

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



**REVA**  
UNIVERSITY

Bengaluru, India

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

**BA THJ**

**HANDBOOK**

**2021-24**

Rukmini Knowledge Park

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## Chancellor's Message

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

- Nelson Mandela

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



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

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

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

A famous British politician and author of the 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,

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

## **RUKMINI EDUCATIONAL CHARITABLE TRUST**

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

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

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

## **REVA UNIVERSITY**

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 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 undergraduate 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 Zemojzel Piotrowska  
Professor & Chair, Cross Cultural Psychology Section of Polish Society of Social Psychology  
Head, Cross Cultural Psychology Unit, University of Cardinal Stefan Wyszyński, Poland

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

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

4. Dr. Emma Roberts  
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Professional and Social Studies, Liverpool John Moores University,  
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Former Legal Advisor to the Government of Karnataka  
(with the rank of Minister of State) and  
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Educator | Entrepreneur | Film Maker | Publisher

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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. Anupama S. Kotur</b>	Member (External Expert)	Associate Professor, Dept. of Tourism, Symbiosis Centre for Management Studies, Pune
4.	<b>Dr. Venkateshulu T</b>	Member (External Expert)	HOD, Dept of History, NMKRV College, 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 & Coordinator, Dept of Media Studies, SoAHSS)	REVA University
11.	<b>Prof. Puneeth Kumar L</b>	Member (Assistant Professor, Kannada, SoAHSS)	REVA University
12.	<b>Dr. Imosongla Jamir</b>	Invitee (Visiting Professor, Tourism, SoAHSS)	REVA University
13.	<b>Prof. Govindaraju</b>	Invitee (Visiting Professor, History, SoAHSS)	REVA University
14.	<b>Ms. Sneha</b>	Student Member (B.A. THJ)	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 (3 years)	Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
2	Bachelor of Commerce (Honours)		Pass in PUC/10+2 with minimum 75% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.

3	Bachelor of Business Administration (Industry Integrated)	6 Semesters (3 years)	Pass in PUC/10+2 with minimum 50% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
4	Bachelor of Business Administration (Honours)	6 Semesters (3 years)	Pass in PUC/10+2 with minimum 75% marks of any recognized Board / Council or any other qualification recognized as equivalent there to.
5	Bachelor of Business Administration (Entrepreneurship)	6 Semesters (3 years)	
6	<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 (MStCs) c) Physics, Mathematics and Computer Science (PMCs)	6 Semesters (3 years)	Pass in PUC/10+2 with Mathematics as compulsory subjects and at least 45% marks (40% in case of candidate belonging to SC/ST category) of any recognized Board/Council or any other qualification recognized as equivalent there to.
11	<b>B Sc in</b> a) Bioinformatics – Biology, Computer Science & Mathematics (BCsM) b) Biotechnology, Biochemistry, Genetics	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.

c) Medical Laboratory Technology (BMLT)		
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5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, University from time to time.

## 6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

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

6.3 The credit hours defined as below

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

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

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

**For Example:** The following table describes credit pattern

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

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

## 7. Different Courses of Study:

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

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

- 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 (Si) =  $\sum(C_i \times G_i) / \sum C_i$**  where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

**Examples on how SGPA and CGPA are computed**

**Example No. 1**

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

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

**Example No. 2**

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

Thus, **SGPA = 141 ÷ 20 = 7.05**

**b. Cumulative Grade Point Average (CGPA):**

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

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 (Tourism, History, Journalism - THJ) Program**

### **Program Overview**

Today, with the technological advancements the media is expanding its horizon and new opportunities are being created. The mainstream media is undergoing the necessary transformation to face the challenges of alternative media. Simultaneously, the alternative media is pushing its boundaries and providing a new experience through its innovative content. The scope for the new content is increasing in the ever-changing media landscape. With the rare combination of Tourism, History and Journalism, the students can discover the numerous avenues in the fields of tourism and journalism.

We are witnessing the emergence of new types of tourism viz. Eco-Tourism, Medical Tourism, Yoga Tourism etc. Especially the historical tourism is attracting the people from all parts of the world. In this regard, travel writing and travel programmes are gaining more prominence in the recent times. Newspapers have a dedicated supplement for travel and tourism, while there are specialized magazines for the same. There are Travel Channels like NDTV Good Times, Fox Travel which concentrate on tourism products like tourist and holiday destinations, hospitality facilities etc. Hence, this combination of Tourism and Journalism provides insights and lot of relevance in the present times. The special reference made towards the art and architecture in the History syllabus, adds a lot of value to this combination.

In the social media, travel related posts are on the surge and attracting the audience. These posts have high influence on the travel plans of the people. People are consuming a lot of travel related post on social media platforms like Facebook, Instagram, YouTube etc. By taking up this programme at REVA University, the students would be able to get into the following industries as professionals.

3. **Media Strategist:** Students can work for any Government, Private and NGOs as a media strategist for the campaigns and promotions of brands.
4. **Travel Photography:** It is one of the emerging fields where the information is used for branding a particular destination on all media platforms highlighting its USPs.
5. **Social Media:** Students can write blogs, stories, articles, and posts on social media for all types of companies and governments.
6. **Content Developer:** Students can enhance their writing and analytical skills and write reviews about various products and events in all fields in general and travel and tourism in particular.

7. ***Public Relations and Corporate Communication:*** With the thorough knowledge of usage of Corporate Communication process, Corporate Social Responsibility and the use of PR tools, students can work in Public Relations and Corporate Communications field as PROs, Corporate Communication managers etc.
8. ***Advertising:*** The practical knowledge of scripting and production of advertisements will help the students to find a place in Advertising industry as script writers, producers, concept developers etc.
9. ***Travel Agency:*** Will be equipped to work in a travel agency like planning local, national and international package tours and provide all necessary assistance for the travelers.
10. ***Airlines and Transport Companies:*** The knowledge of travel and tourism management combined with good communication skills will put a student into big airlines and transport companies as Travel Coordinators, Public Relations Officers etc.
11. ***Entrepreneur and Freelancing:*** Students can start their own business in travel or media and explore immense possibilities.

The benefits of choosing BA-THJ are as follows.

- Plenty of opportunities exist in Print media, electronic media, travel and tourism, Hospitality industry, Public Relations, Corporate Communications, Advertising. Flexibility to choose various fields upon graduation
- Students can also work in digital and social media as content developers, analysts, marketing and communication strategists.
- Provides a platform to venture into a startup and establish as an entrepreneur.
- Provides a platform to focus on the research and innovation which leads to socio-economic reforms.

## **Program Educational Objectives**

**After few years of graduation, the graduates of B.A. (Tourism, History, Journalism) will be able to:**

**PEO 1:** Take up Higher Education and carryout research in Universities at national and international level.

**PEO 2:** Work as an executive in Public, Private, Corporate and Government Sector as techno managers, academicians, administrators or entrepreneurs, investigative agencies with effective Communication and ethics.

**PEO 3:** Launch your own enterprise and communicate with customers effectively and adapt lifelong learning Skills for expanding Business.

## **Program Specific Outcomes**

**On successful completion of the program, the graduates of B.A. (Tourism, History, Journalism) will be able to:**

**PSO 1:** Demonstrate the Knowledge in Tourism, History and Journalism.

**PSO 2:** Analyze the history of various places which are important tourist places and report effectively.

**PSO 3:** Use different techniques and tools to identify the historic places and prepare a document.

## **Program Outcomes**

**On successful completion of the program, the graduates of B.A. (Tourism, History, Journalism) will be able to:**

- **PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge and in understanding Tourism, History and Journalism 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 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 (Tourism, History, Journalism– THJ) Program  
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	B21AC0101	Tourism – I (Travel and Tourism Industry)	HC	2	1	0	3	4
5	B21AC0102	Tourism Practical - I	HC	0	0	2	2	4
6	B21AC0103	History – I (History of Ancient India)	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	B21AC0201	Tourism – II (Tourism Products)	HC	2	1	0	3	4
5	B21AC0202	Tourism Practical - II	HC	0	0	2	2	4
6	B21AC0203	History – II (History of Medieval India)	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	B21AC0301	Tourism – III (Travel Agency and Tour Operations Management)	HC	2	1	0	3	4
3	B21AC0302	Tourism Practical – III	HC	0	0	2	2	4
4	B21AC0303	History – III (Karnataka – Society, Economy and Culture)	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	B21AC0401	Tourism – IV (Transport in Travel and Tourism)	HC	2	1	0	3	4
3	B21AC0402	Tourism Practical – IV	HC	0	0	2	2	4
4	B21AC0403	History – IV (History of Modern India)	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	B21AC0501	Tourism – V (Principles and Concepts of Hospitality Management)	HC	2	1	0	3	4
2	B21AC0502	History – V (History of India after Independence)	HC	2	1	0	3	4
3	B21JN0501	Journalism -V (Media Laws & Ethics)	HC	2	1	0	3	4
4	B21ACS511	Tourism – VI (A) (Airfare Ticketing and CRS)	SC	1	1	0	2	3
	B21ACS512	Tourism – VI (B) (Human Resource Management)						
5	B21ACS513	Tourism Practical -VI (A) (Airfare Ticketing and CRS)	SC	0	0	2	2	4
	B21ACS514	Tourism Practical -VI (B) (Human Resource Management)						
6	B21ACS521	History – VI (A) (History of Modern Europe, 1789 – 1945 A.D.)	SC	1	1	0	2	3
	B21ACS522	History – VI (B) (History of China and Japan since 1900)						
7	B21JNS511	Journalism -VI (A) (Brand Ecology)	SC	1	1	0	2	3
	B21JNS512	Journalism -VI (B) (Fundamentals of Photography)						
8	B21JNS513	Journalism Practical -VI (A) (Brand Ecology)	SC	0	0	2	2	4
	B21JNS514	Journalism Practical -VI (B) (Fundamentals of Photography)						
9	B21AH0501	Soft Skills Training - I	HC	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	B21AC0601	Tourism – VII (Tourism	HC	2	1	0	3	4

		Marketing)						
2	B21AC0602	History – VII (India and Her Neighbours)	HC	2	1	0	3	4
3	B21JN0601	Journalism -VII (Advertising & Corporate Communication)	HC	2	1	0	3	4
4	B21ACS611	Tourism – VIII (A) (Sustainable and Eco-Tourism)	SC	1	1	0	2	3
5	B21ACS612	Tourism – VIII (B) (Resort Management)						
6	B21ACS613	Tourism Practical – VIII (A) (Sustainable and Eco-Tourism)	SC	0	0	2	2	4
7	B21ACS614	Tourism Practical – VIII (B) (Resort Management)						
8	B21ACS621	History – VIII (A) (European History)	SC	1	1	0	2	3
9	B21ACS622	History – VIII (B) (Contemporary History of the World)						
10	B21JNS631	Journalism -VIII (A) (New Media)	SC	1	1	0	2	3
11	B21ACS632	Journalism - VIII (B) (Documentary Production)						
12	B21JNS632	Journalism Practical – VIII (A) (New Media)	SC	0	0	2	2	4
13	B21ACS634	Journalism Practical – VIII (B) (Documentary Production)						
14	B21AH0601	Soft Skills Training - II	HC	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	Ethial 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.	Tourism I [Travel & Tourism Industry]			√	√	√	√	√	
7.	Tourism Practical - I			√	√				
8.	History I [History of Ancient India]					√			√
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.	Tourism – II (Tourism Products)			√	√	√		√	
20.	Tourism Practical - II			√	√	√		√	
21.	History II [History of Medieval India]					√			√
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.	Tourism – III (Travel Agency and Tour Operations Management)	√		√	√	√		√	
31.	Tourism Practical – III	√		√	√	√		√	
32.	History - III [Karnataka – Society, Economy and Culture]					√			
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.	Tourism IV [Transport In Travel And Tourism]	√		√	√	√			
43.	Tourism Practical – IV	√		√	√	√			
44.	History IV [History of Modern India]			√	√	√			
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.	Tourism V [Principles & Concepts Of Hospitality Management]	√		√		√		√	
53.	History V [History of India after Independence]		√	√					

54.	Journalism-V [Media Laws & Ethics]		√	√		√			
55.	Tourism VI (A) Airfare Ticketing & CRS	√		√		√		√	
56.	Tourism VI (B) Human Resource Management	√		√		√		√	
57.	Tourism Practical -VI (A) (Airfare Ticketing and CRS)	√		√		√		√	
58.	Tourism Practical -VI (B) (Human Resource Management)	√		√		√		√	
59.	History VI [History of Modern Europe, 1789-1945 A.D.]				√	√			
60.	History VI-B: (History of China and Japan Since 1900)				√	√			
61.	Journalism VI (A) [Branding 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.	Tourism VII [Tourism Marketing]	√		√		√		√	
67.	History VII – India and Her Neighbours			√	√	√			

68.	Journalism -VII [Advertising & Corporate Communication]			√		√		√	
69.	Tourism VIII (A) [Sustainable & Eco Tourism]	√	√	√		√			
70.	Tourism VIII (B) [Resort Management]			√		√		√	
71.	Tourism Practical – VIII (A) (Sustainable and Eco-Tourism)			√		√		√	
72.	Tourism Practical – VIII (B) (Resort Management)			√		√		√	
73.	History VIII-A: European History			√	√	√			
74.	History VIII-B: Contemporary History of the World			√	√	√			
75.	Journalism -VII (A)  New Media	√		√		√		√	√
76.	Journalism -VII (B)  Documentary Production	√		√		√		√	√
77.	Journalism Practical – VIII (A) (New Media)	√		√		√		√	√
78.	Journalism Practical – VIII (B) (Documentary Production)	√		√		√		√	√
79.	Soft Skills Training - II	√	√				√	√	

**BA – Tourism, History, 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.

**Prerequisites:**

Basic knowledge of Environmental Science studied at higher secondary & school level.

**Pedagogy:**

Direct instruction method

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit-I**

**7 Hours**

**Multidisciplinary Nature of Environmental Studies:** Introduction to Environment, objectives and guiding principles of environmental education, Components of environment, Structure of atmosphere, Sustainable environment/Development, Impact of technology on the environment in terms of modern agricultural practices and industrialization, Environmental Impact Assessment  
 Environmental protection – Role of Government-Assignments of MOEF, Functions of central and state boards, Institutions in Environment and People in Environment, Initiative and Role of Non-government organizations in India and world.

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

**Unit-II**

**6 Hours**

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

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

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

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

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

### Unit-III

7 Hours

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

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

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

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

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

### Unit-IV

6 Hours

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

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

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

### References:

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- Dr.MS Reddy & Chandrashekar, REVA University. Wiley India Private Ltd., New Delhi.
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- Dr.S.M.Prakash. *Environmental Studies* Elite Publishers Mangalore, 2007
- Rajagopalan R. *Environmental Studies – from Crisis to cure*, Oxford University Press. 2005.
- Arvind walia. *Environmental Science*. Kalyani Publications, 2009.

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.

**Prerequisites:** The student must have knowledge of intermediate English Grammar and LSRW skills.

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit-I: Functional English**

**7 Hours**

Remedial Grammar: Past Simple; Past Continuous; Irregular Verbs

Writing Skills: Paragraph Writing

Activities: Conversations; Leaving Phone Messages

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

**Unit-II: Interpersonal Skills**

**6 Hours**

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

Writing Skills: Official Letters

Activities: Making Apologies; Invitations & Making Arrangements

Literature: Ruskin Bond – Tiger in the Tunnel

**Unit-III- Multitasking Skills**

**7 Hours**

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

Writing Skills: Note Making

Activities: Agreeing & Disagreeing with Opinions

Literature: Jesse Owens - My Greatest Olympic Prize

**Unit-IV: Communication Skills**

**6 Hours**

Remedial Grammar: Collocations; Prepositions

Writing Skills: Precise Writing



2. <zÁÿðUÁÀ uÀvÀðvÉšÁvÁÁR ÉÁvÀtUÉÉ CÉÁvÁUÁÁvÁvÉ ÓAUÀs CvÁgÁÁ vÁiÁÉvÁ uÀAŞAzUÁÁ §UÉ UÉgÁvÁ, uÁvÁiÁÉÁvÉ vÁÁs<sup>1</sup>, ÉÁvÁÁvÁ ãnÓÁÁ ÁóÁUÁÁ DAIÉÁiÁiÁVZÉ.
3. CvÁgÁÁ uÀÉÉÁÁ@vÉ, ±ÁÁZÁ ÁúÉ, GvÁvÁÁ <vÁÁ±Áð UÁÁt, ãgÁUÁðÁ uÁÁ'sÁµÁúÉ, ÁúÁt PÁÉ ÓAUÀs ŞgÁ°À PÉ±Á@UÁÁÉÁÁ ÉÁvÁÁvÁçZÁÁ UÁÁjÁiÁiÁVZÉ
4. uÁZÁðvÁPÁ ÝÁjÁPÉUÁvUÉ CÉÁPÁs@vÁUÁÁvÁvÁ°Á <µÁiÁiÁUÁÁÉÁÁB UÁvÁÁÉÁZÁÁIÁÖPÉsAqÁÁ uÁsPÁU ÝÁóÁUÁÁÉÁÁB DAIÉÁI vÁiÁrPÉsÁÁteÁVZÉ.

**Course Outcomes:**

dŞÁVÁZÁ, ÝÁÁÁ Á, ÁÁZÁPÁ°Á ZÁ <<zsÁ VÁPÁgÁZÁ PÁ°ÁUÁÁÁ, ÓÉsÁUÉ ÁqZÁ ÁtPÁxÉUÁÁÁ ÓAUÁÁ ÁÁIPÁ Á>>vÁi PÁ°PÉÁiÁÁ ÁÁs@PÁ PÁ@zÁ ÁÜvÁÁvÁgÁUÁÁÁ CzÁgÁ MÁÁÉsÁIUÁÁÁ ÉÁvÁÁvÁZÉ.

1. uÁvÁiÁÁFPA, gÁdQÁÁiÁÁ, ZÁ<ÁðPÁ, uÁAuÁlWPÁ, ÝÁjuÁgÁ ÓAUÀs ÁAUÁUÁÁŞAç <ZÁgÁUÁÁÉqÉ UÁvÁÁÉÁ ÓÁjuÁÁvÁçZÁgÉsAçUÉ <zÁÿðUÁÁÁ ZÁZÁð vÁÁÉsÁÁvÁvÁç ÉÁÉÁiÁÁÁvÁZÉ.
2. fÁvÁÉÁZÁÁ ŞgÁÁvÁ C@ÝÁÉÁiÁÁ ÉÁZÁUÁÁÁ, uÁvÁÁvÉUÁÁÉÁÁB DzÁÁPÁ uÁAZÁ°ÁðZÁÁ vÁiÁÉÁÁÁiÁÁvÉÁiÉsAçUÉ ãvÁð»uÁÁvÁÁvÉ ÝÉÁgÉÁ ÁuÁÁvÁZÉ.
3. GvÁvÁÁ uÁAvÁ°ÁÁ PÁÉÁiÁÁÉÁÁB ÉÁvÁÁvÁ GZÁÁ±ÁvÁÉÁÁB FqÉÁjuÁÁvÁZÉ.
4. uÁÁ±ÉsÁZÁÉÁ vÁÁÉsÁÁvÁ vÁÁvÁU uÁZÁðvÁPÁ ÝÁjÁPÉUÁvUÉ <zÁÿðUÁÁÁÉÁÁB uÁÁÓUÉsÁvÁÁvÁZÉ.

**Course Content:**

<b>Unit I</b>	dŞÁVÁZÁ ÁÁvÁÁU ÝÁÁÁÁ PÁ°Ái 1. uÁvÁÁvÁÁvÉ ÓÁqÉZÁvÁé 2. ÉE@QjvÉÉÉAZÁÁ ŞUE«gÉ bÁ@QjvÉÁ 3. avÁéVÁÁÝÁÉÉ gÁvÁÁvÉ ÉÁj	dÉÁÝÁZÁ VÁvÉ gÁÉÁB dÉÁB	<b>7 Hours</b>
<b>Unit II</b>	ÁÁZÁÁPÁ°Á ÁÁ PÁ°Ái 1. C@PÁiÁÁvÉsvÉÁð PÁ@vÁ±ÁçA vÁÁgÁizÉÁiÁÁÁ ZÁÁIzÉÁ .. ÉÁUÁZÁÁZÁ 2. vÁZÁÉÁUÁvÁÁÁ 3. wgÁÁÁ@PÁÁóÁgÁ gÁUÁÁÉ	ŞuÁvÁtU ÓÁjÓÁgÁ	<b>6 Hours</b>
<b>Unit III</b>	Át PÁxÉUÁÁÁ 1. PÁÉÁrÁiÁÁ PÉsÁt 2. ÁiÁÁgÁs CjÁiÁÁZÁ «AgÁ 3. uÁvÁÁUÉÁiÁÁ vÁÁUÁÁ	vÁiÁ'U PÁAvÉAÝÁÁ wávÉÁtÁ	<b>7 Hours</b>
<b>Unit IV</b>	ÁÁIPÁ 1. mÉsÁÁÁiUÁnÓ	n.!. PÉÉÁUÁÁ	<b>6 Hours</b>

**References:**

- vÁÁÁUÁ½ gÁÁ.ÁÁ., PÁÉÁqÁ uÁ»vÁi ZÁjvÉ, ÝÁPÁ±ÁPÁgÁÁ VÁvÁ ŞÁPi ÓÉuÁ, vÉÁUÁŞgÁÁ. 2014
- uÁÁUÁ°Á. ÉÁUÉÁUÉqÁ JZi.Jei., ZÁjvÁ dÉÁÝÁZÁ PÁÁÉÁ PÁvÁUÁÁÁ, ÝÁPÁ±ÁPÁgÁÁ PÁÉÁðIPÁ eÉÁÝÁZÁ ÝÁjuÁvÁÁU, ÉÁUÁÁŞgÁÁ. 2008
- ÁÁvÁiÁvÁvÁ PÁÉÁqÁ uÁ»vÁi ZÁjvÉ uÁÁÝÁÁI 1,2,3,4,5 vÁÁvÁU 6, PÁAvÉAÝÁÁ PÁÉÁqÁ CzÁiÁiÁÉÁ uÁÁUÉ, vÉÁUÁŞgÁÁ «±Áé<zÁá@ÁiÁÁ, vÉÁUÁŞgÁÁ. 2014



- uAAUAAe°A. EAUEAUËqA JZi.Jeï., PAAAbqA dEAYAZA PAXAEA PAVAUUA, YAAePAAPAgAA PAAAdIPAA eAAAYAZA YAjmuAvAAU. EAUAASgAA. 2007
- EAAGAAiAA t :.«, ZAAAYAs PA«UAUA, YAAePAAPAgAA uAeYAb §APi °Eui, EAUAASgAA. 2010
- PAAVEAUËqA EAUAvAgA, wAAeAç, gAUAAE vAAvAAU eAAAYAZA uA»vAA, YAAePAAPAgAA uAeYAb §APi °Eui, EAUAASgAA. 2010
- uAA. EAUAeï gAvAA gAvi vAAvAAU YAAeAAU uAAAZAgA ±A'UçA, YAAgAt EAUA ZAsqAvAA, YAAePAAPAgAA YAAgAAUA, vAAEUASgAA «±Ae«ZAAa@AiAA. 2010
- qA. azAAAZA vAAswD, vAZAA uA»vAA, YAAePAAPAgAA uAeYAb §APi °Eui, EAUAASgAA. 2013
- uAA vAAgAAVA'ZAAIPE, EAUAhAd Q.gAA. vAZAA PAVAAI, YAAePAAPAgAA uAeYAb §APi °Eui, EAUAASgAA. 2016
- vAAgAAVA'ZAAIPE, uAlaç uA»vAA, YAAePAAPAgAA uAeYAb §APi °Eui, EAUAASgAA. 2010
- uAA. uAAvAAgAvAA gAvi C.gA., ZAA @Qe IA±AA eEE«AA EAUV(vAAAs@-vAvAAiAAAd-uAAvAAe), YAAePAAPAgAA PAAvAAZsEAA YAAUuPA AAvAA, EAUAASgAA. 2010
- uAA. uAAvAAgAvAA gAvi C.gA., ZAAEA/AA ±AjAYAgA EAsgAA vAAeYAZAUUA, YAAePAAPAgAA PAAvAAZsEAA YAAUuPA AAvAA, EAUAASgAA. 2007
- uAA. f.Juï. Amï., PAAvAAiAgAvAAuAA PAUAAdI EAUV PAXAVAAAdj YAAvEAA, YAAePAAPAgAA CAAgA YAAePAAA, °EUESlAAqAA, uAAUAgA. 2006
- gAAeAfi ZAAAd, ±AgAtgA uAAvAAUA PAAAw, YAAePAAPAgAA. eEAsAAiAAI YAAePAAA, §AAIj. 2015
- QAAvAAEAXA PAAvAAPEsAn, PAAAbqA uA»vAA uAAUAw, YAAePAAPAgAA PAAvAAPEsAn vAAvEAsAJAiAAeI IAAO, ZAAgAAqA. 2009
- ±AvAAgAAiAA vAAuAA, PAAAbqA uA»vAA ZAJve, YAAePAAPAgAA vAAAAQEA vEAPAAuAAI uAAgAA UAAAvAAiAAE, vAAEUASgAA -2014
- ZAAvAAZAAeAA f.Juï. PAAAbqA uA»vAA uAAAAPE, YAAePAAPAgAA uAeYAb §APi °Eui, EAUAASgAA. 2013
- uAA.f.Juï.CvAAAgA, PAAAbqA uAAU PAAEUUA, EAUAeEi §APi IAAO, EAUAZAA, 2000
- uAA. qA. EAUVAAAUUA@ gAAEAAUËqA, vAAAdvAAiAAZAA PAAEUUA, PAAAbqA uA»vAA YAjmuAvAAU, EAUAASgAA 2011
- uAA. qA. gAAvAAAAUAeAA n. EAUAASgAA, vAAAdvAAiAAZAA PAAEUUA, PAAe YAAePAAA, EAUAASgAA, 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 सिसभ्र िासहखिक प्रसक्याओं द्वारा िमाज, ििंस्कृ सत एिं जीिन के मूल्यं कय िमझने हेतु असभकखित है।

**Prerequisites/Pre reading for the course: पूर्वपेक्षवः**

- अधयेता, पी.यु.िी के स्तर पर सद्वतीय भाषा के रूप मेें सहन्दी का अध्ययन करना चासहए
- सहन्दी िासहिक के इसतहािक का ििंस्कृत ज्ञान की आशयकता है।

- सहन्दी व्याकरण का अभियन्धन आशयक है ।
- अंग्रेज़ी – सहन्दी अनुविाद विे विंबंशधत जानकारी जरुरी है ।

**Pedagogy: शिक्षशवस्त्र :**

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

**Objectives:पवठयक्रम उद्देश्य :**

- विंदभानुविार उसचत भाषा का प्रययग करने की दक्षता कय छात्पं में उत्पन्न करना ।
- विासहवि के माध्यम विे विमिाज एविं मानीय मूल्यं कय विमिज्ञाकर, उन मूल्यं की रक्षा हेतु पररत करना ।
- छात्पं में पुस्तक पठन एविं ले वििन की अकृ सतम प्रिवृसि स्थासपत करना ।
- अधयेताओं में विासहवि के माध्यम विे प्रभाविी एविं कु शल विंचार का सिकावि करना ।

**Course Outcomes:असिगम पररर्वम :**

अध्ययन की विमिाखत पर अधयेता –

5. विामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर विकता है ।
6. विासहवि की प्राविंसगकता कय जीविन में विमिज्ञने की दक्षता रविता है ।
7. विमिाज में अंतसनसहत पदक्षतया एविं सिचारधाराओं का वय्याख्यान करने में विक्षम बन विकता है ।
8. विासहवि के माध्यम विे प्रभाविी एविं कु शल विंचार का सिकावि करिकता है ।

**Course Content : अध्ययन सवषय वििचिी /पवठयक्रम**

**इकवई –1 :कहानी, वििं  
स्मरण**

**7 hours**

- 1.कहानी – नशा – प्रेमचंद
- 2.कहानी – विु वििमय जीविन – चंरुधर शमा गुलेरी
- 3.वििंस्मरण – शरत के विाथ सवताया कु छ वििमय-अमृतलाल नागर

**इकवई –2:कहानी, आत्मकथा**

**6 hours**

- 4.कहानी – मरने विे पहले – भीष्म विाहनी
- 5.कहानी – लाल हिली – सशिवानी
6. रे वििासचत् – घीविा – महादेविी विमा

**इकवई –3:एकांकी, वयंग्य रचना**

**7 hours**

7. एकांकी – आिाज का नीलाम – धमविीर भारती
- 8.वयंग्य रचना – भेड़े और भेसिये – हररशंकर परिाई

**इकवई –4:अनुविाद, वििंक्षेपण**

**6 hours**

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

**डिंपेपर :** पररच्छे द का एक सतहार्ई भाग मेें ।  
|

**Text book/s:पठ्य पुस्तक :**

- सहन्दी पाठ्य पुस्तक – रेिा सिश्वसिद्यालय ।

**References: ििन्दर् ग्रन्थ :**

- ििुबयध व्यिहाररक सहन्दी – ििाँ. कु लदीप गुप्त
- असभन िि व्यिहाररक सहन्दी – ििाँ. परमानन्द गुप्त
- सहन्दी िासह ि का इसतह ा ि - ििाँ. नागेद्र
- आधुसनक सहन्दी िासह ि का इसतह ा ि - ििाँ. बच्चन सिंंह
- सहन्दी िासह ि का न िीन इसतह ा ि - ििाँ. लाल िाहब सिंंह
- शुद्ध सहन्दी कै ििे बयले कै ििे रल ििे - पृथ्वीनाथ पाण्डे
- कायालय अनु िाद सनदेसशका
- ििंक्षेपण और पल्ल िन - के. ििी. भासिया&तुमन सिंंग

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.

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

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

**Course Objectives:**

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

**Course Outcome:**

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

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

**Course Content:**

**Unit-I: Values & Ethics**

hours

7

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

**Unit-II: Natural & Supernatural**

**6 hours**

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

**Unit-III: Travel & Adventure**

**7 hours**

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

**Unit-IV: Success Stories**

**6 hours**

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

**References:**

- Tagore, Rabindranath. *Gitanjali*. Rupa Publications, 2002.
- Wordsworth, William. *The Complete Works of William Wordsworth*. Andesite Press, 2017.
- Munro, Hector Hugh. *The Complete Works of Saki*. Rupa Publications, 2000.
- Chindhade, Shirish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, ArunKolatkar, DilipChitre, R. Parthasarathy*. Atlantic Publications, 2011.
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- 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
B21AC0101	Tourism – I (Travel and Tourism Industry)	HC	2	1	0	3	4

**Course Description:**

This course is the study and investigation of the trends in the travel and tourism industry. This course prepares the students with the skills, abilities, knowledge, and leadership capability needed to succeed as experts in the tourism industry. Tourism and Travel is the aggregation of all of the leisure, comfort and business travel items and activities given by suppliers, including the hotels, airlines, cruise lines, car rental agencies, travel agencies, gaming casinos, tour operators, restaurants, motor coaches, railways, and theme parks.

**Pre-Requisite:** Interest in learning travel & tourism industry

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

**Course Objectives:**

1. To introduce the concept of tourism, its, growth and development, motivations for travel
2. To understand the role of tourism as an economic intervention, global nature of tourism, tourism products
3. To analyze the emerging trends in tourism industry
4. To understand the rudiments of Tourism with futuristic view

**Course Outcomes:**

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

1. Develop the understanding of the beginning of the Tourism as an industry
2. Analyze the motivations for travel among consumers
3. Apply terminology of the tourism sector
4. Predict the prospects of the Tourism industry with a futuristic viewpoint

**Course Content:**

**Unit I: Growth of Travel through Ages**

**10**

**Hours**

An ancient phenomenon; Accounts of famous travellers; Pleasure travel; Religion as a motivator; The grand tour; The origin of the concept of the annual holiday; Industrial revolution & the development of travel; Effects of the great war on the transport system; Advent of the jet; Advent of high speed trains; Growth & development of modern tourism, Models of Tourism- Lepier’s Model, Mill & Morrison Model

**Unit II: Growth & Development of Modern Tourism**

**10**

**Hours**

Post - Second World War phenomenon; Causes of rapid growth; Meaning & nature of tourism; Basic components of tourism; Tourism System; Characteristics and components of tourism industry

**Unit III: Motivation for Travel**

**10**

**Hours**

Basic travel motivations; Tourism Motivation Model: Push-pull factors in Tourism; Theories of Tourism Motivation: Maslow’s Hierarchy in tourism, travel career ladder, Iso-Ahola’s Principle, Robinson Classification of Tourism Motivation, Plog’s Psychographic Classification of

Tourists; Role of state in promoting social tourism; Social significance of travel; Evolution of demand; Factors influencing the growth of tourism demand and supply, Seasonality & tourism; Impacts of tourism at the destination- Mathieson and Wall Model

**Unit IV: The Organization of Tourism**

**9 Hours**

Need for organization; Factors influencing type of organization; Recommendation of the UN Conference; Tourist organization in India- FHRAI, IATO, TFCI; tourist organization all over the world, UNWTO, ICAO, UFTAA, IATA, PATA, TAAI, WTTC

**References:**

- Bhatia A.K.: *International Tourism Management*, New Delhi, Sterling Publishers
- Mill, R., & Morrison, A. *Tourism system: An introductory text*. Prentice-Hall.1999.
- Seth, P. N. *Successful tourism: Planning and management*. New Delhi: Sterling1985.
- Anand M.M, *Tourism and Hotel Industry in India*, Printice Hall of India Pvt.Ltd. New Delhi. 1976

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21AC0102	Tourism Practical - I	HC	0	0	2	2	4

**Practical Components:**

- Visit Tourism Destination and Develop a model on the basis of the same, Comparative Analysis of changes in different time-period (eg: 10 years back and now)
- Adopting tourism system in different circumstances and situations, eg COVID 19-time situation, draft the components according to tourism system.
- Analysis of Tourist Destinations in Bangalore

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21AC0103	History – I (History of Ancient India)	HC	2	1	0	3	4

**Course Description:**

This course is necessary for the students as it offers a primary understanding of the growth of civilizations and the reasons for the evolution of various doctrines in India. The study of Indus Valley civilization, Vedic period and the early empires provides an outline of the social, economic and political aspects of society during those times. Also, it helps in identifying the development of the cultural dimensions in the society.

**Pre-Requisite:** Interest in learning communication process and functions

**Pedagogy:** Direct Instruction, Inquiry based learning

**Course Objectives:**

1. To familiarize the students about the Indus valley civilization and life during Vedic

period.

2. To gain knowledge about the rise of Jainism and Buddhism and their doctrines
3. To know the contributions of Kushanas and Guptas to the field of science and technology, education etc.
4. To understand the development of literature, art and architecture, culture and administration during the reign of Pallavas, Cholas and Rajputs.

### **Course Outcomes:**

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

1. Develop critical thinking about the ancient history of India.
2. Interpret the doctrines of Buddhism and Jainism and identify their influences.
3. Outline the reasons for the rise and fall of different empires in the ancient India.
4. Examine the contributions of the empires to art and architecture, science and technology, literature etc.

### **Course Content:**

#### **Unit I: Indus Valley Civilization and Vedic Period 10**

##### **Hours**

Geographical features of India – Sources; Impact of geography on History; Stone Age Culture; Indus valley civilization – origin, features and decline; Rig Vedic Aryans: Origin, Political, Social and cultural life; Later Vedic period – Development of Pastoralism and agriculture – Economic life

#### **Unit II: Rise of New Religions and Empires 10**

##### **Hours**

Causes for the Rise of New Religions; Jainism and Buddhism – Doctrines, spread, importance and impact; Life and teaching of Vardhamana Mahaveera and Gauthama Buddha; Mauryan Empire: state, Administration, Economy; Chandragupta Maurya – Ashoka – Kalinga War; Dhamma; Art and Architecture, Decline

#### **Unit III: Kushanas and Guptas 10**

##### **Hours**

Kushanas: Kanishka – Conquests, Patronage to Buddhism; Aspects of polity, society, Economy, Religion, Art & Architecture – Gandhara School of Art; Guptas – Origin and Decline; Samudragupta – Development of Literature; Science and Technology; Art and Architecture; Restoration of Hinduism, Administration; Harsha Vardhana: Achievements and Contributions; Nalanda University

#### **Unit IV: Post Gupta Period 9**

##### **Hours**

Sangam Age - Pallavas – Art and Architecture; The Cholas - Administration - Art & Architecture; Rajputs – Origin, Polity – Pruthviraj Chauhan, Cultural Contributions of Rajputs

### **MAPS: EXTENT OF THE EMPIRE OF:**

1. Harappan sites
2. Ashokan Empire – Major Rock Edicts, Pillar Inscriptions;
3. Gupta Empire – Routes of Samudra Gupta in South Indian Expeditions;
4. Religious Centers (Jaina and Buddhist)



5. Sites of trade and Educational importance.

**PLACES OF HISTORICAL IMPORTANCE:**

- |                  |            |             |                 |
|------------------|------------|-------------|-----------------|
| 1. Bodhgaya      | 2. Harappa | 3. Kanauj   | 4. Kancheepuram |
| 5. Lothal        |            |             |                 |
| 6. Mahabalipuram | 7. Maski   | 8. Nalanda  | 9. Pataliputra  |
| 10. Prayag       |            |             |                 |
| 11. Purushapura  | 12. Sanchi | 13. Sarnath | 14. Taxila      |
| Thaneshwar       |            |             | 15.             |

**References:**

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983
- A. L. Basham, The Wonder that Was India, 1971.
- D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback
- D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.
- Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
- Irfan Habib, A People's History - Vol. - I, PreHistory, 2001, --- Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
- Rajan Gurukul, Social Formations of Early South India, 2010
- R. Champakalakshmi, Trade. Ideology and urbanization: South India 300 BC- AD 1300, 1996.

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

**Course Description:**

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

**Prerequisites:**Exposure to different types of media in daily life.

**Pedagogy:**

Direct instruction and collaborative learning method

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit I: 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:**

- Vivian John. *The Media of Mass Communication*. New Delhi: PHI learning private limited 2012.
- J Kumar Keval. *Mass communications in India*. Mumbai: Jaico Publication. 2006
- Devi Meena. *Fundamentals of Mass Media and Communication*. New Delhi: Alfa Publication. 2006
- Mcquail Denis. *Mass Communication Theory*. New Delhi: Sage Publication. 2004.
- Chandra Ramesh. *Analysis of Media and Communication Trends*. New Delhi: Gyan Books publishers Pvt Ltd. 2004.
- S Baran Stanly and K. Davis, Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Singapore: Thomson Wads Worth. 1999.
- PC Chatterji. *Broadcasting in India*. New Delhi: Sage Publications. 1991.
- BN Ahuja. *History of Indian Press*. New Delhi: Surjeeth Publication. 1988.
- Krishnamurthy Nadig. *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	Interdisciplinary Elective 1 - Comic and Graphic Narratives	SC	1	1	0	2	3

**Course Description:**

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

**Prerequisites:** Student must possess a fundamental knowledge of media, culture and society.

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

**7 Hours**

Evolution of Comic and Graphic Novel

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

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

Underground comix / alternative comics / comix – Graphic Novels

Comic & Graphic Novel vocabulary - Strips, Panels, Gutter, Tire, Splash, Balloons, Caption, Labels, Emanata, Signs, Sound effect, Bleed, Chiaroscuro, Cartoonist, Artist. (Ref: Scott McCloud: *Understanding Comics: The Invisible Art* (Chapter 2 – The Vocabulary of Comics))

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

**6 Hours**

Jules Feiffer: Extract from Introduction to *The Great Comic Book Heroes* (1965)

Will Eisner: *A Contract with God and Other Tenement Stories* (Graphic Story - -A Contract with God)

Stephen Weiner - *Faster Than a Speeding Bullet: The Rise of the Graphic Novel* (Chapter 5 – -The Graphic Novel: Comics take themselves Seriously)

**Unit III: Comic and Graphic Novels**

**7 Hours**

Art Spiegelman: *Maus: A Survivor's Tale* (Graphic Novel – (1980) – The Father Bleeds History (Part I) (Non-detail)

Zack Snyder: *Watchmen* (film text based on DC Comic series by Alan Moore and Dave Gibbons) Richard West: -The Bill Watterson Interview, *The Comics Journal*, March 1989

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

**6 Hours**

Comics across Asia: Manga, Chitrakatha, Lianhuanhua and 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. Assess 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., Stick land. A.J. & Cambel. J. E., (2005), Crafting and Executing Strategy- the Quest for Competitive Advantage, New Delhi, Tata McGraw Hill.



- Peter F. Drucker (1985), *Innovation & Entrepreneurship*, New York, Harper & Row.
- Brookes, M., & Altinay, L. (Eds.). (2015). *Entrepreneurship in hospitality and tourism: A global perspective*. Oxford: Goodfellow Publishers Ltd.
- Deakins, D., & Freel, M. (2009). *Entrepreneurship and small firms*. (5th ed.). New York, NY: McGraw-Hill.
- Srinivasan. R , *Strategic Management: the Indian Concept*, 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.

**Prerequisites:** A preliminary understanding of the constitution and human rights

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

### Course Objectives:

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

### Course Outcomes:

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

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

### Course Content:

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

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

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

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

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

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

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

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

**References:**

- Seervai .*Constitutional Law of India*. 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.

**Prerequisites:** The student must possess functional knowledge of LSRW skills.

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course 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.



5. uÁvÁiÁfPÀ, gÁdQÁiÁiÁ, zÁ«ÁðPÀ, uÁAuÁwPÀ, ¥ÁjuÁgÀ °ÁUÁs áAUÁuÁÁ\$Aç «ZÁgÁUÁÁÉqÉ UÁvÁÁÉÁ °ÁjuÁvÁçzÁgÉsAçUÉ «zÁÁyðUÁÁÁ ZÁZÁð vÁÁÉsÁ·ÁvÁvÁç ·ÉÁiÁÁÁvÁzÉ.
6. fÁvÁéÁzÁÁ šgÁÁvÁ CÖ¥ÁeÁiÁÁ ·ÉÁzÁUÁÁÁ, uÁvÁÁÉUÁÁÁÁÁ DZÁÁPÀ uÁAzÁ·ÁðzÁÁ vÁiÁÉÁ«ÁiÁÁvÉiÉsAçUÉ «vÁð»uÁÁvÁÁvÉ ¥ÉÁgÉÁ !uÁÁvÁzÉ.
7. GvÁvÁÁ uÁAvÁ°ÁÉÁ PÁeÁiÁÁÁÁÁÁÁ ·ÉÁÉuÁÁvÁ GzÁÁ±ÁvÁçÁÁÁ FqÉÁjuÁÁvÁzÉ.
8. uÁÁ±ÉsÁzÁÉÁ vÁÁÉsÁ·ÁvÁ vÁÁvÁÁ uÁÁzÁðvÁPÀ ¥ÁjÁPÉUÁÁUÉ «zÁÁyðUÁÁÁÁÁÁ uÁÁÓUÉs!zÁÁvÁzÉ.

**Course Content:**

**Unit-I**      **ÁÁzÁÁPÁ°Áñ PÁÁi**      **7 Hours**

- |                                    |                |
|------------------------------------|----------------|
| 1. ZÁAzÁevÁÁw «eÁÁ                 | gÁWÁvÁÁPÀ      |
| 2. °ÁUÉUÁÁÉÁÁ »ArzÁÉÁÁ vÁÁÉzÁÉsÁUÉ | PÁÁvÁiÁgÁvÁÁuÁ |
| 3. UÉsÁgÁPÁè ¥ÁÁUÁUÁ               | ZÁvÁÁgÁuÁ      |

**Unit II**      **ÁÁzÁÁPÁ°Áñ PÁÁi**      **6 Hours**

- |                               |                    |
|-------------------------------|--------------------|
| 1. wæ¥AçUÁ¼AA                 | uAvÁðdO            |
| 2. V½ÁiÁÁÁ ¥ÁAdgÁzEs½@è       | ¥ÁÁgÁAzÁgÁ zÁUÁgÁÁ |
| 3. PÁgÉzÁÁ PÉsIOÉÁÁ ±Á¥ÁvÁÉÁÁ | PÁÁPÁzÁUÁgÁÁ       |

**Unit III**      **eÉÁR ÁÁ¼ÁÁ**      **7 Hours**

- |                                 |                        |
|---------------------------------|------------------------|
| 1. DvÁÁ²eÁUÁV «gÁÁPÁÁ±ÁvÁÁUÁ¼ÁV | PÁÁvÉÁ¥ÁÁ              |
| 2. vÁiÁÉÁ«ÁiÁÁvÉ CAvÁgÁeÁ       | zÉÁvÁÉÁsgÁÁ vÁÁ°ÁzÉÁvÁ |
| 3. "sÁsvÁ¬Á vÁÁÁ²zÁ¼ÁÁ          | vÁÁÁgÁj šeÁ¼Á          |

**Unit IV**      **¥ÁÁÁ PÁxÁñ**      **6 Hours**

- |                                      |                 |
|--------------------------------------|-----------------|
| 1. ÉÁÉsB¼ÁVÉÁ °ÁqÁÁ PÁs·Á (uÁAUÁe°Á) | f.Jfi. vÉsÁ°Áfi |
|--------------------------------------|-----------------|

**References:**

- vÁÁÁUÁ¼ gÁA.²é., PÁÉÁqÁ uÁÁ»vÁ ZÁjvÉ, ¥ÁÁPÁ±ÁPÁgÁÁ VÁvÁ šÁPi °Éuī, vÉÁÉUÁÁsgÁÁ. 2014
- uÁAUÁe°Á. ÉÁUÉÁUÉqÁ JZi.Jei., ZÁjwPÀ dÉÁ¥ÁzÁ PÁxÉÁ PÁvÁUÁ¼ÁÁ, ¥ÁÁPÁ±ÁPÁgÁÁ PÁÉÁðI PÁ eÁÉÁ¥ÁzÁ ¥ÁjuÁvÁÁU, ·ÉÁUÁ¼ÁsgÁÁ. 2008
- ÁÁvÁiÁwÁvÁ PÁÉÁqÁ uÁÁ»vÁ ZÁjvÉ uÁÁ¥ÁÁI 1,2,3,4,5 vÁÁvÁÁ 6, PÁÁvÉÁ¥ÁÁ PÁÉÁqÁ CzÁiÁiÁÉÁ uÁAuÉI, vÉÁÉUÁÁsgÁÁ «±Áé«zÁÁ²@ÁiÁÁ, vÉÁÉUÁÁsgÁÁ. 2014
- uÁAUÁe°Á. ÉÁUÉÁUÉqÁ JZi.Jei., PÁÉÁqÁ dÉÁ¥ÁzÁ PÁxÉÁ PÁvÁUÁ¼ÁÁ, ¥ÁÁPÁ±ÁPÁgÁÁ PÁÉÁðI PÁ eÁÉÁ¥ÁzÁ ¥ÁjuÁvÁÁU, ·ÉÁUÁ¼ÁsgÁÁ. 2007
- ÉÁgÁÁiÁÁ t !.«, ZÁÁ¥Ás PÁ«UÁ¼ÁÁ, ¥ÁÁPÁ±ÁPÁgÁÁ uÁÉÁð šÁPi °Éuī, ·ÉÁUÁ¼ÁsgÁÁ. 2010
- PÁ¼ÉÁUÉqÁ ÉÁUÁvÁgÁ, wæÁç, gÁUÁvÉ vÁÁvÁÁ eÁÉÁ¥ÁzÁ uÁÁ»vÁ, ¥ÁÁPÁ±ÁPÁgÁÁ uÁÉÁð šÁPi °Éuī, ·ÉÁUÁ¼ÁsgÁÁ. 2010
- uÁÁ. ·ÉÁUÁeī gÁvÁÁ gÁvī vÁÁvÁÁ ¥ÁÉÁÁ uÁÁAzÁgÁ ±Á!ÚçÁ, ¥ÁÁgÁt ÉÁvÁÁ ZÁsqÁvÁÁtÁ, ¥ÁÁ±ÁPÁgÁÁ ¥ÁÁgÁÁUÁ, vÉÁÉUÁÁsgÁÁ «±Áé«zÁÁ²@ÁiÁÁ. 2010
- qÁ. azÁÉÁAzÁ vÁÁswð, vÁZÁÉÁ uÁÁ»vÁ, ¥ÁÁPÁ±ÁPÁgÁÁ uÁÉÁð šÁPi °Éuī, ·ÉÁUÁ¼ÁsgÁÁ. 2013
- uÁÁ vÁÁgÁÁ¼ÁzÁ¥ÁÁ PÉ, ÉÁUÁgÁd Q.gÁÁ. vÁZÁÉÁ PÁvÁÁI, ¥ÁÁPÁ±ÁPÁgÁÁ uÁÉÁð šÁPi °Éuī, ·ÉÁUÁ¼ÁsgÁÁ. 2016

- vĀġĀĀĀĀ'zĀġĀ PĒ, μĀlāc uĀ»vĀ, ¥ĀePĀĀĀPĀġĀĀ uĀcĤĀB §ĀPī °Ēūī, °ĒĀUĀĀĀsgĀĀ. 2010
- uĀĀ. uĒĀvĀĀġĀvĀĀ ġĀvī C.gĀ., ²ĀĀ @Qĕ ĀĀĀĀ eĒĒĀĀ °ĒĀġvĀ(vĀĀs@-vĀvĀĀĀĀĀĀ-uvĀvĀĀ), ¥ĀePĀĀĀPĀġĀĀ PĀvĀĀzsĒĀĀĀ ¥ĀĀuġĀĀ °ĀvĀĀĀ, °ĒĀUĀĀĀsgĀĀ. 2010
- uĀĀ. uĒĀvĀĀġĀvĀĀ ġĀvī C.gĀ., ²ĀĀĀĀĀĀĀ ĀġĤĤġĀġĀ ĒĀsgĀġĀĀ vĀvĀcĤĀzĀUĀĀĀĀ, ¥ĀePĀĀĀPĀġĀĀ PĀvĀĀzsĒĀĀĀ ¥ĀĀuġĀĀ °ĀvĀĀĀ, °ĒĀUĀĀĀsgĀĀ. 2007
- uĀĀ. f.Juī.°Āmī., PĀĀvĀĀġĀvĀĀuĀĒĀ PĀuĀĀĀ °ĒĀġvĀ PĀxĀvĀĀĀdj ¥ĀevĒĀĀ, ¥ĀePĀĀĀPĀġĀĀ CĤġĀ ¥ĀePĀĀĀĀ, °ĒĒĒĀġĀĀ, uĀUĀġĀ. 2006
- ġĀĀĒĀĀĀĀĀ, ±ĀġĀġĀ uĀvĀĀĀ PĀĀw, ¥ĀePĀĀĀPĀġĀĀ. eĒĒĀĀĀĀĀĀ ¥ĀePĀĀĀĀ, §ĀĀĤġ. 2015
- QĀvĀĀĀĀĀ PĀĀvĀĀĀĀĀ, PĀĀġĀ uĀ»vĀĀ uĀĀUĀw, ¥ĀePĀĀĀPĀġĀĀ PĀĀvĀĀĀĀĀ vĒĀvĒĀĤġĀĀĀĀ ĪmīĒ, zĀġĀvĀġĀ. 2009
- ±ĀvĀĀġĀĀĀĀ vĀ.uĀĀĀ., PĀĀġĀ uĀ»vĀĀ ZĀġġĒ, ¥ĀePĀĀĀPĀġĀĀ vĀĀĀQĒĀ vĒĀPĀĀĀĀĀĀ uĀġĀPĀ UĀĀĀvĀĀĒĀ, vĒĒĀġĀĀ -2014
- ²vĀġĀĀzĀĀĀ f.Juī. PĀĀġĀ uĀ»vĀĀ uĀĀĀĀĀ, ¥ĀePĀĀĀPĀġĀĀ uĀcĤĀB §ĀPī °Ēūī, °ĒĀUĀĀĀsgĀĀ. 2013

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

**Course description: अध्ययन वर्णन :**

यह पाठ्यक्रम नौसिखिया, अपनी भाषा की क्षमता का सिकाि करने हेतु तथा सिसभन्न िासहखिक प्रसक्रयाओ द्वारा िमिाज, ििंसकृ सत एिं जीिनि के मूल्ल्पं कय िमिइने हेतु असभकखित है ।

**Prerequisites/Pre reading for the course:**

- अध्येता,पी.यु.िीके स्तरपरसद्वतीयभाषाके रूपमेंसहन्दीकाअध्ययनकरनाचासहए
- सहन्दीिासहिके इसतहािकिािंसक्ष्पतज्ञानकीआश्यकताहै।
- सहन्दीव्याकरणकाअिबयधनआश्यकहै।
- सहन्दी-अंरिेजीअनुिादििेििंसंथतज्ञानकारीजरुरीहै।

**c) Pedagogy: शिक्षशवस्त :**

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

**Objectives: पठ्यक्रम उद्देश्य:**

- हिंदु धर्म के अंतर्गत सभ्यता का प्रयोजन करने में उत्पन्न करना।  
की दक्षता का यथासंभव
- साहित्यिक विमर्शकार, रीतिरक्षक हेतु प्रेरित करना।  
माध्यमिक शिक्षा में माननीय उनमूलक
- छात्रों में पसंद कथन एवं लिखित नकी अकृत सतम प्रसिद्धि प्राप्त करना।
- अध्यात्मता और साहित्यिक माध्यमिक प्रभाषिणी के कुशल चिंतन का साक्षात्कार करना।

**Learning Outcomes: अंग्रेजी परीक्षा:**

अध्ययन की विमर्श पर अध्यात्मता -

13. विमर्शकार के मूल विचारों से सतक जिम्मेदार ही कथन स्वीकार करिकता है।
14. साहित्यिक प्रविष्टि का यथासंभव विमर्श करने की दक्षता रिकता है।
15. विमर्शकार में अंतर्गत सतक पदार्थों का विचारधारा और आकाशिक विचारों में मिक्षेण  
मननिकता है।
16. साहित्यिक माध्यमिक प्रभाषिणी के कुशल चिंतन का साक्षात्कार रिकता है।

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

**इकाई - 1** कसिता: प्राचीन एि आधुसनक

**7 hours**

1. कबीर के दयहे

2. कसिता - जसलया विाला बाग में बसित- विभुभाकु मारी चौहान

3. कसिता - विभुभाष की मृति पर - धर्मिरी भारती

**इकाई - 2** कसिता: प्राचीन एि आधुसनक

**6 hours**

4. तुलसीदास के पद

5. कसिता - पाषाणी - नागाजन

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

**इकाई - 3** कसिता: प्राचीन एि आधुसनक

**7 hours**

7. मीराबाई के पद

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

9. कसिता - अभी न हयगा मेरा अंत - सनराला

**इकाई - 4**

**6 hours**

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

मीसिया ले विन

**Text book/s: पठ्य पुस्तक :**

- सहन्दी पाठ्य पुस्तक - रेवि शिक्षा विद्यालय।

**References: विन्दर् ग्रन्थ :**

- विभुभाष विहारिक सहन्दी - वि. कु लदीप गुप्त
- असभन वि विहारिक सहन्दी - वि. परमानन्द गुप्त
- सहन्दी साहित्य का इसतहासिक - वि. नागेन्द्र
- आधुसनक सहन्दी साहित्य का इसतहासिक - वि. बच्चन सिंह



- सहन्दी िासहऱि कानिीन इतहऱाऱि - ििँ. लाल िाहब सऱिंह
- शुद्ध सहन्दी कऱै ििँे बयले कऱै ििँे रलऱिँे - पृथ्वीनाथ पाण्डे
- ििँेपण एऱिँे पल्लऱिन

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.

**Prerequisites:** The student must possess fair knowledge of language and literature.

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

### Course Objectives:

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

### Course Outcome:

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

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

### Course 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.
B21AC0201	Tourism – II (Tourism Products)	HC	2	1	0	3	4

**Course Description:**

This course teaches students how to identify, develop, and promote tourism and hospitality products and services. Different types of Tourism products in India will be explored in detail with the help of case studies. This course is the entry course for the concentration Tourism Products and Promotion.

**Pre-Requisites:** Keen Interest in comprehending and appreciating the products of tourism

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

**Course Objectives:**

1. To identify the tourism product and to find out how it differs from manufactured products
2. To develop the understanding about the conceptual and theoretical basis of various tourism products and resources in general
3. To understand the various tourism resources in India, in particular
4. To familiarize with the changing scenario of tourism industry in India

**Course Outcomes:**

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

Identify the different travel motivations and components of tourism  
Outline the economic, environmental and socio-cultural impacts of tourism  
Interpret the emerging trends in the tourism industry  
Analyze the changing scenario of the tourism industry

### **Course Content:**

#### **Unit I: Introduction to Tourism Products 10 Hours**

Definition, characteristics of Tourism Products; types of products- based on attraction, based on destination; based on category of product; TOP, BTE, ROP; Retrievable tourism Products; Sustainable Tourism Products; Sustainable Tourism Practices- case studies- national & global; Gunn's Model of Tourism Attraction

#### **Unit II: Natural & Created Tourist Resources of India 10 Hours**

Rich diversity in landform and landscape, outstanding geographic features, climate, water bodies, flora and fauna; Tourism resource potential in mountains with special reference to Himalayas; Resources and resource use patterns in the past, present and future perspectives; National Parks and sanctuaries; Created tourist destinations – Academic, scientific and industrial institutions – An over view of tourism development strategies

#### **Unit III: Tourism Destination Management 10 Hours**

Background, Approach and Process, Techniques of Plan Formulation; Planning for Tourism; Destinations-Objectives, methods, steps and factors influencing planning; Destination life cycle concept; Tourism planning at international, national, regional, state and local, the traditional, approach and PASLOP method of tourism planning, Important feature of five year tourism plans in India; Elements Agents, Processes and typologies of tourism development. Case study of selected state tourism policies (West Bengal, Goa, Kerala, Rajasthan)

#### **Unit IV: Tourism Products in India 9 Hours**

Concept, Definition and Significance; Problems and Prospects of Religious Tourism in India; Major Religions in India (Basic features and geographical extent); Hinduism (Vedic, Bhagvatism and Shaivism streams); Buddhism and Jainism; Islam; Christianity in India; Rise of Medical (Wellness) Tourism in India; Hospitality industry and Medical Tourism; Major Indian Destinations for medical tourism; Medical Tourism in Multi-Specialty Hospitals in India; Indian health care therapy and medicine - drug treatments, ayurveda, yoga, naturopathy, homoeopathy and spa; Potential impact of Medical Tourism on the health workforce and health systems in India; Regulatory laws, Ethical issues for Medical Tourism and Travel formalities

### **References:**

- Jacob, R., Joseph, S., & Philip, A. *Indian tourism products*. Delhi: Abhijeet Publications. 2007
- Gupta, SP Lal, K. Bhattacharya. M, *Cultural Tourism in India*, DK Print 2004
- Brown Percy, *Indian Architecture (Buddhist and Hindu)*, Bombay. 2001
- Mishra, L. *Cultural Tourism in India*, Mohit Publications 2006
- Thomas F. King, *Cultural Resource Laws and Practice*, Altamira Press 2005
- Thomas L Bell, *Human Geography : People and Places*, Prentice Hall 2000
- Bindia Thaper, Suparna Bhalla, Surat Kumar Manto, *Introduction to Indian Architecture*, Periplus Edition 2003

- Jacob, Tourism Products of India, Abhijeet Publications 8. Deva, B.C, Musical Instruments, National Book Trust 2011
- Dixit Manoj & Charusheela, Tourism Products, New Royal Book Company 2012

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AC0202	Tourism Practical - II	HC	0	0	2	2	4

**Practical Components:**

- A week-long study tour comprising cultural and natural places of tourist shall be conducted.
- After the completion of the Field Study Tour (FST) the students are required to submit their reports.
- The students will have to give presentations based on their reports.

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21AC0203	History – II (History of Medieval India)	HC	2	1	0	3	4

**Course Description:**

This course helps the students to develop a critical understanding about the medieval history of India. It describes the administration of Islamic rulers in India and their contribution to various fields. The students will be able to explore the impact of the movements that emerged between the 13<sup>th</sup> and 15<sup>th</sup> century in India and also gives a detailed account of the emergence, supremacy and the reasons for the decline of Marathas.

**Pre-Requisite:** Basic knowledge of ancient history

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

**Course Objectives:**

1. To make students acquainted with the rise, decline and achievements of Delhi Sultanates.
2. To gain knowledge about the various movements and cultural development during the medieval period
3. To provide a basic understanding of administrative reforms, religious and political policies of Mughals
4. To understand the rise and fall of Marathas

**Course Outcomes:**

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

1. Develop critical thinking about the medieval history of India.
2. Analyze the implications of politics on the socio-cultural and economic aspects of life
3. Interpret the rise and fall of different empires in the medieval India.
4. Categorize the contributions of the empires to art and architecture, science and technology, literature, religion, etc.

## Course Content:

### **Unit-I: Delhi Sultanates** **10** **hours**

Delhi Sultanate under Slave Dynasty; Qutub-Ud-Din Aibak – Foundation of Delhi Sultanates; Allauddin Khilji – Conquests, Administrative and Economic Reforms; Mohammad-Bin-Tughluq – Administrative Experiments; Decline of Delhi Sultanate; Contributions of Sultanate to Society and Economy, Religion, Development of Technology, Art, Literature and Architecture.

### **Unit-II: Cultural Development between 13<sup>th</sup> and 15<sup>th</sup> Century** **10** **hours**

Impact of Islam on Indian society and Culture; Bhakti Movement – Kabir, Guru Nanak, Chaitanya Mahaprabhu, Ramanand, Meerabai, Sufi Movement; Emergence of Composite Culture

### **Unit-III: The Mughal Empire** **10** **hours**

The Mughal Empire – Babur; Shershah Suri – Reforms; Akbar – Rajput and Religious Policies; Mansabdari System – Revenue reforms; Aurangazeb – Religious and Deccan Policies; Decline of Mughals, Socio-economic conditions, Art and Architecture, Literature and Cultural Developments under the Mughals.

### **Unit-IV: Rise of Marathas** **9** **hours**

Rise of Marathas – Shivaji's conquests, administration; Peshwas -Expansion of Maratha supremacy under the Peshwas; Decline.

#### **Maps: EXTENT OF THE EMPIRE OF:**

1. Allauddin Khilji's Empire
2. Mughal Architectural Centers
3. Extent of Shivaji's Empire

#### **PLACES OF HISTORICAL IMPORTANCE:**

1. Agra
2. Ahmednagar
3. Amritsar
4. Bijapur
5. Chittor
6. Delhi
7. Devagiri
8. Dwarasamudra
9. Fatehpur Sikri
10. Mathura
11. Panipat
12. Poona
13. Ranthambor
14. Shivaner
15. Surat

#### **References:**

- Chand, Tara. Influence of Islam on Indian Culture. Allahabad: Indian Press, 1946.
- Chandra, Satish. History of Medieval India. New Delhi: Orient Longman Pvt. Ltd., 2007.
- Chand, Tara., Medieval India From Sultanate to The Mughals. New Delhi: Har-Anand Pub. Ltd, 2011.
- Chitnis, K. N. Socio-Economic History of Medieval India. New Delhi: Atlantic Pub, 2002.
- Grewal, J. S. Muslim Rule in India. Calcutta: OUP, 1961.
- Habib, Irfan. Agrarian System of Mughal India. Bombay: Asia Publishing House, 1963.
- Habib, Irfan. Medieval India. Delhi: National Book Trust, 1998.

- Kulke, Hermann, ed. The State in India, 1000-1700. Delhi: OUP, 1995.
- Lal, K. S. Early Muslims in India. New Delhi: Books and Books, 1984.
- Mathur, Ramprakash. Medieval Indian History. New Delhi: Murari Lal & Sons, 2006.
- Mehta, J. N. History of Medieval India. Vols. I-II. New Delhi: Sterling, 1981.
- Prasad, Ishwari. A Short History of Muslim Rule In India. New Delhi: Abhijit Publications, 2016.
- Raychaudhury, Tapan, and Irfan Habib, eds. The Cambridge Economic History of India, 2: c.1200-c. 1750. Cambridge: Cambridge University Press, 1982.
- Sharma, S. R. Mughal Empire in India. Agra: Lakshmi Narain Agarwal, 1966.
- Sherwani, H.K. and Joshi, P.M. History of the Deccan, Vols. I & II. Hyderabad: Government of Andhra Pradesh Publication Department, 1976.

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.

**Prerequisites:** Good newspaper reading habits.

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

### Course Objectives:

1. To help the students understanding the process of news gathering or print media
2. To impart skills in writing and editing media content- news story, press release, headlines, photo-captions
3. To gain knowledge about the various beats of journalism
4. To gain awareness 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.
B21JN0202	Journalism Practical – II	HC	0	0	2	2	4

**Practical Components:**

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



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

**Course Description:**

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

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

**7 hours**

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

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

**6 hours**

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

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

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

**Unit 4: Designing Effective Training Systems**

**6 hours**

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

**Reference:**

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

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







- 2013

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

**Course Description: अध्ययन वर्णन :**

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

**Prerequisites/Pre reading for the course: पूर्वपेक्षतः**

- अधयेता कय, सहन्दी नािक िासहिक का ििंसक्षत ज्ञान आशयक है।
- सहन्दी िासहिक के इसतहािक का ििंसक्षत ज्ञान की आशयकता है।
- सहन्दी व्याकरण का अभयधन आशयक है।
- मीसिया ले ििन की बुसनयादी जानकारी चासहए।
- अंग्रेजी – सहन्दी अनुिाद िे ििंसधत जानकारी जरुरी है।

**c) Pedagogy: सिक्षशवस्त्र :**

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

**Course Objectives: पवठ्यक्रम उद्देश्य :**

- ििंदभानुिार उसत भाषा का प्रयग करने की दक्षता कय छातयं में उत्पन्न करना।
- िासहिक के माध्यम िे िमाज एिं मानीय मूल्यं कय िमझाकर, उन मूल्यं की रक्षा हेतु पररत करना।
- छातयं में पुस्तक पठन एिं ले ििन की अकृत सतम प्रिसि स्थसपत करना।
- अधयेताओं में िासहिक के माध्यम िे प्रभािी एिं कु शल ििंचार का सिकाई करना।

**Course Outcomes : असिगम पररर्वम :**

अध्ययन की िमाखत पर अधयेता –

- िामासजक मूल एि नैसतक जाबदेही कय स्वीकार कर िकता है।
- िासहिक की प्रांसकता कय जीिन में िमझने की दक्षता रिता है।
- िमाज में अंतसनसहत पदसतया एिं सिचारधाराओं का व्याख्यान करने में िक्षम बन िकता है।

- िासहऱि के माध्यम िेे प्रभाऱिी एऱिं कु शल ििंचार का सऱका ि करऱकता है ।



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

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

**Course Objectives:**

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

**Course 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**

**6 hours**

Anne Sexton – Consorting with Angels

Eugene Field – The Doll’s Wooing

Vijay Dan Detha – Double Life

Charlotte Perkins Gilman – The Yellow Wallpaper 12 Hours

**Unit-II: Love & Romance**

**6 hours**

Alfred Noyes – The Highway Man

William Shakespeare – Sonnet 116

Frank Richard Stockton – The Lady or the Tiger?

Oscar Wilde – The Nightingale and the Rose

**Unit-III: War & Trauma**

**7 hours**

Lord Alfred Tennyson – The Charge of the Light Brigade

TaufiqRafat – The Medal

Guy de Maupassant – Two Friends

Sadaat Hasan Manto – Toba Tek Singh

**Unit-IV: Children’s Literature**

**7 hours**

William Blake – The Chimney Sweeper

D.H. Lawrence – Discord in Childhood

Anna Sewell – The Black Beauty (Extract)

Rudyard Kipling – The Jungle Book (Extract)

**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
B21AC0301	Tourism – III (Travel Agency and Tour Operations Management)	HC	2	1	0	3	4

### Course Description:

This course aims to acquaint the students about the aspects of Travel agency, which is one of the most important organizations in the tourism private sector. It is a travel agency which packages and processes all the attractions, accesses, amenities and ancillary services of a country and presents them to the tourists. That's why travel agencies are known as image builder of a country.

**Pre-Requisite:** Interest in learning operation of travel agency and tour management

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

### Course Objectives:

1. To orient the students regarding the prevalent procedures and processing style in respect of travel agency business and its management
2. To procedures adopted by agencies in the specific fields and focuses on the prescribed requirements by the administrative machinery looking after specific aspects of tourism and allied activities
3. To introduce to the professional aspects of itinerary and tourism products
4. To understand the working of travel agencies and tour operators across the globe.

### Course Outcomes:

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

1. Examine the workings of travel agency & tour operations
2. Illustrate the procedures and processing in Tourism and Travel aspects
3. Develop Itinerary and Tourism Products according to the requirements of the profession
4. Compare the workings of different Travel Agency and Tour Operators in the country and worldwide

**Course Content:**

**Unit I: History & Growth of Travel Agency & Tour Operators** **10 Hours**

Emergence of Thomas Cook & American Express, Emergence of Travel Intermediaries, Indian Travel Agents & Tour Operators; Differentiation and Interrelationship; Functions and Organisational Structures of Travel Agency and Tour Operators; Linkages of Tour Operation Business with Principal Suppliers, Government and Other Agencies. Incentive and Concessions Applicable to Tour Operators in India– IATA, Dept. of Tourism, Govt. of India (DOT)

**Unit II: Travel Agency Products & Functions** **10 Hours**

Different products of a travel agent; Services of Travel Agents – Liasoning, Counseling, Organizing & Distributing; Functions of Travel Agents – Itinerary planning, reservations, hotel booking, car rental services and Others Travel Service distribution: Types, techniques, automated Sales, Global Distribution System, CRS; Introduction to Air Ticketing & Air Cargo Operations

**Unit III: Itinerary Preparation & Documentation** **10 Hours**

Meaning, Importance and Types of Itinerary - Resources and Steps for Itinerary Planning - Do's and Do Not's of Itinerary Preparation Tour Costing: Tariffs, FITS & GITS. Confidential Tariff; Travel Documentation: Passport, VISA, Currency Regulations, Custom Regulations, Health Regulations, Immigration Formalities at Airport and TIMATIC; Familiarization with TIM (Travel Information Manual)

**Unit IV: Tour Package Operation** **9 Hours**

Tour Package designing- Definition of tour package, types & forms of Package Tours; Planning for a tour package, Components of a tour package. Product oriented package tours: Special interest tours: Advantages & limitations of tailor-made tour packages; Factors in tour package designing; Steps in Tour package designing – Destination Survey, properly survey, seasonal consideration, confidential tariff arrangements, payment procedures, Ground handling etc; Limitations of a package tour. Case study of Tour packages for Golden triangle of India; Designing and importance of brochures. Presentation Skills.

**References:**

- Chand.M, Travel Agency Management, an Introductory Text. Anmol Publications Pvt. Ltd, New Delhi.2007
- Foster D.L, The Business of Travel Agency Operations and Administration. McGraw Hill, Singapore 1991
- Holloway J.E, . The Business of Tourism. Pitman publishers.2016
- Laurence.S, Guide to Starting and Operating Successful Travel Agency. Delmar Publishers Inc., New York.
- Singh.L.K , Management of Travel Agency. Gyan Publishing House2020

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21AC0302	Tourism Practical – III	HC	0	0	2	2	4

**Practical Components:**

- Draft different types of Itinerary for destinations
- Design a Tour Package
- Designing a travel brochure

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21AC0303	History – III (Karnataka – Society, Economy and Culture)	HC	2	1	0	3	4

**Course Description:**

The course is devised to help the students to understand the development of Karnataka under the different rulers. The students can explore the unique economic and political disciplines started by the rulers in Karnataka which were later adopted by the government of independent India. Students will understand that Karnataka was the centre of various religious cults and the literary movements. Along with that students will also get a comprehensive knowledge about the current issues related to borders, water and linguistic issues.

**Pre-Requisite:** Appreciation for the local culture and history

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

**Course Objectives:**

1. To familiarize about the formation of Karnataka and the important dynasties of the state
2. Make the students to understand the various religious movements in Karnataka
3. To analyze the contributions of different philosophical thoughts developed in Karnataka
4. To develop critical thinking about the contemporary issues that changed Karnataka's political, socio-economic and cultural scenario

**Course Outcomes:**

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

1. Explain the reasons for the formation of Karnataka.
2. Identify the influences of various philosophical thoughts originated in India.
3. Summarize the influence of the diverse cultural movements in Karnataka during the different timelines.
4. Divide the numerous dimensions of the contemporary issues of Karnataka.

**Course Content:**



**Unit I: Early Kingdoms of Karnataka****10****Hours**

The Satavahanas – The Formation of States, Social - Agrarian Structure - Feudal Base - Kadambas - Inscriptions - Land Grants - Agraharas - Educational System, Early Chalukyas - Aihole 500.

**Unit II: Vijayanagara, Bahamanis & Wodeyars****10****Hours**

Krishnadevaraya - Expansion of Vijayanagar; Socio-economic Conditions of Vijayanagar empire; Contributions to Literature, Art and Architecture. Bahamani and Adilshahis - State Income - Trade Contacts - Keladi - Shivappa Nayaka's Sistu. Tippu - Fiscal Reforms - Economic Innovations. Wodeyars and their contribution to literature - Rule of Krishnaraja Wodeyar III

**Unit III: Religion, Philosophy, Art and Culture****10****Hours**

Jainism - Jain Centres - New Religious Sects (Advaita, Dvaita, Vishistadvaita,) Minor Cults (Kalamukhas and Shaktas) Virashaivism – Dasa Movement - Sufism. Pampa – Vachanas (Basavanna – Akkamahadevi) - Dasa Literature (Purandaradasa – Kanakadasa). Navodaya Movement (Bendre - Kuvempu). Architecture - Chalukyas of Badami, Hoysalas, Vijayanagara, Bahamanis - Adil Shahi's

**Unit IV: Anti-colonial and Freedom Struggle****9 Hours**

Commissioner's Rule – Mark Cubbon and Betham Bowring; Dewan's of Mysore – Seshadri Iyer, Sir M. Vishveshvaraya, Sir Mirza Ismail; The rebellions of the Bedas of Halagali and Venkatappa Nayaka of Surapura; Freedom movement in Karnataka with reference to Belgaum session, Isuru, Vidurashvatha and Shivapura Incident; Unification of Karnataka. Contemporary Issues: 1. Politics of assertion and Social Justice (Backward Class Movement, Dalit Movement and Progressive Movements, Gokak Chaluvalli, Raitha Sangha) 2. Border Dispute (Mahajan Commission). 3. River - Water Disputes.

**MAPS:**

1. Centres of Religious Importance (Advaita, Dvaita, Vishistadvaita)
2. Centres of Art & Architecture (Chalukyas, Hoysalas, Vijayanagar, Bahamani's & Adil Shahi's)
3. Centres of Freedom Struggle.

**PLACES OF HISTORICAL IMPORTANCE:**

1. Aihole
2. Badami.
3. Banavasi
4. Bangalore
5. Belur
6. Belgaum
7. Bijapur
8. Hampi
9. Halebidu
10. Keladi
11. Kittur
12. Mysore
13. Pratishthana
14. Shivapur
15. Srirangapatna

**References:**

- R.R. Diwakar, (Ed.): Karnataka through the Ages, Govt. of Mysore, Bangalore, 1968
- A.S. Altekar: Rastrakutas and their times, Oriental Book Agency 2000
- C. Hayavadana Rao: History of Mysore 3 Vols, Govt. Press 1968
- K. Raghavendra Rao: Imagining the Unimaginable, Prasaraanga, Kannada university, Hampi 2000
- S. Rajashekara: Karnataka Art & Architecture, Sujatha Publication, 1985

- K.R.Basavaraja: History and Culture of Karnataka:Early Times to Unification,Chalukya Publications Dharwad,1984

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.

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

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

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

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

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

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

**Unit IV: Introduction to Film Studies**

**9 Hours**

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

**References:**

- 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.
	Media Studies*	OE	2	1	0	3	4

**Course Description:**

This course serves to provide an introduction to the various facets of media studies. Students will examine the significance and impact of media in the society. They will understand and assess current scientific debates in the field and appreciate the relationships between

communication, media, culture and evolution of humankind. Students will understand the wide-ranging influences of media and thereby critically analyze how it is shaping the society of present times.

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

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

**Course Objectives:**

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

**Learning Outcomes:**

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

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

**Course Content**

**Unit I: Communication and Mass media**

**10 Hours**

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

**Unit II: Media and Freedom**

**10 Hours**

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

**Unit III: Controls and Issue**

**10 Hours**

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

**Unit IV: Concepts of Media**

**9 Hours**

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

**References:**

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

- Nicholas, Jankowski. *New Media and Society*. Sage Publications. N Jankowski, S Jones, D Park - 2012 - journals.sagepub.com

**\*\* Note:** Life Skills and Personal Development as an Open Elective Course is offered to III 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.

**Prerequisites:** Keen interest to Self-development

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit-I: Personal Development**

**10 hours**

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

**Unit-II: Interpersonal Development**

**10 hours**

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

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

**10 hours**

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

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

**9 hours**

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

**References:**

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

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

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

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







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 सिकाई करने हेतु तथा सिसभन्न िासहखिक प्रसक्ययाओ द्वारा िमाज, ििंस्कृत सत एिं जीिन के मूल्यं कय िमझने हेतु असभकखित है।

**Course Objectives: पठ्यक्रम उद्देश्य :**

- ििंदभानु िार उसचत भाषा का प्रयग करने की दक्षता कय छातृयं में उत्पन्न करना।
- िासहि के माध्यम ििे िमाज एिं मानीय मूल्यं कय िमझाकर, उन मूल्यं की रक्षा हेतु फेरत करना।
- छातृयं में पुस्तक पठन एिं ले ििन की अकृत सतम प्रिृसि स्थासपत करना।
- अधयेताओं में िासहि के माध्यम ििे प्रभािी एिं कु शल ििंचार का सिकाई करना।

**Course Outcomes :असिगम पररर्वम:**

- अध्ययन की िमाखत पर अधयेता –
- िामासजक मूल एि नैसतक जिाबदेही कय स्वीकार कर िकता है।
  - िासहि की प्रांसकता कय जीिन में िमझने की दक्षता रिता है।
  - िमाज में अंतसनसहत पदक्षतया एिं सिचारधाराओं का व्याख्यान करने में िक्षम बन िकता है।
  - िासहि के माध्यम ििे प्रभािी एिं कु शल ििंचार का सिकाई करिकता है।

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

**Prerequisites:पूववपेक्षत:**

- अधयेता कय, सहन्दी ििं ििकाव्य का ििंसक्षत ज्ञान आशयक है।
- सहन्दी िासहि के इसतहाि का ििंसक्षत ज्ञान की आशयकता है।
- सहन्दी व्याकरण का अिबयधन आशयक है।

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

**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

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स्वगभयग

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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: पवठय पुस्तक:

- िंि-काव्य – नहुष – मैसथलीशरण गुप्त

References: िन्दरु ग्रन्थ :

- रि – छंद – अलंकर - कृ णदे ि शमा & िुरेश अग्रिाल
- सहन्दी िासहिक का इसतहाि - िॉ. नागेद्र
- आधुसनक सहन्दी िासहिक का इसतहाि - िॉ. बच्चन सिंंह
- सहन्दी िासहिक का न्नीन इसतहाि - िॉ. लाल िाहब सिंंह
- शुद्ध सहन्दी कै िे बयले कै िे रल िे - 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.

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

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

**Course Objectives:**

1. To infer the myths from the contemporary perspective.

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

**Course Outcome:**

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

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

**Course 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
B21AC0401	Tourism – IV (Transport in Travel and Tourism)	HC	2	1	0	3	4

**Course Description:**

This course will help students analyze the management of land, sea and air transportation systems that support travel; examines airlines, cruise ships, buses, rail and travel packages.

**Pre-Requisite:** Preliminary knowledge of transportation system

**Pedagogy:** Direct Instruction, Collaborative Learning

**Course Objectives:**

1. To provide an insight into different types of transportation
2. To give an understanding about the ongoing changes, growth, present status, government policies, problems and management of air and surface transport, in the context of tourism industry
3. To impart the theoretical and applied dimensions of transportation industry.
4. To familiarize with the various aspects of transportation process in practice.

**Course Outcomes:**

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

1. Examine the relevance of procedures and specifications between airline and shipping industry
2. Apply the procedures involved in the transportation trade via air and sea with a Practical approach.
3. Explain the theoretical and applied dimensions of transportation industry in terms of surface, water and air transport
4. Develop the theoretical understanding of the transportation process in practice in customizing itineraries and tourism products

**Course Content:**

**Unit I Evolution of Transport Systems**

**10 Hours**

Importance of Transport in Tourism, Major transport systems –rail, road, water transport

**Unit II- Air transport and its evolution**

**10 Hours**

Present policies and regulations pertaining to airlines, limitations of weights and capacities; Function of ICAO, DGCA, IATA, AAI; A brief History of Aviation with special reference to India; freedoms of air and important international conventions like: Warsaw Convention, Bermuda Convention and Chicago Convention; Latest Trends in Aviation in India. Problems and prospects of Indian Aviation Industry

**Unit III Surface & Water Transport System**

**10 Hours**

Approved Transit Transport, Document connected with Road Transport, RTO, Recreational Vehicles, Road Taxies Fitness Certificates; Major Highways across India and abroad; Rail Transport System, Major Railway System of world, Amtrak, Eurail, Brit Rail, Indian Railways. Past, Present, Future Tourist Trains, viz Palace on wheels, Royal Orient, Himalayan Queen. Facilities offered by Indian Railways; International Luxury trains: The Orient Express, Trans Siberian railway; Historical Past, Cruise ship, River Canal boats; Future prospects and growth of Water Transport in India. A case study of: Kerala & Venice

#### Unit IV: International Tourism

**9 Hours**

Role of Government in promotion of Domestic and International tourism in India; Types of International and Domestic Tourism; Emergence of international hotels & tourisms; Patterns and characteristics of India's outbound tourism. Case study of Dubai, Singapore, Malaysia and Thailand. Domestic tourism in India, major tourist generating states in India. International Conventions: Warsaw 1924, Chicago 1944.

#### References:

- Choy J. L., James C, Makes and Dexter. Travel Industry, Wiley Pub.
- Duval David Timothy. Tourism and Transport: Modes, Networks and flows. Channel view Publications.
- J. Page, S. Transport and Tourism: Global Perspective, Pearson Edu. Ltd.
- Stephen Page. Tourism Management, Routledge.

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21AC0402	Tourism Practical – IV	HC	0	0	2	2	4

#### Practical Components:

- Case studies of Past, Present, Future Tourist Trains
- Travel Experiences of River Canal boats & Houseboats of Kerala
- Organized visit to any one- Dubai, Singapore, Malaysia and Thailand- to check the aspects & trends in the Tourism Industry

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21AC0403	History – IV (History of Modern India)	HC	2	1	0	3	4

#### Course Description:

Through this course students will be able to analyse the implications of advent of Europeans on India. It makes the students to critically examine the various policies like economic, political and educational policies introduced during the British colonial period and their impact on the Indian society. The students can identify the stages of the growth of nationalism in India and the contribution of prominent freedom fighters to the freedom struggle.

**Pre-Requisite:** Knowledge of pre-independence era of India

**Pedagogy:** Direct Instruction, Collaborative Learning



### **Course Objectives:**

1. To understand the implication of arrival of Europeans to India.
2. To analyze the various reformations undertaken during the colonial era in India.
3. Understand the economic and education policies of the British Raj.
4. To make acquainted with the rise of nationalism and the freedom struggle.

### **Course Outcomes:**

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

1. Summarize the consequences of onslaught by Europeans on India
2. Examine the basis and effects of different reforms initiated by the British Raj
3. Outline the advantages and disadvantages of the British policies for India
4. Analyze the contribution of important leaders to Indian freedom struggle

### **Course Content:**

#### **Unit-I: Advent of Europeans**

**10 hours**

Advent of Europeans-The Portugese, The Dutch, The British, The French; Impact on Indian Polity –Mercantilism – Wars and Annexations of the British (Plassey, Buxar, Carnatic Wars) - Consolidation and Governance - Resistance and the Revolt of 1857.

#### **Unit-II: India under Colonial Hegemony**

**10 hours**

Administrative Reforms : (1) The Regulating Act of 1773- Pitt's India Act of 1784 (2) Administrative Reforms of Lord Cornwallis (3) Administrative Reforms of William Bentinck; Policies of Expansion - Subsidiary Alliance & Doctrine of Lapse - Consolidation of British Empire in India up to 1857 A. D.

#### **Unit-III: Economic & Education Policies of the British**

**10 hours**

British Land Revenue System (Permanent Settlement, Ryotwari, Mahalwari) – Commercialization of Agriculture - Impact of Industrial Revolution on Indian Industry; Administration of the Company – Regulating Charter Acts; Cultural & Social Policies: Humanitarian Measures & Spread of Modern Education Macaulay's Minutes; Social and Religious Reform Movements.

#### **Unit-IV: Growth of Nationalism and Freedom Struggle**

**9 hours**

Founding of Indian National Congress – Early Phase - Gokhale – Tilak and Swadeshism - Muslim League – Coming of Gandhi – Non Co-operation and Civil Disobedience Movement; Jallianwalabagh Massacre; Gandhian Methods of Struggles - Strategies - Ambedkar and Poona Pact - Emergence of the Left Wing – Jawaharlal Nehru and Subhash Chandra Bose - Government of India Act 1935 – II World War and Indian Nationalist movement – Quit India Movement – Communalism – Mount Batten Plan – Partition and Independence.

### **MAPS:**

1. Early European Settlement.
2. Places Connected to 1857 Movement.
3. Places connected to Indian National Movement.

### **PLACES OF HISTORICAL IMPORTANCE:**

- |             |            |           |            |             |              |
|-------------|------------|-----------|------------|-------------|--------------|
| 1. Amritsar | 2. Belgaum | 3. Buxar  | 4. Calicut | 5. Calcutta | 6. Dandi     |
| 7. Goa      | 8. Jhansi  | 9. Lahore | 10. Madras | 11. Mahe    | 12. Naokhali |

13. Plassey 14. Pondicherry 15. Surat

**References:**

- Bandyopadhyay, Sekhar. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, 2004.
- Chhabra, G. S., ed. Advanced Study in the History of Modern India. 2 Vols. New Delhi: Sterling Publ. Pvt. Ltd., 1987.
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- Chandra, Bipan et al. India’s Struggle for Independence. New Delhi: Penguin Books, 1989.
- Chandra, Bipan. Nationalism and Colonialism in Modern India. New Delhi: Orient Longman, 1979.
- Chopra P .N., B. N. Puri, and M. N. Das. A Social, Cultural and Economic History of India. 3 Vols. Madras: Macmillan India Press, 1994.
- Desai, A.R. Social Background of Indian Nationalism. Bombay: Popular Prakashan, 1982.
- .Majumdar, R. C., et. al. An Advanced History of India, IVth Edition. Bombay: Macmillan, 1985.
- Majumdar, R. C. History of the Freedom Movement in India.3 Vols. Calcutta: Firma L.K. Mukhopadhyay, 1962 - 63.
- Majumdar, R. C., ed. The History and Culture of the Indian People: British Paramountcy and Indian Renaissance. Vol. X. Mumbai: Bharatiya Vidya Bhavan, 2007.
- Majumdar, R. C., ed. The History and Culture of the Indian People: Volume 11: Struggle for Freedom. Bombay: Bharatiya Vidya Bhavan, 2003.
- Metcalf, Thomas R. The Aftermath of Revolt: India. 1857-1870. Princeton: 1965

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.

**Prerequisites:** Inquisitive nature to identify the problems.

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

**Course Objectives:**

1. To expose students to the theory and mechanics of conducting research

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

**Course Outcomes:**

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

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

**Course Content:**

**Unit I: Introduction to Media Research**

**10 Hours**

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

**Unit II: Elements of Research**

**10 Hours**

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

**Unit III: Research Presentation**

**10 Hours**

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

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

**9 Hours**

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

**References:**

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

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

**Practical Components:**

- Research Proposal/ Synopsis Presentation
- Bibliography Chapter

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

**Course Description:**

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

**Pre-requisites:** None.

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

**Course Objectives:**

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

**Course Outcomes:**

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

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

**Course Content:**

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

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

**Unit 2: Emotional intelligence, Motivation and personality 6 Hours**

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

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

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

**Unit 4: Self-presentation**

**6 Hours**

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

**References:**

- 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.
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- Robinson, Joseph. *Content Writing: Step-by-Step*. Amazon Digital Services LLC - KDP Print US, 2020.
- Soukup, Ruth. *How to Blog for Profit Without Selling Your Soul*. Life Well Lived Publications, 2014.
- Thonney, Teresa. *Academic Writing: Concepts and Connections*. Oxford University Press, 2016.
- Zemach, Dorothy E., and Lisa A. Rumisek. *Academic Writing: from Paragraph to Essay*. Macmillan, 2019.

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

**Course Description:**

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

**Prerequisites:** Student must have knowledge of Research methodology

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

**Course Objectives:**

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

**Course Outcomes:**

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

1. Infer 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
B21AC0501	Tourism – V (Principles and Concepts of Hospitality Management)	HC	2	1	0	3	4

### Course Description:

This course introduces students to the fundamental concepts of management related to the tourism and hospitality industry. Topics include hotel and resort management, food and beverage management, and marketing for high end hotel and franchises. Students will also be introduced to standards and practices in the tourism and hospitality industry.

**Pre-Requisite:** Keen understanding of the working aspects of Hospitality sector

**Pedagogy:** Direct Instruction, Collaborative Learning

### Course Objectives:

1. To impart knowledge of hospitality /hotel operation and management to the students as tour planners, and tour executives so that they can add this vital component in the tour package and offer it to the tourists
2. To understand the front office, food and beverage and housekeeping aspects both theoretically and Practically which are commonly related with tour package
3. To delve into the different types of tourism and accommodation and their features.
4. To understand the theoretical concepts of Hospitality Marketing

### Course Outcomes:

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

1. Decide with the theoretical and Practical aspects of the front office, food and beverage and housekeeping aspects
2. Define the relevance of the key departments of the hotel and hospitality industry
3. Demonstrate the types of the Tourism & Accommodation
4. Discuss the theoretical concepts of Hospitality Marketing

### Course Content:

#### Unit I: Tourism & Accommodation

**10 Hours**

Introduction to hotels, Accommodation Industry, Types, Evolution of lodging industry, Need, Importance, role of hotels, FHRAI, Star Hotels and classification. International Scenarios and trends

#### Unit II: Hotel Industry in India

**10 Hours**

Evolution, Different groups of hotels in India, Hotel Groups, ITDC – role, importance, ASHOKA group, WELCOME group, Taj Group- role in Indian Tourism

#### Unit III: Hotel Key Departments

**10 Hours**

Front Office Management - Introduction to Front Office Department, Advantages, Formalities and formats, Types of rooms and plans. Organisation Chart and duties and responsibilities, Qualities of a front-office staff House Keeping – Introduction to House keeping, importance of housekeeping department, Organizational Chart and the duties and responsibilities. Cleaning-different equipments & agents, Daily routine systems, Laundry, Linen & Uniform, Interior Decoration & facilities, Special decorations

Food & Beverage Service – Introducing to food & beverage Service, types of services, organizational charts and duties, Menus, Idea about Beverages -- Alcoholic & Non-Alcoholic  
Food Production – Introduction, Hierarchy, Idea about different cuisines – national and international, Specific menus according to festivals & other facilities

**Unit IV: Marketing Of Hotels**

**9 Hours**

Meaning and concept of Hospitality Marketing—importance & its future; Great Leaders in hospitality –Ellsworth Statler, Ralph Hitz, J. Willard Marriot; Marketing concept, Marketing Mix, Hotel Market and new trends

**Activities:**

Visit and observe the aspects of Front Office Management, Food & Beverage Service Food Production of the hotel industry; Create Marketing concept for a component (Hotel etc. ) in the hotel and hospitality sector; Case study of prominent hotels or Hotel Groups in India

**References:**

- John R. Walker, Introduction to Hospitality Management: 3rd Edition Pearson, Prentice Hall, 2010
- Vijay Dhawan, Food and Beverage Service; Frank bros Ltd. publishers
- S.K. Bhatnagar, Front Office Management; Frank bros Ltd. Publishers
- G. Raghubalan, Housekeeping operation and Management; OUP India

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21AC0502	History – V (History of India after Independence)	HC	2	1	0	3	4

**Course Description:**

This course enhances the knowledge of the students regarding the various political, social and economic scuffles that took place in the post independent era in India. Also, students can interpret the various theoretical concepts and identify the motives behind the movements that changed the political and social life in India. Students will explore the reasons for the emergence of various political parties in India and also understand the impact of the multidimensional facets of Globalization and Liberalization.

**Pre-Requisite:** Preliminary acquaintance with pre-independence history of India

**Pedagogy:** Direct Instruction, Collaborative Learning

**Course Objectives:**

1. To understand the early challenges in the post-independent India.
2. To introduce the various movements started during the 1960s and 1970s in India.
3. Understand the reasons for the emergence regional parties and their importance in Indian politics.
4. To make acquainted with the rise of theoretical movements and the impact of globalization and Liberalization on Indian politics and economy.

**Course Outcomes**

1. Examine all the challenges faced by the Government of India in the post independent era.
2. Analyse the impact of movements on the Indian society.
3. Illustrate the contribution of various national and regional political parties.
4. Identify the multidimensional transformations took place due to the introduction of Globalization and liberalization

## Course Content:

### **Unit I: Indian Independence: 10 Hours**

Partition -Aftermath-Problems in the New Republic – Integration of Princely States – Reorganization of states on Linguistic basis; Nehruvian Era – Industrial development in five year plans - Making of a Foreign Policy – Non-Alignment - India and her Neighbors (China, Pakistan, Srilanka) - India in World Affairs - Educational and Cultural bodies (NCERT, UGC, ICSSR, ICCR, ICHR) -Development of Science Technology(Indian Atomic Energy Commission, DRDO).

### **Unit II: Social Movements and Era of Indira Gandhi 10 Hours**

Hegemony of the Congress – The Right and Left Parties - Socialist and Communist Movements - Problems of Minorities and OBC's - The Politics of Social Justice - Ambedkarism and Dalit Movements. Era of Indira Gandhi – Nationalization of Commercial Banks – JP Movement - Proclamation of Emergency and Janata Regime – Punjab crisis and Bluestar Operation

### **Unit III: Emergence of Regional Parties and Rajiv years 10 Hours**

Regional Political Parties (DMK, Akali Dal and Telugu Desam); Politics of Populism; The Rajiv Gandhi's regime – SAARC – Panchayat Raj – Development of Science and Technology – Sri Lankan Policy – Realignment of Political Forces – Mandal Commission

### **Unit IV: The New Era 9 Hours**

Rise of Fundamentalism – Secularism and Communalism – Post Modernist Movements -The Women's Movements - The Politics of Women's Empowerment; Globalization and Liberalization - Impact on Indian Economy; Importance of the reign of A. B. Vajapayee – Bus Diplomacy – Kargil War.

#### **MAPS: LOCATE 10 CENTERS ONLY:**

1. Union territories and State Capitals of India
2. Native States integrated into India
3. Linguistic States created in 1956.

#### **PLACES OF HISTORICAL IMPORTANCE:**

1. Amritsar
2. Ayodhya
3. Bangalore
4. Chennai
5. Godra
6. Hyderabad
7. Junagad
8. Jaipur
9. Kargil
10. Mysore
11. New Delhi
12. Pokhran
13. Simla
14. Srinagar
15. Sriperambudur

#### **References:**

- Appadorai, A. Contemporary India: Essays in Domestic and Foreign Policy. New Delhi: South Asia Books, 1989.
- Appadorai, A. and M. S. Ranjan. India's Foreign Policy and Relations. New Delhi: South Asian Publishers, 1985.
- Basu, D. D. Introduction to the Constitution of India. XXIst Edition. New Delhi: Lexis Nexis, 2013.

- Benevalensky. Non-Aligned Movement: From Belgrade to Delhi. New Delhi: Vikas Publishing House, 1997.
- Brass, Paul R. Politics of India Since Independence. New York: Cambridge University Press, 1992.
- Chakravarthy, Sukhamoy. Development Planning: The Indian Experience. Oxford: Clarendon Press, 1987.
- Chandra, Bipin and others. India After Independence. New Delhi: Penguin, 1999.
- Chandra, Bipin. Essays on Contemporary India. New Delhi: Viking, 1993.
- De Souza, Peter Ronald, ed. Contemporary India - Transitions. New Delhi: Sage Publications, 2000.
- Engineer, Asghar Ali,. Communal Riots in PostIndependenceIndia,. Hyderabad: Sarigam Books, 1984
- Gadgil, Madhav And Ramchandra Guha. The Fissured Land: An Ecological History of India. New Delhi: Oxford University Press, 1996.
- Haksar, P. N. India's Foreign Policy and Its Problems. New Delhi: Indian Books Centre, 1989.
- Jalan, Bimal, ed. The Indian Economy: Problems and Prospects. New Delhi: Viking, 1989.
- Prasad, Bimal, ed. India's Foreign Policy: Studies in Continuity and Change. New Delhi: Vikas Publisher, 1979.
- Robb, Peter. Dalit Movements and the Meaning of Labour in India. New DelhI: Oxford University Press, 1993.

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.

### Prerequisites:

Primary understanding of the requirement of laws in society .

### Pedagogy:

Direct instruction, Collaborative and ICT method

### Course Objectives:

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

## Course Outcomes:

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

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

## Course Content:

### Unit I: Indian Constitution

10 Hours

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

### Unit II: Media Laws

10 Hours

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

### Unit III: Issues in Media

10 Hours

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

### UNIT-IV: Ethics in Media

9 Hours

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

## References:

- 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
- T Mecluskey Matha. *Feminism, Media and The Law*. New York: Focus Press. 1997
- K S Venkateshwaran. *Mass Media Laws and Regulations in India*. Singapore: AMIC. 1993

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21ACS511	Tourism – VI (A) (Airfare Ticketing and CRS)	SC	1	1	0	2	3

**Course Description:**

Fares and Ticketing is a niche specialisation of the Hospitality and Travel field. Fares and Ticketing courses are also a gateway through which candidates can join the Aviation industry. Airline Ticketing is a process of providing a document by an airline or a travel agency, to confirm that an individual has purchased a seat on a flight on an aircraft. The course reveals many airline ticketing concepts such as travel agency management, ticketing, boarding, ticketing process and so on. The course is good for the job point of view as after passing it students have abundant opportunities in the civil aviation sector both government and private.

**Pre-Requisite:** Interest in the workings of the aviation industry

**Pedagogy:** Direct Instruction, ICT based learning

**Course Objectives:**

1. To understand the basic aviation geography
2. To understand the nuances of airline routing
3. To familiarize with the airfare construction
4. To get acquainted with the process of handling ticketing

**Course Outcomes:**

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

1. Apply the nuances of airline routing
2. Relate the process of airfare construction
3. Practice the process of handling ticketing
4. Develop hands on training to standard CRS packages

**Course Content:**

**Unit-I: Aviation Geography 7 Hours**

IATA areas, sub-areas, sub-regions, Time calculations: GMT variation, Concept of Structural Time & Daylight saving time, calculation elapse time, Flying time & ground time

**Unit – II: Familiarization with OAG 6 Hours**

3 - letter city - code & Airport code, Airline designated code, Minimum connecting time, Global indicator.

**Unit – III: Familiarization with Air-Tariff 7 Hours**

Currency regulation. Introduction to fare construction, Mileages Principles, Fare construction with extra-mileage allowance & extra-mileage surcharge

**Unit – IV: Special Fare Calculation 6 Hours**

Higher intermediates point (HIP), Circle trip minimum (CTM), Backhaul Minimum Check (BMC); Add-ons, around the world Fares, Mixed-class Journeys, Special fares



**References:**

- Gupta, S.K. International Airfare and Ticketing Methods and Techniques. New Delhi: UDH Publishers and Distributers (P) Ltd.2007
- Davidoff, D.S. and Davidoff, P.G. Air Fares and Ticketing. New York: Prentice Hall.1995
- Foster, Dennis L. Reservations and Ticketing with Sabre. London: Create Space.
- Air Traffic Manuals 2010

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21ACS512	Tourism – VI (B) (Human Resource Management)	SC	1	1	0	2	3

**Course Description:**

This course provides an overview of the role of human resource management (HRM) incontributing to organizational effectiveness. The course examines the techniques, policies, processes, strategies, and practices used by companies and/or managers to effectively and efficiently utilize human resources in the toursim sector. Students will learn theories and practices in many different –corell areas of human resource management including staffing, performance management, work and job design, training, compensation, and labor relations.

**Pre-Requisite:** Keen interest in people management

**Pedagogy:** Direct Instruction, Collaborative Learning

**Course Objectives:**

1. To understand the HR Management and system at various levels in general with special reference to tourism organizations
2. To analyze the issues and strategies required selecting and developing manpower resources in the tourism industry
3. To get acquaintance with the process and stages of employee recruitment in Tourism industry
4. To develop relevant skills necessary for application in HR related issues

**Course Outcomes:**

On completion of this course, the students will be able

1. Develop the insight regarding the various Human Resource Practices
2. Discuss the concepts in Organizations with special reference to the Tourism Industry
3. Examine the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes with special reference to the Tourism Industry
4. Make use of the knowledge of HR concepts to take correct business decisions

## Course Content:

### Unit I- HRM

7 Hours

Meaning, Importance, Functions, Challenges and opportunities; Need for HRM in tourism Industry, Objective of human resource planning, Need for human resource planning in tourism

### Unit II- Recruitment

6 Hours

Meaning, Sources, methods, Selection -- selection methods Placement, induction and performance appraisal – meaning and relevance in tourism industry Training and development – meaning and its requirements, wage and salary-concept, Incentive

### Unit III- Job Evaluation

7 Hours

Concept, scope and limitation, Job Analysis and job description: - definition, uses of job analysis and job description, job description, job specifications and job analysis linkages

### Unit IV- Human Resource Development (HRD)

6 Hours

An Overview, What is HRD, Why HRD, HRD process and outcome' , An overview of HRD practices : Trends HRD in Service Industry : Importance and role of HRD in Service Sector ,HRD in Tourism Sector

## References:

- Dale S Beach, The Management of People at Work, Macmillan Publishing Co, New York
- Monopa A and Saiyadain M, Personnel Management, Tata Mc Graw Hill, New Delhi.
- Micheal V. Human Resource Management, Himalayan Publishing Co, Delhi.
- Tripathip C, Personnel Management and Industrial Relations, Sultan Chand & Sons.
- Stone Lioyed and Leslie W.Rue, Human Resource and Personnel Management, Rochard D. Irwin

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21ACS513	Tourism Practical -VI (A) (Airfare Ticketing and CRS)	SC	0	0	2	2	4

## Practical Components:

CRS: Introduction to the Amadeus GDS and its features; basic AMEDEUS commands -signing in and signing out of Amadeus, agent work areas; encode and decode cities, airports, airline names, aircraft equipment, countries; availability commands and scrolling elements; important status code ;flight information; five mandatory elements of PNR; optional elements command in PNR; other service information command; PNR retrieval & display commands; PNR modifications commands; split bookings commands; elementary commands for fare quote display.

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21ACS514	Tourism Practical -VI (B) (Human Resource Management)	SC	0	0	2	2	4

**Practical Components:**

- Presentation on the following topics- Learning Organizations, Knowledge Management, HR Outsourcing, Quantifying HR, Behavioral Event Interviewing (BEI), Global HR, HRIS, e-HR and Green HR
- Case analysis- Working in groups/ individually, the students will be required to submit analyses of the cases reflecting on the problem, genesis of the problem, probable solutions to the problem, merits and demerits of the probable solutions, proposed solution with action plan

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21ACS521	History – VI (A) (History of Modern Europe, 1789 – 1945 A.D.)	SC	1	1	0	2	3

**Course Description:**

This course is devised to expand the understanding of the students about the rise of Europe in the post renaissance era. Students will be made familiarized with the achievements of Napoleon Bonaparte and will be able to critically appraise the socio-economic impact of industrialization on Europe. This paper will also introduce the students to the various political developments in the post industrialization period in Europe.

**Pre-Requisite:** Basic knowledge about the industrialization in Europe.

**Pedagogy:** Direct Instruction, Collaborative Learning

**Course Objectives:**

1. To understand the changes in Europe after renaissance.
2. To introduce the rise and decline of Napoleon Bonaparte in France and administrative achievements.
3. Appreciate the socio-economic impact of industrialization in Europe.
4. To scrutinize the evolution of second empire in France.

**Course Outcomes:**

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

1. Analyze the reasons for the renaissance and its impact on European society
2. Outline the achievements of Napoleon Bonaparte

3. Interpret the transformations due to industrialization in Europe.
4. Summarize the transition in France after industrialization.

**Course Content:**

**Unit-I: The French Revolution**

**7 Hours**

Renaissance, Reformations, Geographical Discoveries; The French Revolution of 1789 – the causes and results.

**Unit-II: Napoleon Bonaparte**

**6 Hours**

Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe; Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign. Assessment of Napoleon: Vienna Congress - Revolutions of 1830 & 1848, & their Impact

**Unit-III: Industrial Revolution and socio-economic transformation**

**7 Hours**

Industrial Revolution in Britain; Impact on society, economy and politics. Industrialization in the continents, case study of France, Germany and Russia. Karl Marx - Emergence of working class and its movements.

**Unit-IV: Age of Napoleon III**

**6 Hours**

The second Empire in France and Louis Napoleon; The Crimean War; Treaty of Paris.

**MAPS:**

1. Renaissance Centres in Europe
2. Centres of French Revolution
3. Places connected to Crimean War

**PLACES OF HISTORICAL IMPORTANCE:**

- |              |            |             |              |          |           |            |
|--------------|------------|-------------|--------------|----------|-----------|------------|
| 1. Crimiea   | 2. Dunkrik | 3. Florance | 4. Frankfurt | 5. Genoa | 6. Lepzig | 7.         |
| Milan        |            |             |              |          |           |            |
| 8. Munich    | 9. Moscow  | 10. Naples  | 11. Paris    | 12. Rome | 13. Turin | 14. Vienna |
| 15. Waterloo |            |             |              |          |           |            |

**References:**

- Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
- C.M. Cipolla: Fontana Economic History of Europe, Vol. III: The Industrial Revolution. Norman Davies, Europe.
- J.Evans: The Foundations of a Modern State in 19th Century Europe.
- T.S. Hamerow : Restoration, Revolution and Reaction : Economics and Politics in Germany 1815-1871
- E.J. Hobsbawn: The Age of Revolution.
- Lynn Hunt: Politics, Culture and Class in the French Revolution.
- Andrew Porter, European Imperialism, 18760 -1914 (1994).
- E.J. Hobsbawn, The Age of Extremes, 1914 - 1991, New York: Vintage, 1996
- Carter V. Findley and John Rothey, Twentieth-Century World,. Boston: Houghton-Mifflin, 5th ed. 2003

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
<b>B21ACS522</b>	<b>History – VI (B) (History of China and Japan since 1900)</b>	<b>SC</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Course Description:**

This paper is formulated to give an exposure to the students about the rise of the two powerful nations in the Asian region namely China and Japan. It helps them to recognize the development of nationalism and Communism which helped in forming the People's Republic of China. Also, the students will analyse the rise and impact of nationalism in Japan. The students will be able to analyze the role of Japan during the World Wars.

**Pre-Requisite:** Preliminary acquaintance with pre-independence history of India

**Pedagogy:** Direct Instruction, Collaborative Learning

**Course Objectives:**

1. To understand the rise of Nationalism in China.
2. To know the impact of Communism on the evolution of People's Republic of China
3. To recognize the growth of Nationalism and its impact in Japan
4. To scrutinize the role of Japan during the World Wars

**Course Outcomes:**

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

1. Identify the motives behind the emergence of Nationalism in China
2. Analyze the growth and impact of Communism in China
3. Examine the powers behind the surfacing of nationalism in Japan
4. Illustrate the participation of Japan in World Wars I & II.

**Course Content:**

**Unit I: Rise of Nationalism in China**

**7 Hours**

European Intervention in China and Japan; Sino - Japanese War 1894-95 - Rise of Nationalism; Taiping Rebellion -100 Days Reform - Boxer Rebellion and its Consequences. Dr. Sun-yat-sen- Revolution of 1911.

**Unit II: Growth of Communism in China**

**6 Hours**

The Kuo-min-tung, Chiang-kai Shek - Communists and War Lordism - Achievements of the Nationalist Government. Mao-Tse-Tung, Origin and Growth of the Communist Party - Its leaders - Its success. People's Republic of China - Cultural Revolution of 1966.

**Unit III: Nationalism in Japan**

**7 Hours**

Nationalism in Japan – Economic, Social and Cultural Change in Japan; Meji Restoration -Anglo Japanese Alliance 1902- Russo -Japanese War 1904-05- Treaty of Portsmouth

**UNIT-IV: Japan and the World War**

**6 Hours**

Japan in the First World War - Washington Conference 1921-1922 - Second World War- Pearl Harbour Incident- Japanese initiatives in Asia -Allied Occupation of Japan- Post war Japan- Treaty of San Francisco -Japan's role in Modern World.

**MAPS:**

1. Centers of Western Influence in China.
2. Chinese territories under Japanese Occupation in First World War
3. Japanese conquests in Asia during Second World War.

**PLACES OF HISTORICAL IMPORTANCE:**

1. Canton      2. Formosa      3. Hiroshima      4. Honkong      5. Manchuria      6. Mukden
7. Nagasaki      8. Nanking      9. Peking      10. Port Arthur      11. Shantung      12. Shanghai
13. Shensi      14. Tokyo      15. Yokohama

**References:**

- Keay, John. China: A History. London: Harpers Press, 2011.
- Latimore, Owen. Inner Asian Frontier of China. Boston: Beacon Press, 1951.
- Latourette, K. S. A Short History of the Far East. New York: Macmillian and Co., 1948.
- Michael, F. H. and C. Taylor. The Far East in the Modern World. New York: Henry Holt & Co., 1956.
- Roberts, J. A.G. A History of China. London: Palgrave Macmillan, 2006.
- Gordon, Andrew. A Modern History of Japan: From Tokugawa Times to the Present. Oxford: OUP, 2013.
- Gordon, Gary. The Rise and Fall of the Japanese Empire. Oxford: Monarch Books, 1962.
- Hane, Mikiso and Louis G. Perez. Modern Japan: A Historical Survey. Colorado: Westview Press, 1992.
- Jansen, Marius B. The Making of Modern Japan. Cambridge: Belknap Press, 2002.
- McCargo, Duncan. Contemporary Japan. London: Palgrave Macmillan, 2004.
- McClain, James L. Japan: A Modern History. Norton: New York, 2002.
- Menton, Linda K. The Rise of Modern Japan. Hawaii: University of Hawaii Press, 2003.
- Morton, Scott W. and Kenneth J. Olenik. Japan: Its History and Culture. New York: McGraw-Hill Education, 2004.

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.

**Prerequisites:** 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, Massachussets.

- 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.

**Prerequisites:** Keen interest in photography

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

#### **Course Objectives:**

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

#### **Course Outcomes:**

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

1. Demonstrate a competent mastery of using a digital camera to produce images that are ready for publication in professional media.
2. Create compelling images that communicate the intended message with accurate captions which are publishable in professional publications.
3. Plan to gather and use audio to enhance the communicative value of a visual package.
4. Critically analyse the issues in Photojournalism.



## **Course Content:**

### **Unit-I: Introduction to Photography**

**7 Hours**

Photography, its role & importance.

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

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

### **Unit-II: Aspects of Photography**

**6 Hours**

Lens- Definition, Concept & Characteristics of lens

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

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

### **Unit-III: Principles of Photography**

**7 Hours**

Lighting: Sources of light: Natural & Artificial

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

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

**6 Hours**

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

Advertising Photography: Studio and Outdoor,

Text vs. Photograph.

Qualities of a good photojournalist

Visual story telling - Photo-features, Photo – essays

Writing captions

## **References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./
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./
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./
B21AH0501	Soft Skills Training - I	HC	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.
- 5) Apply business etiquette skills effectively an engineer requires.

**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.
- Wayne Dyer ,*Change Your Thoughts; Change Your Life* ,2006.
- Dr Joseph Murphy Maanu ,*The Power of Your Subconscious Mind Graphics*, 2006.

## SIXTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21AC0601	Tourism – VII (Tourism Marketing)	HC	2	1	0	3	4

### Course Description:

This course aims to outline the main characteristics of tourism marketing either on a business level or a destination level. It provides a comprehensive and authoritative introduction to all aspects of tourism marketing helping the students to understand the importance of marketing research and the role and functions of marketing in the tourism industry.

**Pre-requisite:** Basic knowledge of marketing

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

### Course Objectives:

1. To understand the function of positioning in tourism marketing
2. To explain the impact of competition and its impact in tourism marketing
3. To develop a marketing plan or a destination
4. To explain how intangibles are a part of marketing a tourism destination

### Course Outcomes:

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

1. Examine and discuss the key concepts and principles of marketing as applied to destinations and the tourism experience
2. Demonstrate an evaluative understanding of current issues associated with destination marketing
3. Examine and assess the effectiveness of marketing strategies applied to tourism
4. Take part in in tourism and marketing research and inquiry to inform strategic decision-making and problem solving

### Course Content:

#### Unit I: Introduction To Tourism (Service) Marketing 10 Hours

Introduction to service marketing; Definition, Scope and Importance of tourism marketing; Evolution of tourism marketing; Tourism marketing environment - micro and macro; Tourism marketing mix; Nature and characteristics of tourism offers; Marketing strategies adopted to overcome the different issues in tourism marketing

#### Unit II: Tourism Markets and Tourist Behavior 10 Hours

Definition and types of tourism markets; Concept and Types of tourists; Risks involved in travel purchase; Tourist buying process; Factors influencing tourist buying

#### Unit III: Tourism Market Segmentation Product 10 Hours

Targeting And Positioning- Concept and bases of tourism market segmentation; Types of tourism market segmentation; Market targeting; Product positioning; Concept and definition of tourism product; Tourism product from the perspective of sellers, buyers and society; Tourism as a packaged product; Destination as a product; New product development in case of tourism; Stages used in the development of a tourist circuit; Butler's tourism area life cycle (TALC); Plog's destination life cycle (DLC); Branding in tourism—destination branding, functions of destination brand and challenges of destination branding

#### **Unit IV: Tourism Pricing & Distribution**

**9 Hours**

Concept of tourism pricing; Factors influencing tourism pricing; Pricing strategies for tourism; Meaning and concept of tourism distribution; Distribution channels in travel and tourism

#### **References:**

- Philip Kotler, John Bowen, and James Makens, Marketing for Hospitality and Tourism, (Prentice Hall, India)
- Alastair M. Morrison, Hospitality and Travel Marketing, (Delmar Thomson Learning)
- Stephen F. Witt and Luiz Moutinho (Eds.) Tourism Marketing and Management Handbook (Prentice Hall, India)
- Peter Mudie and Angela Pirrie, Services Marketing Management, Butterworth-Heinemann, USA.
- S.M. Jha, Services Marketing, Himalaya Publishing House Pvt Ltd.

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
<b>B21AC0602</b>	<b>History – VII (India and Her Neighbours)</b>	<b>HC</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>

#### **Course Description:**

This is a unique course which introduces the students to the subject of International Relations of India specifically with its neighbours. It enables the students to understand the need and importance of foreign policies and how it acts or changes in different situations. The students will analyze the India's changing pattern of relations in the post independent era and understand the present status.

**Pre-Requisite:** Preliminary acquaintance with history of India

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

#### **Course Objectives:**

1. To understand the organic evolution of Foreign policy in India
2. To bring into light the relationship of India with China and Pakistan
3. To recognize the role of India in developing good relationship with its small neighbours.
4. To understand the importance of India in South Asian region.

#### **Course Outcomes:**

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

1. Identify the transformations in the Indian Foreign Policy according to the changing conditions.

2. Examine the instabilities in the relationships with China and Pakistan
3. Analyze the foreign policies of India with its small neighbours.
4. Outline the achievements of India in the South Asian region.

**Course Content:**

**Unit I: Foreign Policy**

**10 Hours**

India's Foreign Policy since Independence – 1947 to 1990 A.D. India's role in the UNO – Relations with neighbouring countries

**Unit II: Relations with China and Pakistan**

**10 Hours**

India and China – Tibetan issue – Korean crisis – PanchaSheel – Chinese Aggression 1962 – Colombo Proposals – Sino – Indian relations; India and Pakistan – Indo – Pakistan relations during the early years of independence – Kashmir issue – Indo – Pak war 1965 – Tashkent Declaration 1966 – Simla Agreement – Indo – Pak relations during the Janata rule and after.

**Unit III: India and other South Asian Countries**

**10 Hours**

India and Bangladesh : Emergence of Bangladesh and India's Role – Trade relations Indo-Bangladesh relations from Indira Gandhi to Narasimha Rao's tenure – Issues and economic relations between India and Bangladesh. India and Burma: Relationship between India and Burma since Indian Independence – Boundary Nepal: Relations between India and Nepal since India's Independence – India and Sri Lanka: Relations between India and Sri Lanka since Independence – Problems of the Tamils in Sri Lanka – Agreement of Kachchatheevu 28 June 1974 – Sri Lanka Agreement 1987 – Role of IPKF – India – Sri Lanka relations up to 1980's – up to 1990's.

**Unit IV: India's Achievements**

**9 Hours**

India and World Peace – Non Alignment Movement – South Asian Association of Regional Co-operation (SAARC).

**Project Work:** Project work on India's foreign policies – Strengths & Challenges; Regional Cooperation; International Relations

**References:**

- Hewit, Vernon, The new international politics of South Asia, Manchester: Manchester Uni. Press, 1997
- Jacques, Kathryn, Bangladesh, India and Pakistan International relations and regional tensions in South Asia, Houndmills: Macmillan, 2000
- Muni, S.D. and Muni, Anuradha, Regional Cooperation in South Asia, New Delhi: National, 1984
- Saez, Lawrence, The South Asian Association for Regional Cooperation (SAARC) An emerging collaboration architecture, New York: Routledge, 2011

- David Ludden, India and South Asia, One World Publication, 2002.
- Ramachandra Guha, Makers of Modern Asia, Harvard University Press, 2014
- Taylor C. Sherman, William Gould, Sarah Ansari, From Subjects to Citizens; society and everyday state in India and Pakistan, Cambridge University Press, 2014

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

**Prerequisites:** A preliminary exposure to the advertisements

**Pedagogy:** Direct method, inquiry based and collaborative method

### Course Objectives:

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

### Course Outcomes:

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

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



## Course Content:

### Unit-I : Introduction to Advertising

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	Course Type	L	T	P	C	Hrs./Wk.
B21ACS611	Tourism – VIII (A) (Sustainable and Eco-Tourism)	SC	1	1	0	2	3

**Course Description:**

The course focuses on the developments, practices as well as issues to deal with the conservation and management of eco-tourism resources. This course places a strong emphasis on the professional development of the students in ecotourism sector in particular

**Pre-requisite:** Awareness about environmental issues

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

**Course Objectives:**

1. To understand the environmental issues and their impact upon the tourism industry
2. To focus subject areas such as pollution, waste management and biodiversity will be a primary focus
3. To explore the natural and cultural environments of communities and global destinations
4. To understand the concepts of sustainable principles that can be applied to the tourism field.

**Course Outcomes:**

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

1. Analyze the debate on the acceptance of sustainable tourism, exploring barriers and potential solutions
2. Define the difference in sustainable and eco-tourism determining the role of eco in sustainable tourism and critically evaluate the impact this has had on the events industry
3. Analyze methods to reduce the negative impact to the environment of a host destination due to tourism development
4. Apply sustainable principles to the different sectors of tourism

**Course Content:**

**Unit – I: Sustainable Tourism Development**

**7 Hours**

Sustainable Tourism Development: Meaning- Principles - Agenda 21 for Travel and Tourism Industry - World Conference on Sustainable Tourism 1995 - Globe 90 Conference - Berlin Declarations - Bali Declarations 2005 - Cape Town Declarations 2002 and Kerala Declarations, Ecotourism- Quebec Declaration 2002 - Kyoto Protocol 1997 - Oslo Declaration 2007

**Unit II: Planning for Sustainable Tourism**

**6 Hours**

Topographical Analysis - Analysis of Local Resources - Land Use Pattern – Environmental Impact Assessment (EIA), Environmental Information System (EIS), Environmental Management System (EMS) & Community Participation and Types of Community Participation and Socio- Economic and Cultural Conditions - Evaluation of Impact of Tourism Site - Zoning System - Carrying capacity & its Type

**Unit III: Approaches of Sustainable Tourism**

**7 Hours**

Standardization and Certification – Alternative Tourism - Responsible Tourism - Collaboration and Partnership - Waste Management – Eco-friendly Practices - Basic Laws & ideas in Ecology- Function and Management of Ecosystem-Biodiversity and its Conservation-Pollution- Ecological Foot Prints - Relationship between Tourism & Ecology, Sustainable Tourism and Poverty Alleviation - Pro-poor Tourism and Community Participation; Agro-rural Tourism- concept, definition, meaning, types and description

**Unit – IV: Eco- Tourism & Indigenous Tourism**

**6 Hours**

Evolution, Principles, Trends. Functions of Ecotourism - Mass Tourism Vs Ecotourism - Typology of Eco-tourists - Ecotourism Activities & Impacts -Western Views of Ecotourism. Eco- tourism travel essentials. Eco- tourism and protected areas: visitor management for sustainability. Major Eco tourism destinations of India; Indigenous Tourism- Management of tourism in tribal areas: Management of Tribal Resources, Preservation of Tribal Heritage and Culture, Practice of sustainable and responsible tourism principles, Strategies for development of Development of Tribal Areas from Tourism Perspectives, Promotion of Tourism Destinations in Tribal Areas, Commoditization of Tribal Culture, Legal Issues of Tribes in India.

**References:**

- Inskeep, E. Tourism Planning: An Integrated and Sustainable Development Approach, New York: Van Nostrand Reinhold.
- Ritchie, J.R. & Crouch, I.G. Competitive Destination –A Sustainable Tourism Perspective, CABI Publishing, UK.
- Mowforth, M. and Munt, I. Tourism and Sustainability. Development and New Tourism in the Third World. Routledge, London.
- Middleton, V.T.C and Hawkins, R. Sustainable Tourism: A Marketing Perspective, Butterworth – Heinemann, Oxford.
- Weaver, D. , The Encyclopedia of Ecotourism, CABI Publication, UK.
- Vidhyarthi, Rai (1985): The Tribal Culture of India, New Delhi: Concept Publishing Company.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21ACS612	Tourism – VIII (B) (Resort Management)	SC	1	1	0	2	3

**Course Description:**

This course examines hotel and resort management issues emphasizing general management, service, sales, forecasting, financial aspects, rate efficiencies, labor management and

guest relations. The emphasis of the course will be an examination of the technical operations integral to resort management.

**Pre-requisite:** Basic knowledge about types and features of accommodation

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

**Course Objectives:**

1. To provide complete approach to the operation of resort properties
2. To impart knowledge on planning, development, management, marketing, and financial aspects of the resort business
3. To examine the future outlook for resorts and the impact of the condominium concept, timesharing, technological change, "green" initiatives, and eco-tourism
4. To understand the basic planning concepts applied to resort facilities.

**Course Outcomes:**

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

1. Identify important ways in which resorts and resort management differ from classic hotels and hotel management
2. Summarize economic, social, and environmental considerations in the resort planning and development process
3. Identify the participants in the resort planning and development process and how their efforts are organized and coordinated
4. Demonstrate the three basic planning concepts that generally apply to resort facilities.

**Course Content:**

**Unit I: Industry Overview**

**7 Hours**

History and Evolution- Roman Empire, Europe, Asia; Characteristics of Resort Operations and Management- Visitor Market, Facilities, Location, Recreation, Seasonality, Service Attitude, Managers of Resort Properties, Corporate & Employer Responsibility, Employee Housing, Labour Skills, Sources of Revenue, Activity Control, Land, Buildings & fixed Assets, Resorts & Traditions

**Unit II: Types of Resorts**

**6 Hours**

Mountain Based Resorts; Beach Resorts; Marinas; Golf Resorts; Waterparks and Specialty Resorts

**Unit III: Resort Planning & Development**

**7 Hours**

Investment Considerations- Market Feasibility, Resort Financing, Forms of Ownership; Social Impacts- Community Relations, Lifestyle Changes & Cultural Impacts; Physical & Environmental Impacts- Pace & Rate of Development, Congestion, Pollution & Conservation

**Unit IV: Retail & Guest Activities in Resort Operations**

**6 Hours**

Guests Needs; Defining Goals & Objectives; Cluster & Activity Analysis; Program Areas; Program Planning; Program Evaluation; The Importance of Retail in Resort Operations- Introduction, Tourist Shopping, Resort Retail, Layout & Design, Merchandising, Getting your Message Noticed, Operations, Customer Segments

**References:**

- Baud, BovyMunuel and Lawson, Tourism and Recreation Development, C.B.I. Pub1977
- Likorish Leonard J, Development, Tourism Destination Policies and Perspectives1991
- Seth P.N, Successful Tourism Planning Management, Cross publication
- Murphy Peter E. Tourism- A Community Approach New York2013
- Kaul R.N, Dynamic of Tourism- A Trilogy Sterling Publishers, New Delhi1985

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk
<b>B21ACS613</b>	<b>Tourism Practical – VIII (A) (Sustainable and Eco-Tourism)</b>	SC	0	0	2	2	4

**Practical Components:**

- Case study and presentation of Karnataka Eco Tourism Development Board
- Visit to places of sustainable tourism in Karnataka and Southern India
- Visit to places of eco tourism in Karnataka and Southern India
- Visit to places of indigineous tourism in Karnataka and Southern India
- Visit to a Must-See Threatened Tourist spot in India

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
<b>B21ACS614</b>	<b>Tourism Practical – VIII (B) (Resort Management)</b>	SC	0	0	2	2	4

**Practical Components:**

- Visit to different kinds of resorts (at least 2) and present analysis of the workings of resorts
- Present Report on Resort Guest Activities and Programs and Format- Market influences, Guest needs, Needs assessment, Define goal and objectives, Cluster and activities analysis
- Present Report on Marketing the Resort Experience- Marketing defined, Development of Marketing Plan, Managing the Market Place, Public consumer relations

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
<b>B21ACS621</b>	<b>History – VIII (A) (European History)</b>	SC	1	1	0	2	3

**Course Description:**

In continuation with the study of early European History in the previous semester, this course

provides a detailed understanding about the developments in the Europe after the Crimean war. This paper provides a detailed analysis for the emergence of fascism and dictatorship in Europe which led to the commencement of two world wars. Also, it provides an outline of the impact of the Second World War in terms of setting up of UNO and other significant developments.

**Pre-Requisite:** Basic understanding of European history

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

**Course Objectives:**

1. To understand the unification movements in Europe
2. To bring into light the effects of First World War on European Countries.
3. To recognize the development of Fascism and Dictatorship in many European regions.
4. To understand the cause and effects of II World War in Europe.

**Course Outcomes:**

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

1. Identify the motives behind the unification movements in Italy and Germany.
2. Explain the shift in the conditions of Europe due to the First World War
3. Examine the reasons for the growth of Fascism and dictatorship in Spain, Italy and Germany.
4. Categorize the reasons for the II World War and its impact on Europe.

**Course Content:**

**Unit-I: Unification Movements in Italy and Germany**

**7 Hours**

Unification of Italy and Germany; Political and administrative reorganization of Italy and Germany; Bismarck's diplomacy and the new balance of power; Kaiser William II; new course in German foreign policy.

**Unit-II: First World War and its aftermath**

**6 Hours**

Outbreak of the first world war, Emergence of the two armed camps; Impact of the first world; the Russian revolution of 1917, the Peace Settlements after I World War, the League of nations.

**Unit-III: Challenges to the new European order**

**7 Hours**

Consolidation and Development of power of the Soviet Union, Rise of Dictatorship in Europe - Fascism in Italy and Nazism in Germany, World Economic Depression of 1929.

**Unit-IV: Second World War and its Impact**

**6 Hours**

The Road to 2nd World War; Adolph Hitler - Germany's aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini's foreign policy and Abyssinian crisis, formation of the Rome-Berlin -Tokyo Axis of 1936; Outbreak of the 2nd World War and its impact; United Nations Organization: its origin and functions

**Project Work:**

1. Centres related to unification movements in Italy and Germany
2. Dictators before the outbreak of the II World War – Mussaloni, Adolph Hitler, General Franco in Spain, Mustafa Kemal Pasha Autoturk in Turkey, Joseph Stalin in Russia

**References:**

- Albrecht-Carrie, R. Diplomatic History of Europe since the Congress of Vienna. New York: Doubleday & Co., 1965.
- Bhandari, D. R. History of European Political Philosophy. Bangalore: Print & Publishing Co., 1963.
- Blanning , T. C. W. The Oxford History of Modern Europe. Oxford: OUP, 2000.
- Chapman, Tim. The Congress of Vienna. London: Routledge, 1998.
- Clough, S. B. et al., eds. Economic History of Europe: Twentieth Century. London: Palgrave Macmillan, 1968.
- Esdaile, Charles. Napoleon's Wars: An International History 1803-1815. New York: Penguin Group, 2009.
- Gokhale, B. K. Modern Europe 1848-1960. Pune: Himalaya Publishing House, 1987.
- Hanson, V. D. The Second World Wars: How the First Global Conflict Was Fought and Won. New York: Basic Books, 2017.
- Hobsbawn, Eric. The Age of Empire: 1875-1914. London: Abacus, 1994.
- Mason, David. A Concise History of Modern Europe. Hyderabad: Orient Blackswan, 2012.
- Merriman, John. A History of Modern Europe: From the Renaissance to the Age of Napoleon. New York: W. W. Norton & Co., 1996 .
- Rao, B. V. History of Modern Europe. New Delhi: Sterling Publishers Pvt. Ltd., 2012.
- Shirer, W. L. Rise And Fall of the Third Reich: A History of Nazi Germany. New York: Simon & Schuster, 1991.
- Taylor, A. J. Origins of the Second World War. London: Penguin, 2001.
- Taylor, G. Sketch Map History of Europe 1789- 1914. London: George G. Harrap& Co. Ltd., 1946.

Course Code	Course Title	Course Type	L	T	P	C	Hrs/ Wk
B21ACS622	History – VIII (B) (Contemporary History of the World)	SC	1	1	0	2	3

**Course Description:**

This course facilitates the students to proliferate their knowledge on the contemporary developments in the world which includes the various political, economic, military and social transformations that took place in the post World War II scenario. Students will be able to analyze the expansion policies of the super powers, the reasons and effects of cold war and its decline, the liberation and unification movements in various countries across the world. Also,

students will be able to interpret the importance of globalization which led to the American unipolarism.

**Pre-Requisite:** Basic understanding of European history

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

**Course Objectives:**

1. To understand the reasons for the emergence of Cold War and its impact on the world.
2. To depict the ambitions of expansion of the influence on the world by USSR and USA.
3. To recognize the various liberation movements in the World in 20<sup>th</sup> century.
4. To understand the reasons for the end of Cold War and the emergence of Globalization.

**Course Outcomes:**

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

1. Identify the motives behind the emergence of Cold War between USA and USSR.
2. Distinguish the expansion policies of the two super powers.
3. Analyze the liberation movements in various countries of the world
4. Outline the impact of the end of cold war and the introduction of globalization in the world.

**Course Content:**

**Unit I: Cold War**

**7 Hours**

Debate on the origins of the Cold War - Emergence of Soviet and American economic and military alliances: NATO, SEATO, CENTO, ANZUS, WTO, IMF, World Bank, Warsaw, COMECON.

**Unit II: Foreign Policies of USSR & USA**

**6 Hours**

USSR's relation with the East European countries (1945-64) - The US foreign policy in the Post war period: Truman Doctrine and Marshall Plan; Disintegration of European Empires and the emergence of the Third World

**Unit III: Struggle for Liberation**

**7 Hours**

The Non-Aligned Movement - Indo-Pakistan relations - Liberation war of Bangladesh - The Liberation Struggle of Vietnam (1945-54 and 1954-1975) - Sino- Soviet relations - Sino- U.S. relations – SAARC. Bipolarism and regional conflicts: War in Korea – Crisis in Cuba – Conflict in the Middle East (Arab – Israel wars of 1948-49, 67, 1973) – Activities of P.L.O- Gulf War of 1990-91

**Unit IV: End of Cold War and Globalization**

**6 Hours**

Reunification of Germany - The end of Socialist regime and the disintegration of USSR; The end of the Cold War - The onset of Globalization - American Unipolarism and its significance for international politics.

**Project Work:** Project work on India's foreign policies – Strengths & Challenges; Regional Cooperation; International Relations



**References:**

- E.J. Hobsbawm, The Age of Extremes, New York: Vintage, 1996
- Carter V. Findley and John Rothay, Twentieth-Century World,. Boston: Houghton-Mifflin, 5 th ed. 2003
- Norman Lowe, Mastering Modern World History, London: Palgrave Macmillan, 1997
- Mark Mazower, The Balkans: A Short History, New York: Modern Library, 2000: paperback, 2002
- Basil Davidson, Modern Africa: A Social and Political History, 3d edn. London / New Jersey: Addison – Wesley, 1995
- RigobertaMenchu, An India Woman in Guatemala [Memoir of 1992 Nobel Peace Prize Winner, London: Verso.1987
- Jonathan Spence, The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980, Penguin, 1982

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
B21JNS631	Journalism -VIII (A) (New Media)	SC	1	1	0	2	3

**Course Description:**

This course provides the students with a critical introduction to the emerging -wired or -cyber technologies and the economic and political implications of the same. In this course, the students will learn about the historical development of the Internet and other forms of new media and examine the repercussions of the digital revolution for our communities, identities, politics, and our daily lives. Students will further learn how to create a web page and how to blog.

**Prerequisite:** Basic knowledge to work with ICT

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

**Course Objectives:**

1. Through a variety of online and offline projects, students will develop the skills needed to be an active participant in the new media culture
2. To be able to relate to technological determinism in society
3. To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the Internet
4. To acquire the skills required for technical proficiency required in web platforms

**Course Outcomes:**

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

1. Define and discuss key theoretical concepts related to new media studies
2. Develop technical proficiency to be an active participant in the new media culture.
3. Identify and assess the social, cultural and political implications of new media production and consumption process.

4. Relate to upcoming digital evolution

**Course Content:**

**Unit – I: Introduction to New Media**

**7 Hours**

Introduction to New Media

Intranet to Internet; Information & Knowledge Society

Social Media: Uses by different demographics; Ethical issues with Social Networking, Social relationship and Identity-Online and Offline

Transmedia

**Unit – II: Impact of New Media on Journalism**

**6 Hours**

Understanding New Media- Impact of new media on journalism

Difference of elements between web journalism and traditional journalism

Trends in web/online journalism

Journalism ethics and restraint in new media-Accuracy, Privacy, Fairness, Linking, Journalistic integrity, Questions of Plagiarism;

**Unit – III: Writing For the Web**

**7 Hours**

Linear vs. nonlinear form

Writing for the screen vs. writing for print

Web page writing and editing techniques

Website vs. web-portal

Web site planning

Audience analysis; content planning, structure; Copyright issues; Mobile content/connecting to your audience

Visual Design; New Media aesthetics

**Unit – IV: New Media and Society**

**6 Hours**

Networked Societies

E-Governance; Innovations in E-Governance

New Media as Surveillance Technology

Activism in Cyber Space

**References:**

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
B21ACS632	Journalism - VIII (B) (Documentary Production)	SC	1	1	0	2	3

**Course Description:**

The course will explore the process from concept through development to production and post-production with the intention of completing two films ranging in length from 3 to 5-minutes. Students will produce a 3 – 5 minute film that will serve to fulfill their Practical component.

**Pre-requisite:** Basic knowledge of documentary production

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

**Course Objectives:**

1. To help the students understand the genre of documentaries
2. To demonstrate to students the process of documentary making
3. To Identify the different perspectives of documentary production
4. To Understand the audience perception on documentaries

**Course Outcomes:**

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

1. Explain the difference between fiction and documentary
2. Categorise different styles in documentary making
3. Apply the documentary making techniques
4. Discuss the audience perceptions on documentaries of different styles and subjects

**Course Content:**

**Unit – I: Introduction to Documentary**

**7 Hours**

Cinema as an institution; Film and society; film as an experience, environment Brief overview on the history of Documentary films; Understanding the Documentary: Creative treatment of actuality, Introduction to Realism debate, Observational and Verite documentary; Different types of documentary styles- Voice of God, Direct Cinema, Fly – on the –wall concept, Cinema Verite, Experimental and Neo realist style

**Unit – II: Elements in Documentary Making**

**6 Hours**

Difference between feature & documentary; Researching for documentary: Library, Archives, location, life stories, ethnography; Visualization; Writing a concept: telling a story; Treatment; Scripting a story; Writing a proposal and budgeting

**Unit – III: Production Stages**

**7 Hours**

Documentary Production: Pre production, Production and Post Production; Shot selection, An intro to camera shots, angles and movements for documentary making; Introduction to Shooting styles; Introduction to Editing styles

**Unit – IV: Documentary and its Audiences**

**6 Hours**

Documentary Audience; Audience positioning; Audience as the meaning makers; Film festivals and its significance for the genre of documentaries

**References:**

- Barnouw, E. *Documentary: A History of the Non-Fiction Film* (2nd Revised ed.). Oxford University Press 1993
- Reisz, K., & Millar, G. *Technique of Film Editing, Reissue of 2nd Edition* (2nd ed.). Routledge 2009
- Baker, M. *Documentary in the Digital Age* (1st ed.). Focal Press 2005
- McCracken, E. *The Serial Podcast and Storytelling in the Digital Age (Routledge Focus on Digital Media and Culture)* (1st ed.). Routledge 2017
- Ricciardelli, L. *American Documentary Filmmaking in the Digital Age (Routledge Advances in Film Studies)* (1st ed.). Routledge 2018

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
<b>B21JNS632</b>	<b>Journalism Practical – VIII (A) (New Media)</b>	<b>SC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

- An observational field project on use of New media in Panchyats/ rural areas.
- Creating a news portal.
- Learning the basics of the production of a podcast.
- Actively participate in a Cyber Media campaign or do a report on Cyber Activism
- Observational studies on Surveillance technologies, Youth and Social Networking

Course Code	Course Title	Course Type	L	T	P	C	Hrs/Wk
<b>B21ACS634</b>	<b>Journalism Practical – VIII (B) (Documentary Production)</b>	<b>SC</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Practical Components:**

- Maintain a journal with reviews on documentaries watched (special emphasis on travel & tourism, wildlife, historical documentaries)
- Shooting a documentary (5-6 minutes) and editing it

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
B21AH0601	Soft Skills Training - II	HC	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.