sup> and 19<sup>th</sup> 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 <sup>th</sup> week	First 50%	30	15	8 <sup>th</sup> week
2	Assignment / quiz / presentation / any other assessment method as decided by the School	On or before 8 <sup>th</sup> week (10 marks)				
3	Test -2	During 16 <sup>th</sup> Week	Second 50%	30	15	16 <sup>th</sup> Week
4	Assignment / quiz / presentation / any other assessment method as decided by the School	On or before 16 <sup>th</sup> Week (10 marks)				
5	SEE	19/20 <sup>th</sup> Week	100%	100	50	20 <sup>th</sup> Week

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

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

Examination who will notify the same immediately

## 10 Assessment of Students Performance in Practical Courses

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

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

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

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

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
	<b>Total</b>	<b>50 marks</b>

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 :  $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$  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
<b>Cumulative</b>	<b>120</b>		<b>930.24</b>

Thus,  $CGPA = 930.24/120 = 7.75$

**c. Conversion of grades into percentage:**

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

**Example: CGPA Earned 7.75 x 10=77.5**

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

**13. Classification of Results**

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

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

**Overall percentage=10\*CGPA**

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

**14. Attendance Requirement:**

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

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

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

**15. Re-Registration and Re-Admission:**

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

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

**16. Absence during Internal Test:**

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

**17. Provision for Appeal**

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

**18. Grievance Committee:**

In case of students having any grievances regarding the conduct of examination, evaluation

and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC.

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

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

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

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

**20. Provision for Supplementary Examination**

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

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

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

**22. Revaluation:**

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

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

## **BA (Political Science, Economics, Journalism –PEJ) Program**

### **Program 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 Political Science, Economics, Journalism offered by School of Arts, Humanities and Social Sciences 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 Instructions**  
(Effective from 2021-2024)

Sl. No	Course Code	Title of the Course	Course Type	Credit Pattern and Value				Weekly Contact Hours
				L	T	P	Total	
<b>FIRST SEMESTER</b>								
1	B21ASM101	Environmental Science	MC	Non-credit Mandatory Course				2
2	B21AHE101	Communicative English – I	FC	1	1	0	2	3
3	B21AHK101	Language – II: Kannada-I	FC	1	1	0	2	3
	B21AHH101	Language – II: Hindi-I						
	B21AHA101	Language – II: Additional English-I						
4	B21AB0101	Political Science – I (Core Concepts of Political Science)	HC	2	1	0	3	4
5	B21AB0102	Political Science Practical – I	HC	0	0	2	2	4
6	B21AB0103	Economics – I (Principles of Micro Economics)	HC	2	1	0	3	4
7	B21JN0101	Journalism - I (Introduction to Media & Communication)	HC	2	1	0	3	4
8	B21JN0102	Journalism Practical – I	HC	0	0	2	2	4
9	B21ENS111	Interdisciplinary Elective 1 - Comic and Graphic Narratives	SC	1	1	0	2	3
	B21JNS112	Interdisciplinary Elective 2 – Event Management						
	B21TMS113	Interdisciplinary Elective 3 - Tourism Entrepreneurship						
		<b>Total Credits</b>		<b>9</b>	<b>6</b>	<b>4</b>	<b>19</b>	<b>31</b>
<b>SECOND SEMESTER</b>								
1	B21LSM201	Indian Constitution and Human Rights	MC	Non-credit Mandatory Course				2
2	B21AHE201	Communicative English – II	FC	1	1	0	2	3
3	B21AHK201	Language – II: Kannada-II	FC	1	1	0	2	3
	B21AHH201	Language – II: Hindi-II						

	B21AHA201	Language – II: Additional English-II						
4	B21AB0201	Political Science – II (Understanding Political Theory)	HC	2	1	0	3	4
5	B21AB0202	Political Science Practical - II	HC	0	0	2	2	4
6	B21AB0203	Economics – II (Principles of Macro Economics)	HC	2	1	0	3	4
7	B21JN0201	Journalism - II (Reporting & Editing)	HC	2	1	0	3	4
8	B21JN0202	Journalism Practical - II	HC	0	0	2	2	4
9	B21PYS211	Interdisciplinary Elective 4- Skill Acquisition and Training	SC	1	1	0	2	3
	B21PSS212	Interdisciplinary Elective 5 – Global Perspectives of Human Rights						
	B21ENS213	Interdisciplinary Elective 6 – Popular Culture						
		<b>Total Credits</b>		<b>9</b>	<b>6</b>	<b>4</b>	<b>19</b>	<b>31</b>
	<b>THIRD SEMESTER</b>							
1	B21AHK301	Language – II: Kannada-III	FC	1	1	0	2	3
	B21AHH301	Language – II: Hindi-III						
	B21AHA301	Language – II: Additional English-III						
2	B21AB0301	Political Science – III (Indian Constitution and Institutional Framework)	HC	2	1	0	3	4
3	B21AB0302	Political Science Practical - III	HC	0	0	2	2	4
4	B21AB0303	Economics – III (Economic Growth and Development)	HC	2	1	0	3	4
5	B21JN0301	Journalism - III (Audio-Visual Production)	HC	2	1	0	3	4
6	B21JN0302	Journalism Practical - III	HC	0	0	2	2	4
7		Open Elective	OE	2	1	0	3	4
8	B21AHM301	Skill Development Course – I	MC	Non-credit Mandatory Course				2
9	B21AHON01	MOOC	ON	0	0	2	2	4
		<b>Total Credits</b>		<b>9</b>	<b>5</b>	<b>6</b>	<b>20</b>	<b>33</b>
	<b>FOURTH SEMESTER</b>							
1	B21AHK401	Language II: Kannada-IV	FC	1	1	0	2	3
	B21AHH401	Language II: Hindi-IV						
	B21AHA401	Language II: Additional English-IV						
2	B21AB0401	Political Science – IV (Western	HC	2	1	0	3	4

		and Eastern Political Thought)						
3	B21AB0402	Political Science Practical – IV	HC	0	0	2	2	4
4	B21AB0403	Economics – IV (International Economics)	HC	2	1	0	3	4
5	B21JN0401	Journalism – IV (Fundamentals of Media Research)	HC	2	1	0	3	4
6	B21JN0402	Journalism Practical - IV	HC	0	0	2	2	4
7	B21PYS411	Interdisciplinary Elective 7 – Personality, Identity and Self-Presentation	SC	1	1	0	2	3
	B21JNS412	Interdisciplinary Elective 8 – Cyber Media Practices						
	B21ENS413	Interdisciplinary Elective 9 – Academic and Content Writing						
8	B21AHR401	Minor Research Project	HC	0	0	3	3	6
9	B21AHM403	Skill Development Course - II	MC	Non-credit Mandatory Course				2
		<b>Total Credits</b>		<b>8</b>	<b>5</b>	<b>7</b>	<b>20</b>	<b>34</b>
	<b>FIFTH SEMESTER</b>							
1	B21AB0501	Political Science – V (Public Administration and Core Concepts)	HC	2	1	0	3	4
2	B21AB0502	Economics – V (Indian Economy – I)	HC	2	1	0	3	4
3	B21JN0501	Journalism -V (Media Laws & Ethics)	HC	2	1	0	3	4
4	B21ABS411	Political Science – VI (A) (International Relations)	SC	1	1	0	2	3
5	B21ABS412	Political Science – VI (B) (Comparative Government and Politics)						
6	B21ABS413	Political Science Practical -VI (A) (International Relations)						
	B21ABS414	Political Science Practical -VI (B)(Comparative Government and Politics)						
7	B21ABS421	Economics – VI (A) (Mathematical Methods for Economics)	SC	1	1	0	2	3
	B21ABS422	Economics – VI (B) (Entrepreneurial Development)						
8	B21JNS511	Journalism -VI (A) (Brand Ecology)	SC	1	1	0	2	3
	B21JNS512	Journalism -VI (B) (Fundamentals of Photography)						

9	B21JNS513	Journalism Practical -VI (A) (Brand Ecology)	SC	0	0	2	2	4
	B21JNS514	Journalism Practical -VI (B) (Fundamentals of Photography)						
10	B21AH0501	Soft Skills Training – I	MC	0	0	2	2	4
		<b>Total Credits</b>		<b>9</b>	<b>6</b>	<b>6</b>	<b>21</b>	<b>33</b>
	<b>SIXTH SEMESTER</b>							
1	B21AB0601	Political Science – VII (Major Constitutional Systems)	HC	2	1	0	3	4
2	B21AB0602	Economics – VII (Indian Economy – II)	HC	2	1	0	3	4
3	B21JN0601	Journalism -VII (Advertising & Corporate Communication)	HC	2	1	0	3	4
4	B21ABS611	Political Science – VIII (A) (International Institutions and Foreign Policies)	SC	1	1	0	2	3
	B21ABS612	Political Science – VIII (B) (Personal and Public Administration)						
5	B21ABS613	Political Science Practical – VIII (A) (International Institutions and Foreign Policies)	SC	0	0	2	2	4
	B21ABS614	Political Science Practical – VIII (B) (Personal and Public Administration)						
6	B21ABS621	Economics – VIII (A) (Financial Economics)	SC	1	1	0	2	3
	B21ABS622	Economics – VIII (B) (Managerial Economics)						
7	B21ABS631	Journalism -VIII (A) (Political Communication)	SC	1	1	0	2	3
	B21ABS632	Journalism - VIII (B) (Business Journalism)						
8	B21ABS633	Journalism Practical – VIII (A) (Political Communication)	SC	0	0	2	2	4
	B21ABS634	Journalism Practical – VIII (B) (Business Journalism)						
9	B21AH0601	Soft Skills Training - II	MC	0	0	2	2	4
		<b>Total Credits</b>		<b>9</b>	<b>6</b>	<b>6</b>	<b>21</b>	<b>33</b>
		<b>Total Credits of All Semesters</b>		<b>53</b>	<b>34</b>	<b>33</b>	<b>120</b>	<b>195</b>

**Note:** FC= Foundation Course; HC=Hard Core; SC=Soft Core; OE=Open Elective; MC= Mandatory Course; ON=Online

### Semester-wise Summary of Credit Distribution

Semesters	No. of Credits
First Semester	19
Second Semester	19
Third Semester	20
Fourth Semester	20
Fifth Semester	21
Sixth Semester	21
<b>Total Credits</b>	<b>120</b>

### Distribution of Credits Based on Type of Courses

Semester	HC	SC	OE	FC	Credits
<b>I</b>	13	2	0	4	19
<b>II</b>	13	2	0	4	19
<b>III</b>	13	2	3	2	20
<b>IV</b>	16	2	0	2	20
<b>V</b>	9	12	0	0	21
<b>VI</b>	9	12	0	0	21
<b>Total</b>	<b>73</b>	<b>32</b>	<b>3</b>	<b>12</b>	<b>120</b>

### Distribution of Credits Based on L:T:P

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

## 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 – II: Kannada I	√							
4	Language – II: Hindi I	√							
5	Language – II: Additional English I	√					√		
6	Political Science – I (Core Concepts of Political Science)				√	√	√		
7	Political Science Practical – I				√	√	√		
8	Economics – I (Principles of Micro Economics)				√	√			
9	Journalism - I (Introduction to Media & Communication)	√	√		√	√			
10	Journalism Practical – I	√						√	
11	Interdisciplinary Elective 1 - Comic and Graphic Narratives	√	√	√	√				
12	Interdisciplinary Elective 2 – Event Management	√	√	√		√		√	√

13	Interdisciplinary Elective 3 - Tourism Entrepreneurship	√					√	√	
14	Indian Constitution and Human Rights		√				√		
15	Communicative English – II	√					√		
16	Language – II: Kannada II	√							
17	Language – II: Hindi II	√							
18	Language – II: Additional English II	√			√				
19	Political Science- II (Understanding Political Theory)		√	√	√	√			
20	Political Science Practical - II		√	√	√	√			
21	Economics – II (Principles of Macro Economics)				√	√	√		
22	Journalism - II (Reporting & Editing)	√	√	√		√	√		
23	Journalism Practical - II	√	√	√		√	√		
24	Interdisciplinary Elective 4- Skill Acquisition and Training	√		√		√			



25	Interdisciplinary Elective 5 –Global Perspectives of Human Rights	√	√		√				
26	Interdisciplinary Elective 6 – Popular Culture	√	√	√		√			
27	Language – II: Kannada III	√							
28	Language – II: Hindi III	√							
29	Language – II: Additional English III	√							
30	Political Science - III (Indian Constitution and Institutional Framework)		√	√		√			
31	Political Science Practical - III		√	√		√			
32	Economics - III (Economic Growth and Development)			√	√	√	√		
33	Journalism - III (Audio-Visual Production)	√				√	√	√	
34	Journalism Practical - III	√				√	√	√	
35	Media Studies	√	√	√					

36	Life Skills and Personal Development			√			√		
37	Skill Development Course - I	√	√				√	√	
38	MOOC	√			√	√			
39	Language II: Kannada IV	√							
40	Language II: Hindi IV	√							
41	Language II: Additional English IV	√					√		
42	Political Science – IV (Western and Eastern Political Thought )			√	√	√			
43	Political Science Practical – IV			√	√	√			
44	Economics – IV (International Economics)			√	√	√			
45	Journalism – IV (Fundamentals of Media Research)		√	√		√			√
46	Journalism Practical - IV		√	√					√
47	Interdisciplinary Elective 7 – Personality, Identity and Self-Presentation	√	√				√		

48	Interdisciplinary Elective 8 – Cyber Media Practices		√	√	√	√			
49	Interdisciplinary Elective 9 – Academic and Content Writing	√	√	√		√			
50	Minor Research Project			√					√
51	Skill Development Course - II	√	√				√	√	
52	Political science – V- (Public Administration and Core concepts)		√	√	√	√			
53	Economics – V (Indian Economy - I)		√	√		√			
54	Journalism-V (Media Laws & Ethics)		√	√		√			
55	Political Science – VI (A) (International Relations)		√	√	√	√			
56	Political Science – VI (B) (Comparative government and Politics )		√	√	√	√			
57	Political Science Practical -VI (A) (International Relations)		√	√	√	√			
58	Political Science Practical -VI (B)(Comparative Government and Politics)		√	√	√	√			
59	Economics – VI (A) (Mathematical			√	√	√	√		

	Method for Economics) -								
60	Economics –VI (B) ( Entrepreneurial Development- I)				√	√	√	√	
61	Journalism -VI (A) (Brand Ecology)	√		√		√	√		
62	Journalism -VI (B) (Fundamentals of Photography)	√	√			√		√	
63	Journalism Practical -VI (A) (Brand Ecology)	√		√		√	√		
64	Journalism Practical -VI (B) (Fundamentals of Photography)	√	√			√		√	
65	Soft Skills Training – I	√	√				√	√	
66	Political science - VII(Major Constitutional Systems)		√	√	√				√
67	Economics – VII(Indian Economy -II)			√	√	√	√		
68	Journalism -VII (Advertising & Corporate Communication)	√	√	√		√			
69	Political Science – VIII (A) (International Institutions and Foreign Policies)		√	√	√	√			
70	Political Science – VIII (B) (Personal and Public Administration)		√	√	√				√

71	Political Science Practical – VIII (A) (International Institutions and Foreign Policies)		√	√	√	√			
72	Political Science Practical – VIII (B) (Personal and Public Administration)		√	√	√				√
73	Economics – VIII (A) (Financial Economics)			√	√	√	√		
74	Economics – VIII (B) (Managerial Economics)			√	√	√	√		
75	Journalism -VIII (A) (Political Communication)	√	√	√	√				√
76	Journalism - VIII (B) (Business Journalism)	√			√	√	√	√	
77	Journalism Practical – VIII (A) (Political Communication)	√	√	√	√				√
78	Journalism Practical – VIII (B) (Business Journalism)	√			√	√	√	√	
79	Soft Skills Training - II	√	√				√	√	

## BA – Political Science, Economics, Journalism Programme

### DETAILED SYLLABUS

(Effective from 2021-2024)

### FIRST SEMESTER

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

#### Course Description:

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

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

**Pedagogy:** Direct instruction method

#### Course Objectives:

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

#### Course Outcomes:

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

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

## Course Content:

### Unit-I

7 Hours

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

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

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

### Unit-II

6 Hours

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

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

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

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

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

### Unit-III

7 Hours

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

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

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

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

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

### Unit-IV

6 Hours

**Ecology and ecosystem:** Ecology-Definition, branches, objectives and classification, Concept of an ecosystem – Structure and functions, Characteristics of an Ecosystem-Ecosystem Resilience, Ecological succession and productivity, Balanced ecosystem, Components of ecosystem-abiotic and biotic, biological diversity.

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

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

**References:**

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

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

**Course Description:**

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

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit-I: Functional English**

**7 Hours**

Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs

Writing Skills: Paragraph Writing









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- uÀÀ.f. Jui. CvÀÀsgÀ, PÀÈÀqÀ uÀtÚ PÀxÈUÀ¼ÀÀ, £ÁµÀ£Àeì §ÄPi I miÖ, £ÀvÀzÉ°ÀÀ, 2000
- uÀÀ. qÁ. °ÈÈgÀvÀÀAUÀ@ gÁvÈÄÄUÈqÀ, vÀvÀðvÀiÀ£ÀzÀ PÀxÈUÀ¼ÀÀ, PÀÈÀqÀ uÁ»vÀ ¥ÀjuÀvÀÄÜ, °ÈAUÀ¼ÀsgÀÀ 2011
- uÀÀ. qÁ. gÁvÀÀÀAUÀ¥# n. °ÈAUÀsgÀÀ, vÀvÀðvÀiÀ£ÀzÀ PÀxÈUÀ¼ÀÀ, PÀtè ¥ÀePÀ±À£À, °ÈAUÀ¼ÀsgÀÀ, 2013

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

### Course Description: अध्ययन वर्णन :

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

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

### Pre-requisites/Pre reading for the course: पूर्वपेक्षव:

- अधयेता, पी.यु.िी के स्तर पर त्दवतीय भाषा के रूप में सहन्दी का अध्ययन करना चासहए।
- सहन्दी िासह ििं के इसतह ाि का ििं संक्षप्त ज्ञान की आिश्यकता है।
- सहन्दी व्याकरण का अभियधन 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

### Course Objectives: पवठ्यक्रम उद्देश्य :

- ििंदभानुिार उसचत भाषा का प्रययग करने की दक्षता कय छात्यं में उत्पन्न करना।
- िासह ििं के माध्यम ििं िमिाज एिं मानिीय मूल्यं कय ििमिज्ञाकर, उन मूल्यं की रक्षा हेतु प्रेरत करना।
- छात्यं में पुस्तक पठन एिं ले ििं की अकृ सतम प्रिृसि स्थासपत करना।
- अधयेताओं में िासह ििं के माध्यम ििं प्रभािी एिं कु शल ििंचार का सिकाि करना।

### Course Outcomes: असिगम पररर्वम :

- अध्ययन की िमाखप्त पर अधयेता –
- िामासजक मूल एिं नैसतक जिाबदे ही कय स्वीकार कर िकता है।
- िासह ििं की प्रािंसगकता कय जीिन में िमिज्ञने की दक्षता र ििता है।

- िमाज में अंतसनसहत पदसतया एिं सिचारधाराओं का व्याख्यान करने में िक्षम बन िकता है।
- िासहि के माध्यम िे प्रभािी एिं कु शल िंचार का सिकाि करिकता है।

**Course Content: : अध्ययन सवषय ििुची /पठ्यक्रम**

**इकवई -1 :कहानी, ििं**  
स्मरण

**7 hours**

- 1.कहानी – नशा – प्रेमचंद
- 2.कहानी – ििु िििमय जीिन – चंद्रधर शमा गुलेरी
- 3.ििंस्मरण – शरत के ििाथ सताया कु छ ििमय-अमृतलाल नागर

**इकवई -2:कहानी, आत्मकथा**

**6 hours**

- 4.कहानी – मरने िे पहले – भीष्म िाहनी
- 5.कहानी – लाल हिली – सशानी
- 6.. रे िििासवत् – घीिा – महादे ििी ििमा

**इकवई -3:एकांकी, व्यंग्य रचना**

**7 hours**

7. एकांकी – आज का नीलाम – धमिीर भारती
- 8.व्यंग्य रचना – भेड़े और भेसिये – हररशंकर परिई

**इकवई -4:अनुिाद, ििंकेपण**

**6 hours**

**अनुवद : अंग्रेजी – सहन्दी(शब्द एि अनुच्छेद )**

**ििंकेपर् : पररच्छेद का एक सतहाई भाग मेें ।**

**d) Suggested Text Books and References**

**Text book/s:पठ्य पुस्तक :**

1. सहन्दी पाठ्य पुस्तक – रेिा सिश्वसिद्यालय ।

**References: ििन्दर् ग्रन्थ :**

1. ििुबयथ 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 ििे बपले कै ििे सल िििे- पृथ्वीनाथ पाण्डे
7. कायालय अनुिाद सनदे सशका
8. ििंकेपण और पल्लिन - के.ििी.भासिया&तुमन सिंग

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

**Course Description:**

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

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

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

**Course Objectives:**

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

**Course Outcome:**

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

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

**Course Content:**

**Unit-I: Values & Ethics**

**7 hours**

Literature: Rabindranath Tagore - Where the Mind is Without Fear

Saki – The Lumber-room

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

Language: Vocabulary Building

**Unit-II: Natural & Supernatural**

**6 hours**

Literature: John Keats – La Belle Dame Sans Merci

Charles Dickens – The Signal Man

Hans Christian Anderson - The Fir Tree

Language: Collective Nouns

**Unit-III: Travel & Adventure**

**7 hours**

Literature: R.L. Stevenson – Travel

H.G. Wells – The Magic Shop

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

**Unit-IV: Success Stories**

**6 hours**

Literature: Emily Dickinson – Success is Counted Sweetest

Dr. Martin Luther King - I Have a Dream

Helen Keller – Excerpt from The Story of My Life

Writing Skills: Brochure & Leaflet

**References:**

- Tagore, Rabindranath. *Gitanjali*. Rupa Publications, 2002.
- Wordsworth, William. *The Complete Works of William Wordsworth*. Andesite Press, 2017.
- Munro, Hector Hugh. *The Complete Works of Saki*. Rupa Publications, 2000.
- Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, ArunKolatkar, DilipChitre, R. Parthasarathy*. Atlantic Publications, 2011.
- Dickens, Charles. *The Signalman and Other Horrors: The Best Victorian Ghost Stories of Charles Dickens: Volume 2*. Createspace Independent Publications, 2015.
- Swift, Jonathan. *Gulliver's Travels*. Penguin, 2003.
- King, Martin Luther Jr. & James M. Washington. *I Have a Dream: Writings And Speeches That Changed The World*. Harper Collins, 1992.
- Keller, Helen. *The Story of My Life*. Fingerprint Publishing, 2016.
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Longman, 2003.
- Murphy, Raymond. *Murphy's English Grammar with CD*. Cambridge University Press, 2004.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AB0101	Political Science – I (Core Concepts of Political Science)	HC	2	1	0	3	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.

**Pre-requisites:** 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:**

**10 Hours**

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

**Unit II- State**

**10 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:**

**10 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**

**9 Hours**

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

**References:**

- Kapur, A C. *Principles of Political Science*. S Chand Publications, 1997.
- Johari, J.C. *Political Theory*. Sterling Publishers, 1987.
- Hardas, Hari and B.C. Choudhary. *Political Theory : Traditional and Modern Theory*. National Publishing House Jaipur, 1987.
- Ray, Amal & Mohit Bhattacharya. *Political Theory*. Eastern Publications, 1962.
- M.J.Vinod and Meena Deshpande. *Contemporary Political Theory*. PHI Learning, 2013.
- Ashirvatham, Eddy. *Political Theory*. The Upper Publishing House, 1936.
- George, Sabine. *A History of Political Theory*. Henry Halt and Company, 1937.
- Gauba, O.P. *An Introduction to Political Theory*. Macmillan Publishers India Ltd., 2011.
- Mahajan, V D. *Political Theory*. S Chand Publications, 2004.
- 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.
B21AB0102	Political Science Practical – I	HC	0	0	2	2	4

## Practical Components:

- Debate on current political topics
- Group discussion on different political processes of different nations
- Seminar on current affairs
- Assignments on various political relevant topics
- Mock speech activity for election campaigning

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AB0103	Economics – I (Principles of Micro Economics)	HC	2	1	0	3	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.

**Pre-requisites:** 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**

**10 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**

**10 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**

**10 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**

**9 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

### **References:**

- Mankiw, Gregory N. *Principles of Microeconomics*. 4th Edition, Cengage Learning India, 2012.
- Lipsey, R.G and Chrystal KA. *Principles of Economics*. 9th Edition, Oxford University Press, 1999
- Ramsfield, E. *Micro Economics* 9th Edition, W.W Norton and Company, 1997.
- Pindyck and Rubinfeld. *Micro Economics*. 7th Edition, Pearson Education, 2009.

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

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

### Course Description:

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

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

**Pedagogy:** Direct instruction and collaborative learning method

### Course Objectives:

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

**References:**

- John, Vivian. *The Media of Mass Communication*. PHI learning Private Limited, 2012.
- Kumar Keval, J. *Mass communications in India*. Jaico Publication, 2006.
- Meena, Devi. *Fundamentals Of Mass Media And Communication*. Alfa Publication, 2006.
- Denis, Mcquail. *Mass Communication Theory*. Sage Publication, 2004.
- Ramesh, Chandra. *Analysis of Media and Communication Trends*. Gyan Books Publishers Pvt. Ltd., 2004.
- Baran S, Stanly and K. Davis, Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Thomson Wads Worth, 1999.
- Chatterji, PC . *Broadcasting in India*. Sage Publications, 1991.
- Ahuja, BN. *History of Indian Press*. Surjeeth Publication, 1988.
- Nadige, Krishnamurthy. *Indian Journalism*. University of Mysore Prasaranga, 1966.

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

**Practical Components:**

- Coverage of local issues in the media- Print/TV/Radio
- Case Study
- Group Discussion on Current Affairs
- Basics of Photoshop
- Wall Magazine
- Collage Making

- Glossary Terms
- **Media Visit:** Theatre festival/ Film festival/ Literary festival/ Poets meet/ Political rally/ Seminars/ Museums.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21ENS111	<b>Interdisciplinary Elective 1 - Comic and Graphic Narratives</b>	SC	1	1	0	2	3

**Course Description:**

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

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

Evolution of Comic and Graphic Novel

Short-term strip comics (designed for newspapers) (1890s) – Web-based comics

Action-adventure and Superhero comics (1930s – 1960s)

Underground comix / alternative comics / comix – Graphic Novels

Comic & Graphic Novel vocabulary - Strips, Panels, Gutter, Tire, Splash, Balloons, Caption, Labels, Emanata, Signs, Sound effect, Bleed, Chiaroscuro, Cartoonist, Artist. (Ref: Scott McCloud: *Understanding Comics: The Invisible Art* (Chapter 2 – The Vocabulary of Comics))**Unit II: Theoretical Approach to Comic and Graphic Novels****6 Hours**Jules Feiffer: Extract from Introduction to *The Great Comic Book Heroes* (1965)Will Eisner: *A Contract with God and Other Tenement Stories* (Graphic Story - “A Contract with God”)Stephen Weiner - *Faster Than a Speeding Bullet: The Rise of the Graphic Novel* (Chapter 5 – “The Graphic Novel: Comics take themselves Seriously”)**Unit III: Comic and Graphic Novels****7 Hours**Art Spiegelman: *Maus: A Survivor’s Tale* (Graphic Novel – (1980) – The Father Bleeds History (Part I) (Non-detail)Zack Snyder: *Watchmen* (film text based on DC Comic series by Alan Moore and Dave Gibbons)Richard West: “The Bill Watterson Interview,” *The Comics Journal*, March 1989**Unit IV: Asian Representation in Comic and Graphic Novels****6 Hours**

Comics across Asia: Manga, Chittrakatha, Lianhuanhua and Manhwa

John A Lent: *Asian Comics* (Introduction)R. K. Laxman – *The Very Best of The Common Man* (2012) (extracts of comic strips)**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS112	Interdisciplinary Elective 2 – Event Management	SC	1	1	0	2	3

**Course Description:**

This Interdisciplinary course is growing rapidly and now represents hundreds of professionals who are responsible for planning, coordinating and evaluating a wide range of events all year round. Event management is predominantly about creating an experience through organized communication, planning and implementation. This course will provide students with the practical skills and knowledge required to successfully plan, implement, organize, manage, monitor and evaluate special events.

**Prerequisite:** Basic organizational skills and positive personality towards learning

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

**7 Hours**

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

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

**6 Hours**



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

**Unit-3: Execution and Implementation**

**7 Hours**

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

**Unit-4: Types of Events**

**6 Hours**

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21TMS113	Interdisciplinary Elective 3 - Tourism Entrepreneurship	SC	1	1	0	2	3

**Course Description:**

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

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

**Pedagogy:** Direct Instruction, Collaborative Learning, Expeditionary Learning

**Course Objectives:**

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

**Course Outcomes:**

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

1. Develop the understanding of the fundamental knowledge about the business trends in Tourism.
2. Acquaint about the types of entrepreneurship and tourism marketing planning in the context of tourism business.
3. Evaluate with the procedures for starting a Tourism business including corporate entrepreneurship in various levels of tourism development.
4. Integrate the knowledge of diverse roles and functions in the framework of tourism business venture.

**Course Content:**

**Unit I: Entrepreneurship**

**7 Hours**

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

**Unit II: Marketing and Understanding the competition**

**6 Hours**

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

**Unit III: Writing a Business Plan**

**7 Hours**

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

**Unit IV: Business Concept**

**6 Hours**

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

**References:**

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

## SECOND SEMESTER

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

### Course Description:

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

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

**Pedagogy:** Direct instruction and collaborative learning method

### Course Objectives:

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

### Course Outcomes:

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

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

### Course Content:

**Unit-I: Indian Constitutional Philosophy** **7 Hours**

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

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

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

**Unit-III: Concept and Development of Human Rights** **7 Hours**

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

**Unit-IV: Human Rights in India** **6 Hours**

Protection of Human Rights Act, 1993 ( NHRC & SHRC)

**References:**

- Seervai .*Constitutional Law of India*. 4<sup>th</sup>Edition,Universal Publications, 2013.
- Basu, DD. *Introduction to the Constitution of India*. 21<sup>st</sup>Edition,Wadhwa Publications, 2013.
- Jain, MP. *Indian Constitutional Law*. 7<sup>th</sup> Edition, Lexis Nexis Wadhwa Publications, 2014.
- Pal Singh, Mahendra. *V.N. Shukla''s Constitution of India*. Eastern Book Company, 2020.
- Jain, MP. *Constitutional Law*. Lexis Nexis Wadhwa Publications, 2011.
- Rao, Mamta. *Constitutional Law*. Eastern Book Company, 2013.
- Malhotra, Anil. *India,Nrisand Law*.Universal Law Publishing Co., 2009.
- Bajwa, G.S and Bajwa DK. *Human Rights in India: Implementation and Violations*. D.K. Publishers, 1996.
- Basu, DD. *Human Rights in Constitutional Law*, Prentice Hall ,1994.
- Sehgal, B.PSingh, ed. *Human Rights in India: Problems and Perspectives*. Deep and Deep Publications, 1999.
- Avesti, S.K. and R.P.Kataria. *Law Relating to Human Rights*. Orient Publications, 2000.
- Kapoor, S.K *Human Rights under International and Indian Law*. Central Law Agency, 1999.
- Symmonides, J. *Human Right: International Protection, Monitoring and Enforcement*. Rawat publications, 2005.
- Rao, Mamata. *Law Relating to Woman and Children*. Eastern Book Co., 2008.
- Reddy, G.B.*Woman and the Law*.Gogia Law Agency, 2001.
- Tripathi, S.C. *Law Relating to Woman and Children*. Central Law Publishers, 2001.

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

**Course Description:**

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

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:****Unit-I: Language Acquisition****7 Hours**

Remedial Grammar: Questions & Negatives; Questions Tags

Writing Skills: Email Writing

Activities: Group Discussions

Literature: Alphonse Daudet - The Last Lesson

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

Remedial Grammar: Past Simple & Past Perfect

Writing Skills: Report Writing

Activities: Book & Movie Reviews

Literature: Lord Alfred Tennyson – Ulysses

**Unit-III: Cognitive Skills****7 Hours**

Remedial Grammar: Present & Past Passive; Conditionals

Writing Skills: Creative Writing

Activities: Role Plays

Literature: O. Henry – The Gift of the Magi

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

Remedial Grammar: Reported Speech; Idioms

Writing Skills: Cover Letter & CV

Activities: Exchanging Information

Literature: Saki – The Open Window

**References:**

- Bansal, R.K. and J.B. Harrison. *Spoken English*. Orient Blackswan, 2013.
- Raman, Meenakshi and Sangeeta Sharma. *Technical Communication*. Oxford University Press, 2015.
- Thorpe, Edgar and Showick Thorpe. *Objective English*. Pearson Education, 2013.
- Dixon, Robert J. *Everyday Dialogues in English*. Prentice Hall India Pvt Ltd., 1988.
- Turton, Nigel D. *ABC of Common Errors*. Mac Millan Publishers, 1995.

- Samson, T. (ed.) *Innovate with English*. Cambridge University Press, 2010.
- Kumar, E Suresh, J. Savitri and P Sreehari (ed). *Effective English*. Pearson Education, 2009.
- Goodale, Malcolm. *Professional Presentation*. Cambridge University Press, 2013.

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

**Course Description:**

ಸಮೀಕ್ಷಿಸುವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ತವಾಗಿರುವಂತಹ ಪಠ್ಯಕ್ರಮ, ಅಭ್ಯಾಸಗಳು ಮತ್ತು ಪ್ರಾಜೆಕ್ಟ್-ವಿಧವನ್ನು ಒಳಗೊಂಡಿರುವ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದು ಈ ಕುರ್ಸಿನ ಉದ್ದೇಶವಾಗಿದೆ. ಈ ಕುರ್ಸಿನಲ್ಲಿ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ. ಈ ಕುರ್ಸಿನಲ್ಲಿ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.

**Pre-requisites:**

- ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಮೂಲಭೂತವಾಗಿರುವುದು.
- ಸಮೀಕ್ಷಿಸುವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ತವಾಗಿರುವಂತಹ ಪಠ್ಯಕ್ರಮ, ಅಭ್ಯಾಸಗಳು ಮತ್ತು ಪ್ರಾಜೆಕ್ಟ್-ವಿಧವನ್ನು ಒಳಗೊಂಡಿರುವ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.
- ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.

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

**Course Objectives:**

ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ. ಈ ಕುರ್ಸಿನಲ್ಲಿ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.

- ಸಮೀಕ್ಷಿಸುವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ತವಾಗಿರುವಂತಹ ಪಠ್ಯಕ್ರಮ, ಅಭ್ಯಾಸಗಳು ಮತ್ತು ಪ್ರಾಜೆಕ್ಟ್-ವಿಧವನ್ನು ಒಳಗೊಂಡಿರುವ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.
- ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.
- ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.
- ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.

**Course Outcomes:**

ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ. ಈ ಕುರ್ಸಿನಲ್ಲಿ ಕನ್ನಡಭಾಷೆಯನ್ನು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ಕನ್ನಡಭಾಷೆಯನ್ನು ಬಳಸುವುದರಲ್ಲಿ ಸಾಧಾರಣತೆಯನ್ನು ಕಲಿಯುವುದು ಉದ್ದೇಶವಾಗಿದೆ.

- uÁvÀiÁfPÀ, gÁdQÁAiÁ, zÁ«ÄðPÀ, uÁAuÁwPÀ, ¥ÁjuÁgÀ °ÁUÀs áAUuÀÁ\$Aç «ZÁgÁUÁÉqÉ UÁvÁÁÉÀ °ÁjuÁÁvÁçZÁgÉsAçUÉ «zÁáýðUÁÁÁ ZÁZÁð vÁÁfÉsÁ ÁvÁvÁç ÁÉÁiÁÁvÁZÉ.
- fÁvÁÉÁZÁá §gÁÁvÁ CÖ¥ÁÁiÁÁ ÁZÁUÁÁÁ, uÁvÁÁUÁÁÁÁ DZÁÁPÀ uÁAzÁÁðZÁÁ vÁiÁÉÁ«ÁÁiÁÁvÁiÉsAçUÉ «vÁð»uÁÁvÁÁvÉ ¥ÉÁgÉÁ ÁuÁvÁZÉ.
- GvÁvÁÁ uÁÁvÁÁÁ PÁÉÁiÁÁÁÁ ÁÉÁÁvÁ GzÁÁÁvÁÁÁ FqÉÁjuÁÁvÁZÉ.
- uÁÁÉsÁZÁfÁ vÁÁfÉsÁ ÁvÁ vÁÁvÁÁ uÁÁzÁðvÁPÀ ¥ÁjÁPÉUÁvÁUÉ «zÁáýðUÁÁÁÁÁ uÁÁÓUÉsÁuÁÁvÁZÉ.

**Course Content:**

<b>Unit-I</b>	ÁÁzsÁÁPÁ°ÁÁ PÁÁi	<b>7 Hours</b>
1.	ZÁAzÁÁvÁÁw «eÁfÁ	gÁWÁvÁAPÀ
2.	°ÁUEUÁÁÁÁ »ArzÁfÁÁ vÁÁfÁZEs¼ÁUE	PÁAvÁiAgAvÁiÁ
3.	UÉsÁgÁPÁÉ ¥ÁÁUÁÁ	ZÁvÁÁgÁuÁ
<b>Unit II</b>	ÁÁzsÁÁPÁ°ÁÁ PÁÁi	<b>6 Hours</b>
1.	wÁ¥ÁçUÁ¼ÁÁ	uÁvÁððÖ
2.	V¼ÁiÁÁÁ ¥ÁAdgÁZÉs¼@è	¥ÁAgÁAzÁgÁ zÁuÁgÁÁ
3.	PÁgÉzÁÁ PÉsÖÉÁÁ ±Á¥ÁvÁÁÁ	PÁÁPÁZÁuÁgÁÁ
<b>Unit III</b>	eÁÁR ÁUÁÁ	<b>7 Hours</b>
1.	DvÁÁÁÁUÁV ÁgÁAPÁÁÁvÁÁwUÁ¼ÁV	PÁÁvÉÁfÁÁ
2.	vÁiÁÉÁ«ÁÁiÁÁvÉ CAVÁgÁeÁ	zÉÁvÁÉÁsgÁÁ vÁÁ°ÁzÉÁvÁ
3.	ÁsvÁ-Á vÁÁÁÁzÁ¼ÁÁ	vÁÁÁgÁj §eÁÁ
<b>Unit IV</b>	¥ÁÁÁ PÁÁi	<b>6 Hours</b>
1.	ÉÁÉsB¼ÁvÉÁ °ÁqÁÁ PÁsiÁ (uÁAUÁÁ)	f.Jfi. vÉsÁ°Áfi

**References:**

- vÁÁÁUÁ¼ gÁÁ.Á., PÁÉÁqÁ uÁ»vÁ ZÁjvÉ, ¥ÁÁPÁÁPÁgÁÁ VÁvÁ §ÁPi °ÉuÁ, vÉÁUÁsgÁÁ. 2014
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- uÁÁ. f.Juí.°Ámí., PÁÁvÁÁgÁvÁÁuÁÉÁ PÁUÁðI °ÁgÁvÁ PÁxÁvÁÁÁdj ¥ÁvÉÁ±Á, ¥ÁPÁ±ÁPÁgÁÁ CPÁgÁ ¥ÁPÁ±ÁÉÁ, °ÉUÉsÍÁqÁÁ, uÁUÁgÁ. 2006
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Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AHH201	Language – II: Hindi-II	FC	1	1	0	2	3

### Course Description: अध्ययन वर्णन :

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

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

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

- अधयेता,पी.यु.िीके स्तरपरसद्वतीयभाषाके रूपमेंसहन्दीकाअध्ययनकरनाचासहए।
- सहन्दीिसहिके इसतहािकिाििंसक्षप्तज्ञानकीआशयकताहै।
- सहन्दीव्याकरणकाअिबयधनआशयकहै।
- सहन्दी-अंगरेजीअनुिादििेििंबंसधतजानकारीजरुरीहै।

### c) Pedagogy: शिक्षशवस्त :

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

- Flipped Classroom

**Course Objectives: पठ्यक्रम उद्देश्य:**

- हिंदुधर्म के अर्थ और उचित भाषा का प्रयोग करने में उत्पन्न करना।  
कीदक्षता कयछात्म
- साहित्य के विभिन्न विधाओं का अध्ययन करके, विरक्षा हेतु प्रेरित करना।  
माध्यम में विभिन्न विधाओं का अध्ययन करके, उन मूल्यों को  
मूल्यक
- छात्रों में पसंद कपठन एवं लिखित नकी अकृत सतम प्रसिद्धि स्थापित करना।
- अध्यात्म और साहित्य के माध्यम से प्रभाषिणी एवं कुशल विचार का सिकारिक करना।

**Course Outcomes: असिगम पररर्वम:**

अध्ययन की विमाखप्त पर अध्यात्म -

- विमासजक मूल्य एनैसतक जिबदे ही कयस्वीकार करिकता है।
- साहित्य की प्राविण्यकता कयजीनिम में विमझने की दक्षता रिता है।
- विमासजक में अंतसन सहत पदक्षतया एविंसिचार धारा ओकाव्यख्यान करने में किक्षे मबनिकता है।
- साहित्य के माध्यम से प्रभाषिणी एवं कुशल विचार का सिकारिक करिकता है।

**Course Content: अध्ययन सवषय विूची /पठ्यक्रम**

**इकवई - 1** कसिता: प्राचीन एि आधुसनक

**7 hours**

1. कबीर के दयहे

2. कसिता - जसलय विाला बाग में बविंत- विुभद्राकु मारी चौहान

3. कसिता - विुभाष की मृविु पर - धमिीर भारती

**इकवई - 2** कसिता: प्राचीन एि आधुसनक

**6 hours**

4. तुलिविीदवि के पद

5. कसिता - पाषाणी - नागाजन

6. कसिता - चलना हमारा काम है- सशिमंगल सिंह विुमन

**इकवई - 3** कसिता: प्राचीन एि आधुसनक

**7 hours**

7. मीराबाई के पद

8. कसिता - मेरे विपने बहुत नही हैं- सगरराज कु मार माथुर

9. कसिता - अभी न हयगा मेरा अंत - सनराला

**इकवई - 4**

**6 hours**

**अनुवद :** शब्द एि अनुच्छेद (सहन्दी वि अंग्रेजी)

मीसिया लेविन

**Suggested Text Books and References**

**Text book/s: पठ्य पुस्तक :**

1. सहन्दी पाठ्य पुस्तक - रेविा सिश्वसिद्यालय।

**References: विन्दर् ग्रन्थ :**

1. िुबयथ व्यिहारक सहन्दी - िॉ. कु लदीप गुप्त
2. असभनि व्यिहारक सहन्दी - िॉ.परमानन्द गुप्त
3. सहन्दी िासह िि का इसतहा िि - िॉ. नागेद्र
4. आधुसनक सहन्दी िासह िि का इसतहा िि - िॉ. बच्चन सिंंह
5. सहन्दी िासह िि का निीन इसतहा िि - िॉ. लाल िाहब सिंंह

6. शुद्ध सहादी कौ िे बयले कौ िे सल िे- पृथीनाथ पाण्डे  
7. िंकेपण एिं पल्लिन

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

### Course Description:

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

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

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

### Course Objectives:

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

### Course Outcomes:

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

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

### Course Content:

#### Unit-I: Ecology & Environment

7 hours

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

#### Unit-II: Voices from the Margin

6 hours

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

#### Unit-III: Women & Society

7 hours

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

Writing Skills: Dialogue Writing

**Unit-IV: Popular Culture**

**6 hours**

Literature: Rudyard Kipling – The Absent-minded Beggar

Sir Arthur Conan Doyle – The Adventure of Lion’s Mane

Aldous Huxley – The Beauty Industry

Writing Skills: Story Writing

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AB0201	Political Science – II (Understanding Political Theory)	HC	2	1	0	3	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.

**Pre-requisites:** 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:****10 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****10 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:****10 Hours**

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

**Unit IV- Imperialism and Neo-Colonialism****9 Hours**

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

**References :**

- Kapur, A C. *Principles of Political Science*. S Chand Publications, 1997.
- Johari, J.C. *Political Theory*. Sterling Publishers, 1987.
- Hardas, Hari and B.C. Choudhary. *Political Theory: Traditional and Modern Theory*, National Publishing House, 1987.
- Ray, Amal & Mohit Bhattacharya. *Political Theory*. Eastern Publications, 1962.
- Vinod, M.J. and Meena Deshpande. *Contemporary Political Theory*. PHI Learning, 2013.
- Ashirvatham, Eddy. *Political Theory*. The Upper Publishing House, 1936.
- George, Sabine. *A History of Political Theory*. Henry Halt and Company, 1937.
- Gauba, O.P. *An Introduction to Political Theory*. Macmillan Publishers India Ltd., 2011.
- Mahajan, V D. *Political Theory*. S Chand Publications, 2004.
- 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.
B21AB0202	Political Science Practical - II	HC	0	0	2	2	4

### Practical Components:

- Mock Parliament Session
- Documentary movie screening (Wars, Freedom struggle and speech by freedom fighters)
- Debate on current political relevant topics
- Model political campaigning
- Case studies on various issues which have political relevance

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AB0203	Economics – II (Principles of Macro Economics)	HC	2	1	0	3	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.

**Pre-requisites:** 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**

**10 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**

**10 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**

**10 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**

**9 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.

## **References:**

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

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

**Course Description:**

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

**Pre-requisites:** Good newspaper reading habits.

**Pedagogy:** Direct instruction and inquiry based learning

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit I: Attributes of Print Journalism**

**10 Hours**

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

**Unit II: Techniques of Reporting**

**10 Hours**

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

**Unit III: Principles of Editing**

**10 Hours**

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

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

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21JN0202</b>	<b>Journalism Practical - II</b>	<b>HC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21PYS211</b>	<b>Interdisciplinary Elective 4- Skill Acquisition and Training</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Course Description:**

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

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

**Pedagogy:** Direct learning, ICT, Case Studies.

**Course Objectives:**

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

**Course Outcomes:**

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

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

## **Course Content:**

### **Unit 1: Skill Acquisition and Training in Context**

**7 hours**

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

### **Unit 2: Perceptual Learning, Attention and Skill**

**6 hours**

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

### **Unit 3: Individual Differences in Skill Acquisition and Maintenance**

**7 hours**

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

### **Unit 4: Designing Effective Training Systems**

**6 hours**

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

## **Reference:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21PSS212	Interdisciplinary Elective 5 –Global Perspectives of Human Rights	SC	1	1	0	2	3

**Course Description:**

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

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

**Pedagogy:** Direct instruction and collaborative learning method

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit –I**

**7 Hours**

Human Rights: Origin, Meaning and Definitions, Universal Declaration of Human Rights 1948, Rights protection in India

**Unit - II****6 Hours**

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

**Unit - III****7 Hours**

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

**Unit – IV****6 Hours**

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21ENS213</b>	<b>Interdisciplinary Elective 6 – Popular Culture</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Course Description:**

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

production and consumption of culture. This course also examines the productions and consumptions of cultural practices around us. The cultural theories provide perspective to critically access the many trends and practices of culture.

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

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

**Course Objectives:**

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

**Course Outcome:**

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

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

**Course Content:**

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

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

**Unit II: Cultural Theories** **6 Hours**

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

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

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

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



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

**References:**

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



- fÃvÀÉAzÀà §gÀvÀ CÖ¥ÁæAiÀÀ ·ÉÃzÀUÀvÀÀ, uÀvÀÀuÉÈUÀvÀÉÀÀB DzÀÀPÀ uÀAzÀ·ÀðzÀà vÀiÁÉÀ«ÀAiÀvÉAiÉsAçUÉ ævÀð»uÀÀvÀAvÉ ¥ÉÀgÉÀ ! uÀÀvÀzÉ.
- GvÀvÀÀ uÀAvÀ°ÆÀ PÀcÉAiÀÉÀÀB ·É¼EuÀÀvÀ GzÀÀ±ÀvÀÉÀÀB FqÉÀjuÀÀvÀzÉ.
- uÀÀ±ÉsÀzÀÉÁ vÀÀÉsÀ·ÁvÀ vÀÀvÀÙ uÀzÁðvÀPÀ ¥ÀjÁPÉUÀvÀUÉ «zÁÿðUÀvÀÉÀÀB uÀdÀÓUÉs¼zuÀÀvÀzÉ.

**Course Content:**

<b>Unit I</b>	ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ		<b>7 Hours</b>
1.	ᑦᑦᑕᑦᑕᑦᑕ	zÀ.gÁ. ᑦᑦᑕᑦᑕᑦᑕ	
2.	ᑎᑦᑦᑕᑦᑕ	ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ	
3.	ᑎᑦᑦᑕᑦᑕᑦᑕ ᑦᑦᑕᑦᑕᑦᑕᑦᑕ	f. !. gÁdgÀvÀBA	
<b>Unit II</b>	ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑦᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ		<b>6 Hours</b>
1.	CvÀzsÀsvÀ	uÀÀ.gÁA.Jᑎᑦᑦᑕᑦᑕᑦᑕ	
2.	vÀÀÉÉ-ÀAzÀ vÀÀÉÉUÉ	ᑎᑦᑦᑕᑦᑕᑦᑕ	
3.	ÉÀÉÀB ᑦᑦᑕᑦᑕᑦᑕ	f.Juì.Juì.	
<b>Unit III</b>	ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ		<b>7 Hours</b>
1.	zÁ½ ÉÀqÉzÀvÀ CuÁ	CvÀÀgÉÉ±À ÉÀUÀqÉsÀtÀ	
2.	ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ	ᑎᑦᑦᑕᑦᑕᑦᑕ	
3.	vÀiÀᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ	vÉÀd¹	
<b>Unit IV</b>	ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ		<b>6 Hours</b>
1.	«ÀÀrAiÀiÀ (uÀAUÀæ°À)	AiÀÀj!rÀuì CÉÀÀvÀzÀ: ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑦᑦᑕᑦᑕᑦᑕ	

**References:**

- vÀÀUÀ½ gÁA.²À., ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ uÀ»vÀ ZÀjvÉ, ¥ÀæPÀ±ÀPÀgÀÀ VÁvÁ §ÀPì °Éuì, vÉÉuÀsgÀÀ. 2014
- ¹ÀvÀiÁwÀvÀ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ uÀ»vÀ ZÀjvÉ uÀAYÀÀi 1,2,3,4,5 vÀÀvÀÙ 6, ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ uÀAuÉU, vÉÉuÀsgÀÀ «±Àé«zÁâᑎᑦᑦᑕᑦᑕᑦᑕ, vÉÉuÀsgÀÀ. 2014
- qÁ. CgÀ«AzÀ vÀiÀUÀwU, uÀ»vÀ uÀAuÀlòw vÀÀvÀÙ zÀÀvÀ ¥ÀæÉ, ¥ÀæPÀ±ÀPÀgÀÀ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ uÀ»vÀ ¥ÀjuÀvÀÙ, ᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ. 2014
- qÁ. F.Juì. DvÀÀsgÀ, ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ ᑎᑦᑦᑕᑦᑕᑦᑕ uÀ»vÀ : PÁzÀA§j, ¥ÀæPÀ±ÀPÀgÀÀ uÀæᑦÀB §ÀPì °Éuì, ᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ. 2016
- zÉÀ±À¥ÁAqÉ Juì.Jeì., ᑦᑦᑕᑦᑕᑦᑕ ±ÀjÀ¥ÀgÀ PÁvÁAiÀiÀÉÀ, ¥ÀæPÀ±ÀPÀgÀÀ zÉ¹¹ ¥ÀAuÀPÀ, ᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ. 2013
- QÀvÀðÉÁxÀ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ, ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ uÀ»vÀ uÀAUÁw, ¥ÀæPÀ±ÀPÀgÀÀ ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ vÉÀvÉsÀjAiÀæi Iᑎᑦᑦᑕᑦᑕᑦᑕ zÁgÀvÀqÀ. 2009
- ±ÀvÀÀgÁAiÀÀ vÀ.uÀ., ᑎᑦᑦᑕᑦᑕᑦᑕᑦᑕ uÀ»vÀ ZÀjvÉ, ¥ÀæPÀ±ÀPÀgÀÀ vÀÀÀÀQÉÀ vÉAPÀtUÀiÀÀ uÀÀgÀPÀ UÀæAxÀvÀiÀÉÉ, vÉÉuÀsgÀÀ - 2014

- uÀ. qÁ! 1. Dgî. ZÀAzÀÉÁRgî, vÀÀAzÁ¼ÀÀvÀÉZÀ @PÀtUÀ¼ÀÉÀÀB ·É¼É¼PÉS¼ÀÀ¼vÀçzÀÀ °ÉÁUÉ?, ¥À±PÀ±ÀPÀgÀÀ ÉÀvÀPÀÉÁØI PÀ ¥À@PÉÁ¼ÀÉ¼ ¥É ÉvÉm¼ à«ÄmÉqî. 2010
- DzÀÀ±PÀ PÀÉÀqÀ PÁvÀ¼ ·ÁUÀ-2, PÀÁvÉA¥ÀÀ PÀÉÀqÀ CzÀ¼A¼ÀÉÀ uÀAuÉ, vÉÉUÀSgÀÀ «±Àé«zÁ¼@A¼À, vÉÉUÀSgÀÀ. 2004
- ²vÀgÀAzÀÉ¼ f.Juî. PÀÉÀqÀ uÁ»vÀ¼ uÀ«ÀÁPÉ, ¥À±PÀ±ÀPÀgÀÀ uÀÉ¼À §ÁPi °ÉUî, ·ÉÁUÀ¼ÀSgÀÀ. 2013

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

**Course description:अध्ययन वर्न :**

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

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

**Pre-requisites/Pre reading for the course: पूवपेकष:**

- अधयेता कय, सहन्दी न्ािक िासहिक का ििंसक्षपत ज्ञान आश्यक है।
- सहन्दी िासहिक के इसतह्ािक का ििंसक्षपत ज्ञान की आश्यकता है।
- सहन्दी व्याकरण का अबयधन आश्यक है।
- मीसिया लेििन की बुसनयादी जानकारी चासहए।
- अंरिेजी – सहन्दी अनुिाद ििे ििंसबंसधत जानकारी जरुरी है।

**c) Pedagogy:सिक्षशवस्त :**

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

**Course Objectives: पवठ्यक्रम उद्देश्य :**

- ििंदभानुिार उसचत भाषा का प्रययग करने की दक्षता कय छात्पं में उत्पन्न करना।
- िासहिक के माध्यम ििे िमंज एिं मानिय मूल्यं कय िमझाकर, उन मूल्यं की रक्षा हेतु परेरत करना।
- छात्पं में पुस्तक पठन एिं लेििन की अकृ सतम प्रििसि स्थ्ासपत करना।
- अधयेताओं में िासहिक के माध्यम ििे प्रभािी एिं कु शल ििंचार का सिकाि करना।

**Course Outcomes :असिगम पररर्वम :**  
अध्ययन की िमखत पर अध्येता –

- िामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर िकता है।
- िासहऱि की प्राऱिंसगकता कय जीऱिन मेऱं िमझने की दक्षता रऱिता है।
- िमाज मेऱं अंतसनसहत पदसतया एऱिंसिचऱरधाराओं का व्पाख्यान करने मेऱं िक्षम बन िकता है।
- िासहऱि के माध्यम िऱे प्रभाऱी एऱिंसकु शल िऱंचर का सिकाऱि करिकता है।

**इकवई –1:**नाऱिक : एक और द्रयणाचाय – िऱॉ. शंकर शेष **7 hours**

लेऱिक

पररचय प्रथम दृश्य

सद्वतीय दृश्य

**इकवई –2 :**नाऱिक : एक और द्रयणाचाय **6 hours**

तृतीय दृश्य

चतुथ

दृश्य

**इकवई –3:**नाऱिक : एक और द्रयणाचाय **7 hours**

पंचम दृश्य

छठा दृश्य

**इकवई –4:** **6 hours**

**अनुवद :** अंग्रेजी - सहन्दी-ऱिमाचार पत् िऱंबंध

भारत मेऱं सहन्दी मीसिया की ऱिमस्याए, ररपयसिग, ऱिाक्षऱात्कार

**Text book:**पठ्य पुस्तक :

एक और द्रोर्वचवय – डॉ. शंकर शेष

**References:** िऱन्दरु ग्रन्थ :

- मीसिया लेऱिन एऱिंसजनऱिंचर – िऱॉ. िऱिंजीऱि कु मार
- सहन्दी ऱासहऱि का इसतहाऱि - िऱॉ. नागेद्र
- आधुसनक सहन्दी ऱासहऱि का इसतहाऱि - िऱॉ. बच्चन सिंंह
- सहन्दी ऱासहऱि का नऱिीन इसतहाऱि - िऱॉ. लाल ऱाहब सिंंह
- शुद्ध सहन्दी कै िऱे बयले कै िऱे तलऱिऱे- पृथ्वीनाथ पाण्डे
- कायालय अनुऱिाद सनदेसशका
- मीसिया सिमश – रामशरण जयशी
- िऱिंस्कृ सत- बाजार और जनऱिंचर , नन्द भरद्वाज

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

### Course Description:

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

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

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

### Course Objectives:

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

### Course Outcomes:

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

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

### Course Content:

#### Unit-I: Gender & Identity

**7 hours**

Anne Sexton – Consorting with Angels

Eugene Field – The Doll’s Wooing

Vijay Dan Detha – Double Life

Charlotte Perkins Gilman – The Yellow Wallpaper 12 Hours

#### Unit-II: Love & Romance

**6 hours**

Alfred Noyes – The Highway Man

William Shakespeare – Sonnet 116

Frank Richard Stockton – The Lady or the Tiger?

Oscar Wilde – The Nightingale and the Rose

#### Unit-III: War & Trauma

**7 hours**

Lord Alfred Tennyson – The Charge of the Light Brigade

TaufiqRafat – The Medal

Guy de Maupassant – Two Friends

Sadaat Hasan Manto – Toba Tek Singh

#### Unit-IV: Children’s Literature

**6 hours**

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
<b>B21AB0301</b>	<b>Political Science – III (Indian Constitution and Institutional Framework)</b>	<b>HC</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>

**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 Content 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.

**Pre-requisites:** 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 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. Analyze the new dynamics of the Indian Political System

**Course Content:**

**Unit I- Framing of the Constitution and Major Features**

**10 hours**

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

**10 hours**

**Unit II- Federal System**

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

**Unit III- Union and State Legislatures:**

**10 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**

**9 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.

**References :**

- Granville, Austin. *Working of a Democratic constitution: a History of the Indian Experience*. Oxford University Press, 2010.
- Niraja, Gopal Jayal and Pratap Bhanu Mehta. *The Oxford Companion to Politics in India*. Oxford University Press, 2012.
- Subhash, Kashyap. *Our Parliament*. New Delhi, National Book Trust, 2011.
- Shibani Kinkar, Chaube. *The Making and Working of the Indian Constitution*. NBT, 2010.
- Pylee MV. *An introduction to the Constitution of India*. Vikas Publishing House, 1984.
- Rajni, Kothari. *Politics in India*. Orient Longman Pvt. Ltd. 2013.
- Granville, Austin. *Indian Constitution: Cornerstone of a Nation*. Bombay, Oxford University Press, 1990.
- Basu, DD. *Introduction to the Constitution of India*. 24<sup>th</sup> Edition, Lexis Nexis, 1990.

- Siwach, JR. *Dynamics of Indian Government & Politics*. Sterling Publishers, 1990.
- Gupta, DC. *Indian Government and politics*. Vikas Publishing House, 1988.
- Johari, JC. *Indian Government and Politics*. Vishal Publishers, 1981.
- Hans J, Raj. *Indian Government and Politics*. Surjeet Publications, 1990.
- Pratap Bhanu Mehta, Niraja Gopal Jayal, *The Oxford Companion to Politics in India*. 2011.
- Bakshi, PM. *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	Course Type	L	T	P	C	Hrs./Wk.
B21AB0302	Political Science Practical - III	HC	0	0	2	2	4

### Practical Components:

- Presentations on various legal cases
- Story telling process on various political ideologies and political leaders
- Newspaper collage activity on current affairs
- Seminar
- Group discussion

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AB0303	Economics – III (Economic Growth and Development)	HC	2	1	0	3	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.

**Pre-requisites:** 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**

**10 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**

**10 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**

**10 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**

**9 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

**References :**

- Lekhi, R. K. *The Economics of Development and Planning*. 15th Edition, Kalyani Publishers, 2013.
- Todaro Michael, P. and Stephen C, Smith. *Economic Development*. Pearson Education, (Singapore) Pvt. Ltd., Indian Branch, 2004.
- Abhijit Banerjee, Roland Benabou and Dilip Mookerjee. *Understanding Poverty*. Oxford University Press, 2006.
- Sen, Amartya. *Development as Freedom*. Oxford University Press, 2000.

- Basu, K. *Analytical Development Economics: The Less Developed Economy Revisited*. Cambridge, MIT Press, 1997.
- Daron, Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*. Cambridge University Press, 2006.
- Partha, Dasgupta. *Economics: A Very Short Introduction*. Oxford University Press, 2007.
- Ray, Debraj. *Development Economics, Seventh impression*. Oxford University Press, New Delhi 2004.
- Robert, Putnam. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton University Press, 1994.
- Thirlwall, A.P. *Growth and Development with Special Reference to Developing Economies*. Basingstoke, Palgrave Macmillan, 2006.
- 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.
B21JN0301	Journalism - III (Audio-Visual Production)	HC	2	1	0	3	4

**Course Description:**

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

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

**Pedagogy:**Direct instruction, Collaborative and Kinesthetic method

**Course Objectives**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit I: Radio Production****10 Hours**

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

**Unit II: Script-writing for Radio and TV****10 Hours**

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

**Unit III: Basics in TV Production;****10 Hours**

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

**Unit IV: Introduction to Film Studies****9 Hours**

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

**References:**

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

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

**Practical Components:**

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

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

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

**Course Description:**

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

**Prerequisite:** Basic understanding of communication and media.

**Pedagogy:** Direct Method, ICT and Collaborative Method.

**Course Objectives:**

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

**Learning Outcomes:**

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

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

**Course Content:**

**Unit I: Communication and Mass media**

**10 Hours**

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

**Unit II: Media and Freedom**

**10 Hours**

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

**Unit III: Controls and Issue**

**10 Hours**

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

**Unit IV: Concepts of Media**

**9 Hours**

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

**References:**

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

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

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

**Course Description:**

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

**Pre-requisites:** Keen interest to Self-development

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

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

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

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

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

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

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

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

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

**References:**

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

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

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



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

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

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



1. uÁvÀiÁfPÀ, gÁdQÃAiÄÄ, zÁ«ÄðPÀ, uÁAuÁlowPÀ, ¥ÁjuÁgÀ °ÁUÀs ãAUÀuÀAŞAç «ZÁgÀUÀ¼ÉqÉ UÀvÀÁÉÀ °ÁjuÀÁvÀçzÁgÉsAçUE «zÁáyðUÀ¼ÁÀ ZÁZÁð vÀÁÉsÁÁ·ÁvÀvÀç ·É¼ÉAiÀÁÁvÁzÉ.
2. fÁvÀÉÁzÁÁ §gÁÁvÀ CÖ¥ÁæAiÄÄ ·ÉÁzÁUÀ¼ÁÁ, uÁvÀÁvÉUÀ¼ÁÉÁÁB DzÁÁPÀ uÀAzÁ·ÁðzÁÁ vÁiÁÉÁ«ÁAiÁvÉAiÉsAçUE «vÁð»uÁÁvÁÁvÉ ¥ÉzÁgÉÁ ! uÁÁvÁzÉ.
3. GvÁvÁÁ uÁAvÁ°ÁÉÁ PÁcÉAiÁÁÁÁB ·É¼ÉuÁÁvÁ GzÉÁ±ÁvÁÁÁB FqÉÁj uÁÁvÁzÉ.
4. uÁÁ±ÉsÁzÁÉÁ vÀÁÉsÁ·ÁvÁ vÀÁvÁÁ uÁázÁðvÁPÀ ¥ÁjÁPÉUÀ¼ÁUE «zÁáyðUÀ¼ÁÁÁB uÀÁÓUÉs¼uÁÁvÁzÉ.

**Course Content:**

<b>Unit I</b>	<b>zÁ°Á - Áç PÁ«vÉUÀ¼Á</b>	<b>7 Hours</b>
1.	ŞÁçPvÁAvÁjuÉ PÁÉÁuÁÁ CzáYgÉ	J.PÉ.gÁvÁÁÉÁÁdfí
2.	PÁÁjuÁ¼ÁÁ uÁgí PÁÁjuÁ¼ÁÁ	PÉ.Juü.µuÁgí C°ÁvÁÁzi
3.	CPÁÌ °ÉÁ¼zÁÁ	uÀ. GµÁ
<b>Unit II</b>	<b>zÁ°vÁ - ŞAqÁAiÄÄ</b>	<b>6 Hours</b>
1.	ÉÁÉÁB PÁvÁÉÁUÀ¼ÁÁè °ÁÁqÁPÁçgÁÁ ÉÁÉÁB	ZÁA¥Á
2.	zÁÁvÁgÁÁ §gÁÁvÁgÁÁ zÁjçr	¼zÁPÁAUÀ¼ÁÁ
3.	PÁÌÖqÁzÁ PÉ@uÁUÁgÁgÁÁ	JZi Juü ²vÁ¥ÁæPÁ±Á
<b>Unit III</b>	<b>eÉÁR ÁUÀ¼ÁÁ</b>	<b>7 Hours</b>
1.	°Á¹gÁÁ °ÉsuÁPÁÁvÁ UÁtÁUÀ¼ÁÁ	AiÁÁ@¥ÁÁ gÉrØ
2.	eÁUÁwÁPÁgÁtzÁ »ÉÉeÉAiÁÁè UÁÁçüÁfAiÄÄ ¥ÁÁÁÁvÁvÉ	1. ÉÁUÁtÚ
3.	ZÁvÁðPÁgÁÁ : MAzÁÁ n¥ÁÁtÁ	! JÉí gÁAUÁÉí
<b>Unit IV</b>	<b>PÁzÁAŞj</b>	<b>6 Hours</b>
1.	uÁAuÁÍgÁ (DAiÁÁY'sÁUÁ)	AiÁÁÁ.Dgi. CÉÁAvÁvÁÁswð

**References:**

- vÁÁÁUÁ¼ gÁÁ.²Á., PÁÉÁBqÁ uÁ»vÁÁ ZÁjvÉ, ¥ÁæPÁ±ÁPÁgÁÁ VÁvÁ ŞÁPi °Éüí, vÉÁÉuÁsgÁÁ. 2014
- ¹ÁvÁiÁwÁvÁ PÁÉÁBqÁ uÁ»vÁÁ ZÁjvÉ uÁA¥ÁÁI 1,2,3,4,5 vÁÁvÁÁ 6, PÁÁvÉA¥ÁÁ PÁÉÁBqÁ CzÁAiÁÁÁÁ uÁAuÉÜ, vÉÁÉuÁsgÁÁ «±ÁèzÁÁâç@AiÄÄ, vÉÁÉuÁsgÁÁ. 2014
- qÁ. CgÁ«AzÁ vÁiÁ@UÁwÚ, uÁ»vÁÁ uÁAuÁÍow vÁÁvÁÁ zÁÁvÁ ¥ÁæÉÜ, ¥ÁæPÁ±ÁPÁgÁÁ PÁÉÁBqÁ uÁ»vÁÁ ¥ÁjuÁvÁÁÜ, ·ÉAUÁ¼ÁsgÁÁ. 2014
- qÁ. F.Juü. DvÁÁsgÁ, PÁÉÁBqÁ PÁxÁÉÁ uÁ»vÁÁ : PÁzÁAŞj, ¥ÁæPÁ±ÁPÁgÁÁ uÁæÁB ŞÁPi °Éüí, ·ÉAUÁ¼ÁsgÁÁ. 2016
- zÉÁ±Á¥ÁÁqÉ Juü.Jeü., ·ÉÁAzÉæ ±ÁjÁ¥ÁgÁ PÁvÁÁAiÁiÁÉÁ, ¥ÁæPÁ±ÁPÁgÁÁ zÉÁ¹ ¥ÁÁuÁPÁ, ·ÉAUÁ¼ÁsgÁÁ. 2013
- QÁvÁðÉÁxÁ PÁÁvÁðPÉsÁn, PÁÉÁBqÁ uÁ»vÁÁ uÁAUÁw, ¥ÁæPÁ±ÁPÁgÁÁ PÁÁvÁðPÉsÁn vÉÁvÉsÁjAiÁÁeí IÁüü zÁgÁvÁqÁ. 2009
- ±ÁvÁÁgÁAiÄÄ vÁ.uÁÁ., PÁÉÁBqÁ uÁ»vÁÁ ZÁjvÉ, ¥ÁæPÁ±ÁPÁgÁÁ vÁÁÁÁQÉÁ vÉAPÁtÚUÁiÁÁÁ uÁÁgÁPÁ UÁæAxÁvÁiÁeÉ, vÉÁÉuÁsgÁÁ - 2014

- uÀ. qÁ! 1. Dgî. ZÀAzàÉÁRgî, vÀÀAzÁ¼ÀÀvÀÉZà @PÀtUÀ¼ÀÉÀÀB ·É¼É¼PÉS¼ÀÀvÀçzÀÀ °ÉÁUÉ?, ¥À±PÀ±ÀPÀgÀÀ ÉÀvÀPÀÉÁØI PÀ ¥ÀØPÉÀµÀÉÏ ¥É ÉvÉmî à«ÄmÉqî. 2010
- DzÀÀ±PÀ PÀÉÀqÀ PÁvÀî ·ÁUÀ-2, PÀAvÉA¥ÀÀ PÀÉÀqÀ CzÀÀAiÀÉÀ uÀAuÉ, vÉÉEuÀSgÀÀ «±Àé«zÁ±@AiÀÀ, vÉÉEuÀSgÀÀ. 2004
- ²vÀgÀAzÀ±PÀ f.Juî. PÀÉÀqÀ uÀ»vÀî uÀ«ÀÁPÉ, ¥À±PÀ±ÀPÀgÀÀ uÀÉPÀ §ÄPi °Éüî, ·ÉAUÀ¼ÀSgÀÀ. 2013

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

### Course Description:अध्ययन वर्णन :

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभन्न िासहखिक प्रसक्रयाओं द्वारं

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

### Course Objectives: पवठ्यक्रम उद्देश्य :

- ििंदभानुिार उसचत भाषा का प्रयग करने की दक्षता कय छात्यों में उत्पन्न करना।
- िासहिक के माध्यम ििे िमंज एिं मानीय मूल्यं कय िमझाकर, उन मूल्यं कय रक्षा हेतु पररत करना।
- छात्यों में पुस्तक पठन एिं ले ििन की अकृ सतम प्रिृसि स्थंासपत करना।
- अधयेताओं में िासहिक के माध्यम ििे प्रभािी एिं कु शल ििंचार का सिकाि करना।

### Course Outcomes :असिगम पररर्वम:

अध्ययन की िमंखत पर अधयेता –

- िामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर िकता है।
- िासहिक की प्रािंसगकता कय जीिन में िमझने की दक्षता रितंता है।
- िमंज में अंतसनसहत पदसतया एिं सिचंारधाराओं का व्ंाख्यान करने में िक्षम बन िकता है।
- िासहिक के माध्यम ििे प्रभािी एिं कु शल ििंचार का सिकाि करिकता है।

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

### Pre-requisites:पूर्वपेक्षव:

- अधयेता कय, सहन्दी ििंिकव्य का ििंसक्षत ज्ञान आशयक है।

- सलुदुी िासहऱि के इसतहऱाऱि का ििंसकुषुत जऱान की आशुयकतऱा है ।
- सलुदुी वुयाकरण का अलबुयधन आशुयक है ।

**Course Content:अधुयन सवषुय ििऱूकी / ढवठुयकुरम**

इकवई-1: िंि-काव्य – नहुष – मैसथलीशरण गुप्त

7 Hours

कसि पररचय  
काव्य पररचय  
शची िग  
नहुष िग

इकवई-2: िंि-काव्य – नहुष – मैसथलीशरण गुप्त

6 Hours

उिशी  
िग  
स्वगभयग  
िग

इकवई-3: िंि-काव्य – नहुष – मैसथलीशरण गुप्त

7 Hours

िन्दे  
श िग  
मंत्णा  
िगपतन  
िग

इकवई-4:

6 Hours

अलंकवर

सिसनमव ररव्यू :

िूपर 30, समशन मंगल, थप्पड़, आसिकल 15

Text book: पवठ्य पुस्तक:

- िंि-काव्य – नहुष – मैसथलीशरण गुप्त

References: िन्दर् ग्रन्थ :

- रि – छंद – अलंकर - कृ णदे ि शमा & िुरेश आरिाल
- सहन्दी िासहिके इस्तहाि - िॉ. नागेद्र
- आधुसनक सहन्दी िासहिके इस्तहाि - िॉ. बच्चन सिंंह
- सहन्दी िासहिके न्नीन इस्तहाि - िॉ. लाल िाहब सिंंह
- शुद्ध सहन्दी के िे बयले के िे िल्लिे- पृथ्वीनाथ पाण्डे
- मीसिया सिमश – रामशरण जयशी

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

Course Description:

This 2-credit course helps the learner explore various socio-cultural issues through literature. The

course provides insight on matters like education and culture that are pertinent in the contemporary society. The course also offers multi-dimensional perspective in the genres of literature and contributes for language enrichment.

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

**Pedagogy:** Collaborative Method, Flipped Classroom, Blended Learning

**Course Objectives:**

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

**Course Outcome:**

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

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

**Course Content:**

**Unit-I: Myths & Mythology**

**7 hours**

John W. May – Narcissus

W.B. Yeats – The Second Coming

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

**Unit-II: Family & Relationships**

**6 Hours**

Nissim Ezekiel – Night of the Scorpion

Langston Hughes – Mother to Son

Kate Chopin – The Story of an Hour

Henrik Ibsen – A Doll's House (Extract)

**Unit-III: Horror & Suspense**

**7 Hours**

Edgar Allan Poe – The Raven

Bram Stoker – A Dream of Red Hands

Satyajit Ray – Adventures of Feluda (Extract)

**Unit-IV: Education**

**6 Hours**

The Dalai Lama – The Paradox of Our Times

Kamala Wijeratne – To a Student

Sudha Murthy – In Sahyadri Hills, a Lesson in Humility

Frigyes Karinthy – Refund

**References:**

- Finneran, Richard J. *The Collected Works of W.B. Yeats*. Volume I, The Poems, Revised Second Edition. Simon & Schuster, 1996.
- Pattanaik, Devdutt. *Shikhandi: And Other „Queer“ Tales They Don't Tell You*. Penguin Books, 2014.



- Ezekiel, Nissim. *Collected Poems*. OUP, 2005.
- Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
- Chopin, Kate. *The Awakening and Selected Stories of Kate Chopin*. Simon & Schuster, 2004.
- Ibsen, Henrik. *A Doll's House*. Maple Press, 2011.
- Poe, Edgar Allan. *The Complete Poetry of Edgar Allan Poe*. Penguin USA, 2008.
- Stoker, Bram. *Dracula*. Fingerprint Publishing, 2013.
- Ray, Satyajit. *The Complete Adventures of Feluda*. Vol. 2, Penguin Books Ltd., 2015.
- Lama, Dalai. *Freedom In Exile: The Autobiography of the Dalai Lama of Tibet*. Little, Brown Book Group, 1998.
- Murthy, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin India, 2006.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
<b>B21AB0401</b>	<b>Political Science – IV (Western and Eastern Political Thought)</b>	<b>HC</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>

### 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.

**Pre-requisites:** 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's Arthashastra, 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:**

**10 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**

**10 Hours**

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

**Unit III: Medieval and Social Contractualists**

**10 Hours**

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

**Unit IV: Select Political Thinkers**

**9 Hours**

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

**References :**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21AB0402	Political Science Practical – IV	HC	0	0	2	2	4

**Practical Components:**

- Role Play Activity
- Presentations on current and ancient political scenarios
- Debate sessions
- Group discussion
- News paper article collection and presentation

Course Code	Course Title	CourseType	L	T	P	C	Hrs./Wk.
B21AB0403	Economics – IV (International Economics)	HC	2	1	0	3	4

**Course Description:**

The aim of this course 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 Course 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.

**Pre-requisites:** 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**

**10 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**

**10 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**

**10 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 9 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.

**References:**

- Dominick, Salvatore. *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th Edition.2011
- Bowen H, Hollander A. and Viaene J. *Applied International Trade Analysis*, Macmillan Publication, 2012.
- Charles, Van Marrewijk. *International Economics: Theory, Application and Policy*. Oxford University Press, 2007.
- Dornbusch, R. *Open Economy Macroeconomics*. Basic Books: New York, International Students Edition, 1980.
- Gregory, N Mankiw. *Principles of Macroeconomics*. 6th Edition, Cengage Learning India, 2012.
- 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	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0401	Journalism – IV (Fundamentals of Media Research)	HC	2	1	0	3	4

## **Course Description:**

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

**Pre-requisites:** Inquisitive nature to identify the problems.

**Pedagogy:** Direct instruction and flipped class method

## **Course Objectives:**

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

## **Course Outcomes:**

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

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

## **Course Content:**

### **Unit I: Introduction to Media Research**

**10 Hours**

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

### **Unit II: Elements of Research**

**10 Hours**

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

### **Unit III: Research Presentation**

**10 Hours**

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

### **Unit IV: Research in media audiences and the „effects“ debate**

**9 Hours**

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

## **References:**

- Berger, J. *Media and Communication Research Methods: An Introduction To Qualitative And Quantitative Approaches*. Sage Publication, 2000.

- Wimmer, Roger D. and Dominick, Joseph R. *Mass Media Research: An Introduction*. Singapore Wadsworth Publishing, 2000.
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New age International Ltd. Publishers, 1990.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21JN0402</b>	<b>Journalism Practical - IV</b>	<b>HC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21PYS411</b>	<b>Interdisciplinary Elective 7 – Personality, Identity and Self-Presentation</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Course Description:**

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

**Pre-requisites:** None.

**Pedagogy:** Direct learning, ICT, Case Studies.

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

**7 Hours**

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

**Unit 2: Emotional intelligence, Motivation and personality**

**6 Hours**

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

**Unit 3: Self-knowledge and self-esteem**

**7 Hours**

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

**Unit 4: Self-presentation**

**6 Hours**

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

**References:**

- Bandura, A. (1977). Social learning theory.
- Kosslyn, S. M., Rosenberg, R. S. (2011). *Introducing Psychology: Brain, Person, Group*. London: Pearson Custom Publishing.
- John, O. P., Robins R. W., Pervin L. A. (Ed.) (2008). *Handbook of personality: theory and Research*. New York: Guilford Press.
- Mroczek, D. K., Little, T. D. (2006). *Handbook of Personality Development*. Milton Park, Abingdon: Taylor & Francis.
- Rogers, C. (1979). The Foundations Of The Person-Centered Approach. *Education*, 100(2), 98-107.
- Tice D. M. (1992). Self-Concept Change and Self-Presentation: The looking Glass Self Is Also a Magnifying Glass. *Journal of Personality and Social Psychology*, 60, 435-451.
- Wojciszke B., Dowhyluk M., Jaworski M. (1996). Moral and competence – related traits: How do they differ? *Polish Psychological Bulletin*, 37, 213-220.



Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS412	Interdisciplinary Elective 8 – Cyber Media Practices	SC	1	1	0	2	3

**Course Description:**

This course, Cyber Media Practices offers a critical introduction to emerging “wired” or “cyber” technologies. In this course, the students will learn about the historical development of the Internet and other forms of new media and examine the repercussions of the digital revolution for our communities, our identities and our daily lives. Students will learn how to create a blog site and also master the art of blogging and vlogging.

**Pre-requisite:** Basic knowledge to work with ICT

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit:1- Introduction to Cyber Space**

**7 Hours**

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

**Unit II: Cyber Journalism****6 Hours**

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

**Unit III: Writing for the Web & Blogging****7 Hours**

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

**Unit IV: Vlogging****6 Hours**

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21ENS413</b>	<b>Interdisciplinary Elective 9 – Academic and Content Writing</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Course Description:**

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

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

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

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

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

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

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

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

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

**References:**

- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2018.
- Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. Pearson Education India. 2011.
- Gálíková, Silvia. *Academic Writing*. Peter Lang Publishing Group, 2016.
- Godfrey, Jeanne. *Academic Writing*. Macmillan Education/Palgrave, 2015.
- Oladejo, James. *Academic Writing*. Lighthouse Publishing Company, 2004.

- Purposes), Bailey, Stephen (Freelance writer of materials for English for Academic. *Academic Writing*. Taylor & Francis Ltd, 2017.
- Robinson, Joseph. *Content Writing: Step-by-Step*. Amazon Digital Services LLC - KDP Print US, 2020.
- Soukup, Ruth. *How to Blog for Profit Without Selling Your Soul*. Life Well Lived Publications, 2014.
- Thonney, Teresa. *Academic Writing: Concepts and Connections*. Oxford University Press, 2016.
- Zemach, Dorothy E., and Lisa A. Rumisek. *Academic Writing: from Paragraph to Essay*. Macmillan, 2019.

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

**Course Description:**

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

**Pre-requisites:** Student must have knowledge of Research methodology

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

**Course Objectives:**

1. To carry out 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.
B21AHM403	Skill Development Course - II	MC	Non-credit Mandatory Course				2

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

## FIFTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AB0501	Political Science – V (Public Administration and Core Concepts)	HC	2	1	0	3	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.

**Pre-requisites:** 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:**

**10 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:**

**10 Hours**

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

**Unit III- Personnel Administration**

**10 Hours**

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

**Unit IV - Financial Administration:**

**9 Hours**

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

### References:

- Jos C.N, Raadschelders. *Public Administration: The Interdisciplinary Study of Government*. Oxford University Press, 2013.
- Avasthi and Maheshwari. *Public Administration*. Lakshmi Narain, 2017.
- Sharma, M.P. et al. *Public Administration in Theory and Practice*. Kitab Mahal, 2012.
- Polinaidu, S. *Public Administration*. Galgotia, 2013.
- Siuli Sarkar, *Public Administration in India*. PHI Learning, 2010.
- Henry, N. *Public Administration and Public Affairs*. PHI Learning, 2012
- Fadia, B.L. and Fadia, K. *Public Administration: Administrative Theories and Concepts*. 2011.
- Basu, R. *Public Administration: Concepts and Theories*. Sterling, 2005.
- Bhagwan, V. and Bhushan V. *Public Administration*. S. Chand, 2005.
- Goel, S L. *Public Administration: Theory and Practice*. Deep and Deep, 2003.
- Bhattacharya, M. *New Horizons of Public Administration*. 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.
B21AB0502	Economics – V (Indian Economy – I)	HC	2	1	0	3	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.

**Pre-requisites:** 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**

**10 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**

**10 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**

**10 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**

**9 Hours**

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JN0501	Journalism -V (Media Laws & Ethics)	HC	2	1	0	3	4

**Course Description:**

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

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

**Pedagogy:** Direct instruction, Collaborative and ICT method

**Course Objectives:**

1. To provide students with knowledge on the laws and ethics in journalism

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

**Course Outcomes:**

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**

**10 Hours**

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

**Unit II: Media Laws**

**10 Hours**

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

**Unit III: Issues in Media**

**10 Hours**

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

**Unit-IV: Ethics in Media**

**9 Hours**

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

**References:**

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



- Venkateshwaran, KS. *Mass Media Laws and Regulations in India*. Singapore AMIC,1993.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21ABS411	Political Science – VI (A) (International Relations)	SC	1	1	0	2	3

**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

**Pre-requisites:** 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** **7 Hours**  
Nature, Scope and Importance; Theories - World Systems theory and Game theory.

**Unit II- National Power, National Interest and Foreign Policy** **6 Hours**  
Elements of National Power; National Interest; Formulation of Foreign Policy; Diplomacy- Functions and Types.

**Unit III- Approaches to International Peace** **7 Hours**  
Balance of Power; Collective Security; Disarmament and Arms Control – Problems and Issues.

**Unit IV- International Law and Human Rights** **6 Hours**  
Sources of International Law; Universal Declaration of Human Rights- Issues and Concerns

## References:

- Bhupinder S Chimni and Siddharth Mallavarapu. *International Relations: Perspective form the Global South*, Pearson, New Delhi, 2013.
- RumkiBasu. *International Politics: Concepts, Theories and Issues*. New Delhi: Sage, 2012.
- Peu Ghosh. *International Relations*. New Delhi: PHI Learning, 2009.
- Palmer, N.D. and Perkins, H.C. *International Relations*. New Delhi: AITBS, 2007
- Malhotra, V.K. *International Relations*. New Delhi: Anmol, 2001.
- Ghai, K.K. *International Relations: Theory and Practice of International Politics*. New Delhi: Kalyani, 2005.
- Joshua Goldstein. *S. International Relations*. Delhi: Pearson Education, 2004.
- Noam Chomsky. *Understanding Power: The Indispensable Chomsky* – edited by peter R. Mitchell & John Schoeffel, New Delhi: Penguin Books, 2003.
- JozefGoldblat. *Arms Control: The New Guide to Negotiations andAgreements*. London: Sage Publications. 2002.
- Karen Mingst. *Essentials of International Relations*. New York: W.W.Norton& Co, 1999.
- 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.
B21ABS412	Political Science – VI (B) (Comparative Government and Politics)	SC	1	1	0	2	3

## 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.

**Pre-requisites:** 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.
- 5.

**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** **7 Hours**

Importance of political change, integration of political and economic systems

**Unit II: Sovereignty, Authority, and Power** **6 Hours**

Nations, and Regimes, Political Culture/Ideologies

**Unit III: Political Institutions** **7 Hours**

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

**Unit-IV: Themes of Comparative Politics** **6 Hours**

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

**References:**

- Strong C.F., Comparative Governments, The English Language Book Society and Sidgwick & Jackson limited London.
- Wheare K.C., Modern Constitutions, Oxford University Press, New Delhi.
- Padmanabhan V.K, Outlines of Comparative Governments, PothigaiPathippaham, Pondicherry.
- Kapur A.C., Select Constitution, S. Chand & Co, New Delhi.
- Mahajan V.D., Select Modern Governments, S. Chand & Co. New Delhi.
- 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.
<b>B21ABS413</b>	<b>Political Science Practical -VI (A) (International Relations)</b>	<b>SC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

- Case studies
- Presentations on various countries political processes
- Seminar on various political processes all over the world
- Video screening of Parliament sessions of various countries
- Debate
- Group Discussion

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21ABS414</b>	<b>Political Science Practical -VI (B) (Comparative Government and Politics)</b>	<b>SC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

- Model Nation Presentation
- Debate
- News paper article collection
- Group discussion on happening issues
- Seminar

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
<b>B21ABS421</b>	<b>Economics – VI (A) (Mathematical Methods for Economics)</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**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.

**Pre-requisites:** 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**

**7 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 form-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).

**Unit-II: Calculus & Elasticity**

**6 Hours**

Differential Calculus: Meaning-Simple derivative rules (one independent variable)-Application of 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**

**7 Hours**

Maxima and Minima of functions (One independent variable): 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**

**6 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.

**References:**

- Allen, R.G.D. "Mathematical Analysis for Economists".Harold Hotelling, 1939.
- R. Veerachamy. *Quantitative Methods for Economists*. New Age International Publishers, 2002.
- Chiang, A.C. *Fundamental Methods of Mathematical Economics*.McGraw-Hill Education, 2005.
- 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.
B21ABS422	Economics – VI (B) (Entrepreneurial Development)	SC	1	1	0	2	3

**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.

**Pre-requisites:** Preliminary exposure to different kinds of entrepreneurial opportunities

**Pedagogy:** Direct instruction, ICT and collaborative method

**Course Objectives:**

1. To developan 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:****7 Hours**

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

**Unit II: Business Planning Process:****6 Hours**

Meaning of business plan - Business plan process - Advantages of business planning - Marketing plan -

Production/operations plan - Financial plan - Final Project Report with Feasibility Study - preparing a model project report for starting a new venture.

**Unit III: Institutions supporting Entrepreneurs**

**7 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**

**6 Hours**

The nature of international entrepreneurship - International versus domestic entrepreneurship - Stages of economic development - Entrepreneurship entry into international business - exporting - Direct foreign investment.

**References:**

- Dr. Vasant Desai. *Small scale industries and entrepreneurship*, Himalayan Publishing House, 2011.
- Dr. Vasant Desai, *Management of small scale industries*, Himalayan Publishing House, 2010.
- .C.SabooMeghaBiyani, *Management of small scale industries*, J. Himalayan Publishing House, 2015.
- Dr. Vasant Desai, *Dynamics of entrepreneurial development and Management*, Himalayan Publishing, 2011.
- Moharanas and Dash C.R. *Entrepreneurship development*, Moharanas and Dash C.R., RBSA Publishing, Jaipur. 1983.
- Collins and Lazier W, *Beyond entrepreneurship*, Prentice Hall, New Jersey, 1992
- Hisrich Peters Sphephard, *Entrepreneurship*. Tata McGraw Hill, 2002.
- S.K. Mohanty, *Fundamentals of entrepreneurship*, Prentice Hall of India, 2011.
- David Oates, *A Guide to Entrepreneurship*, Jaico Publishing House, Mumbai, Edn 2009.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JNS511	Journalism -VI (A) (Brand Ecology)	SC	1	1	0	2	3

**Course Description:**

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

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

**Pedagogy:** Direct instruction, inquiry based and Collaborative method

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit-I : Introduction to Brand Management**

**7 Hours**

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

**Unit-II : Brand Management**

**6 Hours**

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

**Unit-III: Strategic Brand Management**

**7 Hours**

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

**Unit-IV: Managing Brands**

**6 Hours**

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

**References:**

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



- Jones, John Philip. (1998). Whats in a Brand? Tata McGraw Hill Publishing Co Ltd
- Majumdar: Product Marketing in India-2nd edition, Prentice Hall of India Pvt ltd
- Crawford: New Products Management- 5th edition, Irwin Publication, USA.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JNS512	Journalism -VI (B) (Fundamentals of Photography)	SC	1	1	0	2	3

**Course Description:**

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

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

**Pre-requisites:** Keen interest in photography

**Pedagogy:** Direct Method, Kinesthetic, ICT and Collaborative method

**Course Objectives:**

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

**7 Hours**

Photography, its role & importance.

Types of camera- TLR, SLR, Polaroid, Underwater Camera & Digital Camera, mirrorless camera.  
 Parts & functions of camera- Aperture, Shutter speed, ISO, Focal No. & Focal Length, Depth of Field, Shallow Depth of Field.

**Unit-II: Aspects of Photography**

**6 Hours**

Lens- Definition, Concept & Characteristics of lens

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

Filter- definition & concept; Characteristics and types of filters.

**Unit-III: Principles of Photography**

**7 Hours**

Lighting: Sources of light: Natural & Artificial

Elements of composition- Rule of Third, Rule of Thumb, Diagonal and S-shaped compositions, Repetition and Rhythm.

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

**6 Hours**

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

Advertising Photography: Studio and Outdoor,

Text vs. Photograph.

Qualities of a good photojournalist

Visual story telling - Photo-features, Photo – essays

Writing captions

**References:**

- Sharma, O.P. (2013). Practical Photography, Hind Pocket Books
- Langford, Michael, et al. (2007). Basic Photography, Focal Press
- Folts, James, Lovell, Ronald P. & Zwahlen, Jr. Fred. (2005). Handbook of Photography, Thompson Delmar Learning
- Lee Frost. (1993). Photography, Hodder & Stoughton Publisher

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JNS513	Journalism Practical -VI (A) (Brand Ecology)	SC	0	0	2	2	4

**Practical Components:**

- Submit a case analysis of any Indian brand of your choice
- Prepare a brand plan to brand yourself
- Prepare a brand plan for a new product to be introduced

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JNS514	Journalism Practical -VI (B) (Fundamentals of Photography)	SC	0	0	2	2	4

### Practical Components:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AH0501	Soft Skills Training – I	MC	0	0	2	2	4

### Course Description:

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

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

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

### Course Objectives:

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

**Course Outcomes:**

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

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

**Unit I: Self Awareness & self-Development****7 Hours**

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

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

**Unit II: Communication Skills****6 Hours**

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

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

**Unit III: Corporate / Business Etiquettes****7 Hours**

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

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

**Unit IV: Interpersonal relationship****6 Hours**

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

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

**References:**

- Pushpa Lata, Sanjay Kumar. *Communication Skills*, Oxford University Press,2002.
- Krishna Mohan, Meera Banerji. *Developing Communication Skill* , McMillan India Ltd,1998
- Simon Sweeney. *English for Business Communication*, Cambridge University Press,2005
- E. H. McGrath. *Basic Managerial Skills* , Eastern Economy Edition, 2001.
- Mitra Buran. *Personality Development and Group Discussions* Oxford University Press,

- Priyadarshi Patnaik ,*Group Discussions and Interview Skills* , Foundation Books ,
- Cambridge University Press,1999.
- Khera Shiv. *You can win*, Macmillan, 2008.
- Ramesh Gopaldaswamy, Ramesh Mahadevan. *The Ace of Soft Skills by Attitude, Communication and Etiquette for Success*:2006.

## SIXTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
<b>B21AB0601</b>	<b>Political Science – VII (Major Constitutional Systems)</b>	<b>HC</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>

### 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 Content 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.

**Pre-requisites:** 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

**10 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

**10 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

**10 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**

**9 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:**

- Neil, Schlagler and Jayne Weisblatt. *World Encyclopedia of Political Systems and Parties*. Viva Books, 2013.
- Daniele, Caramani. *Comparative Politics*. Oxford University press, 2012.
- Kapur, A.C. *Select Constitutions*. S Chand, 16th Edn. 2006.
- KhannaV.K. *Comparative Study of Government and Politics*. Vikas Publishing,6th edition, 2020
- Johari,J.C. *Major Modern Political systems*. Shoban Lal & Co. 5th edition, 2012.
- Ghai,K. K *Select Political Systems*. Kalyani, 2017.
- Ghai, K. K *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.
B21AB0602	Economics – VII (Indian Economy – II)	HC	2	1	0	3	4

**Course Description:**

This course examines sector-specific polices 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.

**Pre-requisites:** 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 inIndia

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****10 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****10 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****10 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****9 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.

**References :**

- Dutta, R. & K.P.M. Sundaram. *Indian Economy*. S. Chand & Co. 1998.
- Misra, S.K. & V.K. Puri. *Indian Economy*. Himalayas Publishing Co. 2012.
- Agarwal, A.N. *Indian Economy*. Vikash Publishing Co. 1988.
- Gupta, S.B. *Monetary Planning in India*. Oxford University Press, 1998.
- Dhar, P.N. *Indian Economy*. Oxford University Press, 2001.



Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21JN0601	Journalism -VII (Advertising & Corporate Communication)	HC	2	1	0	3	4

**Course Description:**

The course Advertising and Corporate Communication will make the students aware of the advertising environment in the 21st Century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness. Within corporate communications classes, students focus on the management, strategic planning, and implementation of marketing, communication, and public relations techniques all to resolve corporate dilemmas. The 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, online communication, and career opportunities are also analyzed via case studies in the field.

**Pre-requisites:** 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**

**10 Hours**

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

**Unit-II : Elements in Advertising**

**10 Hours**

Mediums of advertising: Print, Radio and television

New trends in advertisement; Designing advertisement: Copy writing, elements of ad copy, layout

Ethics in advertising; Types of advertising; Advertising appeals

Campaigns- Media planning strategy, media mix, Media selection, Ad budgeting.

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

**10 Hours**

Public Relations- Meaning & Definition, nature, scope; Functions

Origin and development of public relations in India

Differences between Public opinion, Publicity, Propaganda and PR

Role and responsibility of a public relation practitioner

**Unit-IV: Aspects of Public Relations**

**9 Hours**

PR Tools - House Journals, Press Conferences, Press releases, Exhibitions, Advertising, Media Tour.

Corporate Communication. Corporate Social Responsibility.

Ethical issues in PR- Employee relations, shareholder relations, distributor-dealer relations, community relations, consumer relations

Lobbying and fundraising

Professional organizations in PR

**References:**

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

Course Code	Course Title	CourseType	L	T	P	C	Hrs./Wk.
B21ABS611	Political Science – VIII (A) (International Institutions and Foreign Policies)	SC	1	1	0	2	3

**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.

**Pre-requisites:** An initial idea 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, achievements, environmental and developmental issues of the 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:**

**7 Hours**

Evolution and Growth, Purposes, Organs, Achievements, Shortcomings; UN and Environmental and Developmental Issues; Millennium Development Goals.

**Unit II: International Organisations and Issues**

**6 Hours**

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

**Unit III: Foreign Policies of Select Powers**

**7 Hours**

United States, Russia and China.

**Unit IV: Foreign Policy of India**

**6 Hours**

Evolution and Principles; West Asia; India and the United Nations; India and her Neighbours.

**References:**

- Bhupinder S Chimni and Siddharth Mallavarapu. *International Relations: Perspective form the Global South*, Pearson, New Delhi, 2013.
- Bimal Prasad. *The Making of India's Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. New Delhi: Vitasta, 2013.
- Shashi Tharoor. *PaxIndica: India and the World in the 21<sup>st</sup> Century*, New Delhi: Penguin Books, 2012.
- Mohanan B. Pillai and L.Premashekhara, eds. *Foreign Policy of India: Continuity and Change*, New Delhi: New Century Publications, 2010.
- Rajiv Sikri. *Challenges and Strategy: Rethinking India's Foreign Policy* (New Delhi: Sage, 2009.
- Raja Mohan C. *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking, 2003.
- Fareed Zakaria. *The Post-American World*, New Delhi: Penguin Books, 2008.
- Vinay Kumar Malhotra. *International Relations*, Surjeet Publications, 2019.
- 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.
B21ABS612	Political Science – VIII (B) (Personal and Public Administration)	SC	1	1	0	2	3

### 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.

**Pre-requisites:** 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: 7 Hours**

Concept of Citizen Centric Administration: Evolution, Concept, Features and Significance.

**Unit II: Public Administration: 6 Hours**

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

**Unit III: Administration 7 Hours**

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

**Unit IV: Emerging Issues 6 Hours**

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

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21ABS613	Political Science Practical – VIII (A) (International Institutions and Foreign Policies)	SC	0	0	2	2	4

**Practical Components:**

- Discussion on foreign policies of various nations
- Case studies on various wars
- Seminars on Diplomatic relations of various countries
- Movie screening
- Debate
- Group discussion

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
<b>B21ABS614</b>	<b>Political Science Practical – VIII (B) (Personal and Public Administration)</b>	<b>SC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

- Model United Nations General Assembly Session
- Video Play
- Debate
- Group Discussion
- News Paper article collage activity

Course Code	Course Title	CourseType	L	T	P	C	Hrs./Wk.
<b>B21ABS621</b>	<b>Economics – VIII (A) (Financial Economics)</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**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.

**Pre-requisites:** 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****7 Hours**

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

**Unit II- Financial Regulations****6 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

**Unit III- Equity Market & Stock Evaluation****7 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.

**Unit IV- Stock Risk & Derivative Security Market****6 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.

**References:**

- M Y Khan, *The Indian Financial System*, Tata-McGraw-Hill, 2011.
- Boddie, K.M., and Ryan, *Investments*, McGraw-Hill, 2003.
- Copeland, T.E. and J.F. Weston, *Financial Theory and Corporate Policy*, Addison Wesley, 1988.
- Hull, J.M, *Futures, Options and other Derivatives*, Prentice Hall, 2003.
- Ross, S.A., Randolph W Westerfield, Bradford D Jordan, and Gordon S Roberts, *Fundamentals of Corporate Finance*, McGraw-Hill, 2005.
- Robert C Radcliffe, *Investment Concepts, Analysis and Strategies*. Paerson, 1997.
- Machiraju H R, *Indian Financial System*, Vikas Publishing House, 2019.
- L.M. Bhole, *Financial Institutions and Markets*, McGraw Hill Education, 2009.
- 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.
B21ABS622	Economics – VIII (B) (Managerial Economics)	SC	1	1	0	2	3

**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.

**Pre-requisites:** 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**

**7 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.

**Unit II: Demand, Cost and Profit Analysis**

**6 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**

**7 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.



**Unit IV- Pricing Policies and Practices****6 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

**References:**

- Debroy, Bibek. *Managerial Economics*, All India Management Association & Global Business Press, 2020.
- James A. Brickley, Clifford W. Smith, Jr., and Jerold L. Zimmerer - *Managerial Economics & Organizational Architecture*, Tata McGraw Hill, 1997.
- Colley, J, Doyle, J, Logan, G & Stettinius, *What Is Corporate Governance*, McGraw Hill, New York, 2004.
- Monks, Robert A G & Minow, Nell - *Corporate Governance*, Blackwell, 2011.
- Bhattacharya, Harasankar and Sarkhel, Jaydeb. *Managerial Economics*, Book Syndicate Pvt Ltd, Kolkata, 2002.
- Varshney, R.L and Maheshwari, K.L. *Managerial Economics*, Sultan Chand, New Delhi, 2001.
- Keat, Paul G and Young, Philip K.Y. *Managerial Economics*, Pearson Education, New Delhi, 2007.
- Mehta, P.L. *Managerial Economics*, Sultan Chand, New Delhi. 2012.
- William F. Samuelson and Stephen G. Marks. *Managerial Economics*. Wiley Student Edition, 1998.
- Thomas Clarke. *International Corporate Governance* Routledge, 2007.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21ABS631	Journalism - VIII (A) (Political Communication)	SC	1	1	0	2	3

**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 Content:

#### Unit I-Political communication

**7 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

**6 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

**7 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

**6 hours**

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

### References:

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

- Arvind Rajgopal. *Politics After Television*. New Delhi: Oxford University Press.2005.

Course Code	Course Title	CourseType	L	T	P	C	Hrs./Wk.
B21ABS632	Journalism - VIII (B) (Business Journalism)	SC	1	1	0	2	3

**Course Description:**

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

**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**

**7 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**

**6 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**

**7 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**

**6 hours**

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

**References:**

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- 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.
B21ABS633	<b>Journalism Practical – VIII (A) (Political Communication)</b>	SC	0	0	2	2	4

**Practical Components:**

- Producing PSAs on Voting awareness
- Political Reporting
- Critical study of government policies
- Comparative study of the manifestos of political parties

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21ABS634	<b>Journalism Practical – VIII (B) (Business Journalism)</b>	SC	0	0	2	2	4

**Practical Components:**

- Writing reports on Share Markets and Budget
- Finance
- TV Anchoring and business reporting
- Organizing video and web conference on business issues
- Bring out a two page business journal

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AH0601	Soft Skills Training - II	MC	0	0	2	2	4

**Course Description:**

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

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

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

**Course Objectives:**

- To understand and aware about importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice to improve his writing and documentation skills.
- To develop student’s overall personality.
- To construct professionals with idealistic, practical and moral values.
- To access communication and problem-solving skills.

**Course Outcomes:**

**On completion of the course, learner will be able to–**

- Improved communication, interaction and presentation of ideas.
- Right attitudinal and behavioral change.
- Developed right-attitudinal and behavioral change.

**UNIT-I Leadership skills**

**7 Hours**

a) Leadership: Leaders’ role, responsibilities and skill required - Understanding good Leadership behaviors, Learning the difference between Leadership and Management, Gaining insight into your Patterns, Beliefs and Rules.

b) Leaders: skills, roles, and responsibilities. Vision, Empowering and delegation, motivating others, organizational skills, team building, Organizing and conducting meetings, Coaching, Mentoring and counselling

**UNIT-II Time Management and Problem-Solving skills** **6 Hours**

a) Managing Time, Managing Stress, Meditation. Improving personal memory, Study skills that include Rapid Reading.

b) Problem solving skills: Communicate, Brain storming, Learn from mistakes, identify various Solution, Evaluate alternatives, and Take actions

**UNIT –III SWOC Analysis** **7 Hours**

a) SWOC analysis, Method of Execution

b) Meaning & benefits of SWOC analysis on strength, weaknesses, opportunities & challenges.

c) Personal success factors, Handling failure, Depression, and Habit, prioritization, Emotional Intelligence (EI) and Emotional, Quotients (EQ).

**UNIT-IV Etiquettes** **6 Hours**

a) Manners during professional meetings, over lunch/dinner, basics of the table mannerism.

b) Telephonic etiquettes; tone and pitch, of the voice, voice mail

c) Importance of multi-tasking, and concerns related to multi-tasking, prioritize the work.

**References:**

- Mohan Krishna, Meera Banerji. *Developing Communication Skill*, - MacMillan India Ltd.2002.
- Ghosh B N. *Managing Soft Skills for Personality Development*, Mc Graw Hill 1998.
- Whitbeck Caroline. *Ethics in Engineering Practice and Research*: Cambridge University press1996.
- Dutt Kiranmai. *A Course In Communication Skills*, Cambridge University press 2002.
- Sweeney Simon. *English for Business Communication*, Cambridge University Press 2006.
- Sounderaj Francis. *Basics Of Communication In English*, MacMillan India Ltd.1999.
- Goodale Malcolm. *Professional Presentations*, Cambridge University Press, 2003.
- Das. *An Introduction to Professional English And Soft Skills*, Cambridge University Press 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.