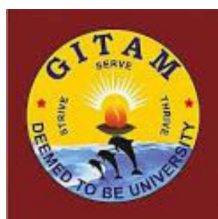# GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
## (Deemed to be University)
## VISAKHAPATNAM * HYDERABAD * BENGALURU

## Accredited by NAAC with A⁺ Grade



# REGULATIONS AND SYLLABUS

# OF

# B.A. Mass Communication

# (w.e.f. 2021-22 admitted batch)

Academic Regulations
Applicable for the Undergraduate programmes in the Faculties of **Engineering, Humanities, Management and the Sciences**


https://www.gitam.edu/academic-regulations

<div align="center">

**REGULATIONS**
**(w.e.f. 2021-22 admitted batch)**

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## Program Educational Objectives (PEOs)

**The overall objectives of the BA Mass Communication programme are:**

- Impart knowledge of Mass Communication and related areas of studies and equip the students with the skills required to become competent and efficient industry-ready professionals in the Media and Entertainment sector.

- Empower learners by helping them hone their communication, ICT skills, and other professional and life skills as well as enhance their competencies in the digital media.

- Imbibe the culture of research, innovation, entrepreneurship, and incubation.

- Develop professional ethics, democratic values, and cultivate an appreciation of Indian and global cultures besides an attitude that embraces diversity and inclusion.

- Motivate students to become socially responsible professionals with local insights and global vision.

## Programme Outcomes (POs)

The key outcomes planned in this undergraduate programme in Mass communication are underpinned as follows. After completing this undergraduate programme, a learner shall –

- Acquire foundational knowledge of Mass Communication, Journalism and related study areas be prepared to keep pace with the fast-changing dynamics of mass communication

- Gain knowledge related to media and its impact on the society and acquire the skills and competencies to undertake a professional job as per demands and requirements of Media and Entertainment (M&E) industry.

- Explore media, communication, and dissemination techniques to entertain and engage a range of audiences via written, oral and visual media.

- Acquire skills to work in the field of Film, Advertising, Corporate Communication, Print, Electronic and Digital media as well as in academics.

- Content Development: Design and produce content Conduct investigations of complex problems: Integrate research-based knowledge and research methods including experiments, analysis and interpretation of media content and data, and synthesis of the information to provide valid conclusions.

- Design/development of solutions: come up with solutions for media and communication problems (print, electronic and new media) with appropriate consideration for human rights, disaster management, data analytics, health communication, cultural, societal, and environmental communication.

- Modern tool usage: Create, select, and apply appropriate techniques and tools to record, edit, share, broadcast/publish and analyse the media content (electronic, print, and social media) with an understanding of the limitations.

- Project management and finance: Synthesize knowledge and understanding of the media and communication principles and apply these to one's own work, as a member or a leader in a team, to manage core media projects and in multidisciplinary environments.

- Environment and sustainability: Elaborate the impact of the professional media and communication solutions for societal and environmental contexts and demonstrate the media knowledge for the promotion of sustainable development.

- Ethics: Integrate ethical principles and commit to professional ethics, responsibilities, and norms of the media practice.

- Individual and teamwork: Function effectively as an individual and as a member or leader in diverse teams and in multidisciplinary settings.

- Communication: Communicate effectively on social, cultural, political, and economic issues with the community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations and give and receive clear instructions.

## Programme Specific Outcomes (PSOs)

At the end of the programme students will be able to:

- Understand and use the basic concepts of print, electronic and new media productions and report professional and balanced news, besides presenting and analyzing stories.

- Apply creative thinking and technical skills in media production, such as preparing, creating, and disseminating content for the different media/channels/platforms.

- Gain in-depth knowledge of pre-production, production, and post-production processes in various channels of mass communication.

- Create, and execute various independent communication campaigns to meet the designated goals.
- Manage different social media handles and organize digital marketing activities as per the requirements.

**University Core (UC)**

| Course code | Level | Course title | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|
| CSEN1001 | 1 | IT Productivity Tools^ | 0 | 0 | 2 | 0 | 0 | 1* |
| LANG1001 | 1 | Communication Skills in English - Beginners | 0 | 0 | 4 | 0 | 0 | 2* |
| LANG1011 | 1 | Communication Skills in English | 0 | 0 | 4 | 0 | 0 | 2 |
| LANG1021 | 1 | Advanced Communication Skills in English | 0 | 0 | 4 | 0 | 0 | 2 |
| CLAD1001 | 1 | Emotional Intelligence & Reasoning Skills (Softskills 1) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD1011 | 1 | Leadership Skills & Quantitative Aptitude (Softskills 2) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD1021 | 1 | Verbal Ability & Quantitative Ability (Softskills 3) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD1031 | 1 | Practicing Verbal Ability & Quantitative Aptitude (Softskills 4) | 0 | 0 | 2 | 0 | 0 | 1 |
| VEDC1001 | 1 | Venture Development | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP10XX | 1 | Sports 1# | 0 | 0 | 0 | 2 | 0 | 2* |
| DOSL10XX | 1 | Club Activity# | 0 | 0 | 0 | 2 | 0 | 2* |
| POLS1001 | 1 | Indian Constitution and History | 2 | 0 | 0 | 0 | 0 | 2* |
| PHPY1001 | 1 | Gandhi for the 21st Century | 2 | 0 | 0 | 0 | 0 | 2* |
| DOSL10XX | 1 | Community Service# | 0 | 0 | 0 | 0 | 2 | 2* |
| ENVS1001 | 1 | Environmental Studies^ | 3 | 0 | 0 | 0 | 0 | 3* |
| MFST1001 | 1 | Health and Welbeing# | 0 | 0 | 2 | 0 | 0 | 1* |
| CLAD20XX | 2 | Softskills 5A/5B/5C | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD20XX | 2 | Softskills 6A/6B/6C | 0 | 0 | 2 | 0 | 0 | 1 |
| FINA3001 | 3 | Personal Financial Planning# | 0 | 0 | 2 | 0 | 0 | 1* |

\* Pass/Fail courses
# Opt any three courses among the five
^ Online/Swayam/NPTEL Courses

| Softskills courses 5 and 6 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Level | Course title | L | T | P | S | J | C |
| CLAD2001 | 2 | Preparation for Campus Placement - 1 (Softskills 5A) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2011 | 2 | Preparation For Higher Education (GRE/GMAT) - 1 (Softskills 5B) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2021 | 2 | Preparation for CAT/ MAT - 1 (Softskills 5C) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2031 | 2 | Preparation For Campus Placement - 2 (Softskills 6A) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2041 | 2 | Preparation For Higher Education (GRE/GMAT) - 2 (Softskills 6B) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2051 | 2 | Preparation for CAT/ MAT - 2 (Softskills 6C) | 0 | 0 | 2 | 0 | 0 | 1 |

| Sports courses | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Level | Course title | L | T | P | S | J | C |
| DOSP1001 | 1 | Badminton | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1011 | 1 | Chess | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1021 | 1 | Carrom | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1031 | 1 | Football | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1041 | 1 | Volleyball | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1051 | 1 | Kabaddi | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1061 | 1 | Kho Kho | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1071 | 1 | Table Tennis | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1081 | 1 | Handball | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1091 | 1 | Basketball | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1101 | 1 | Tennis | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1111 | 1 | Throwball | 0 | 0 | 0 | 2 | 0 | 2 |

| Club activity courses | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Level | Course title | L | T | P | S | J | C |
| DOSL1001 | 1 | Club Activity (participant) | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSL1011 | 1 | Club Activity (Member of club) | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSL1021 | 1 | Club Activity (Leader of CLub) | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSL1031 | 1 | Club Activity (Competitor) | 0 | 0 | 0 | 2 | 0 | 2 |

| Community service courses | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Level | Course title | L | T | P | S | J | C |
| DOSL1041 | 1 | Community Services - Volunteer | 0 | 0 | 0 | 0 | 2 | 2 |
| DOSL1051 | 1 | Community Services - Mobilizer | 0 | 0 | 0 | 0 | 2 | 2 |

**Faculty Core (FC)**

| Course code | Level | Course title | Pre-requisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Critical Thinking and Analysis | None | 4 | 0 | 0 | 0 | 0 | 4 |
| LANG1041 | 1 | Academic Writing | Critical Thinking and Analysis | 4 | 0 | 0 | 0 | 0 | 4 |
| | 1 | Digital Humanities | None | 4 | 0 | 0 | 0 | 0 | 4 |
| | | **Total Credits** | | | | | | | **12** |

**Major Core (MC)**

| Course Code | Level | Course title | Prerequiste | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Mass Communication | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | Fundamentals of Journalism | None | 3 | 0 | 2 | 0 | 0 | 4 |
| | 1 | Film Appreciation | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Graphic Design for Mass Media | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Photojournalism | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Media Law & Ethics | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Digital Film Making | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Writing for Mass Media | None | 3 | 0 | 2 | 0 | 0 | 4 |
| | 3 | Television Production | Digital Film Making | 3 | 0 | 2 | 0 | 0 | 4 |
| | 3 | Foundational Concepts of Media Studies | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Digital Marketing | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Project | | 0 | 0 | 0 | 0 | 5 | 5 |
| | | **Total Credits** | | | | | | | **41** |

**Major Elective (ME)**

| Course code | Level | Course title | Prerequisite | L | T | P | S | J | C | Credits for Electives |
|---|---|---|---|---|---|---|---|---|---|---|
| | 3 | Documentary Production | | 2 | 0 | 4 | 0 | 0 | 4 | |
| | 3 | Screenplay & Story Board | | 2 | 0 | 4 | 0 | 0 | 4 | |
| | 3 | Print Media Production | | 2 | 0 | 4 | 0 | 0 | 4 | 4 |
| | | | | | | | | | | |
| | 3 | Corporate Communication & Public Relations | | 3 | 0 | 2 | 0 | 0 | 4 | |
| | 3 | Advertising | | 3 | 0 | 2 | 0 | 0 | 4 | |
| | 3 | Global Politics and Media | | 3 | 0 | 2 | 0 | 0 | 4 | 4 |
| | 3 | Social Media & Web Casting | | 3 | 0 | 2 | 0 | 0 | 4 | |
| | 3 | Radio Production | | 2 | 0 | 4 | 0 | 0 | 4 | |
| | 3 | Film Studies | | 3 | 0 | 2 | 0 | 0 | 4 | 4 |
| | | | | | | | | | | |
| | 3 | Communication and Disaster Management | | 3 | 0 | 2 | 0 | 0 | 4 | |
| | 3 | Communication, Media & Society | | 3 | 0 | 2 | 0 | 0 | 4 | |
| | 3 | Media Management & | | 4 | 0 | 0 | 0 | 0 | 4 | 4 |

| | | Entrepreneurship | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | **Total Credits** | | | | | | | **16** |

## Minors from other Departments

### Political Science

| Course Code | Level | Course title | Pre-requisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| POLS1011 | 1 | Introduction to Politics | None | 3 | 0 | 0 | 0 | 0 | 3 |
| POLS1031 | 2 | Western Political Thought 1 | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Western Political Thought 2 | Western Political Thought 1 | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Indian Political System | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | International Relations | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Political Theory | Western Political Thought 1 & 2 | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | Comparative Politics | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | Public Administration | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

### Psychology

| Course code | Level | Course title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Psychology | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Social Psychology | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Experimental Psychology | Introduction to Psychology | 1 | 1 | 2 | 0 | 0 | 3 |
| | 2 | Understanding Psychological Disturbances | Introduction to Psychology | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Lifespan Development | Introduction to Psychology | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | Psychological Assessment | Experimental Psychology | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Counselling Psychology | Understanding Psychological Disturbances | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | Yoga and Welbeing | Introduction to Psychology | 1 | 1 | 2 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## History

| Course code | Level | Course title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Ancient India | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | History of Medieval India-1 (1206-1526) | Ancient India | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | Women in Indian History | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | History of Medieval India - 2 (1526-1750) | History of Medieval India 1 | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Modern History | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Glimpses of World History | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Indian National Movement | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | Science and Technology in India-A Historical Perspective | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## Kuchipudi Dance

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Indian Dance | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | Introduction to Kuchipudi | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Intermediate Kuchipudi | Introduction to Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Advanced Kuchipudi | Intermediate Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | *Sāttvikabhinaya* Kuchipudi | Advanced Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Kuchipudi Performance | Advanced Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Improvisation in Kuchipudi | *Sāttvikabhinaya* Kuchipudi | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Cross-cultural Dance Studies | Introduction to Indian Dance | 3 | 0 | 0 | 0 | 0 | 3 |
| | | | **Total Credis** | | | | | | **24** |

## Mohiniyattam Dance

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Indian Dance | None | 3 | 3 | 0 | 0 | 0 | 3 |
| | 2 | Introduction to Mohiniyattam | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Intermediate Mohiniyattam | Introduction to Mohiniyattam | 1 | 0 | 4 | 0 | 0 | 3 |

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 2 | Advanced Mohiniyattam | Intermediate Mohiniyattam | 1 | 0 | 4 | 0 | 0 | 3 |
| | 3 | Sattvikabhinaya in Mohiniyattam | Advanced Mohiniyattam | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Mohiniyattam Performance | Advanced Mohiniyattam | 1 | 0 | 4 | 0 | 0 | 3 |
| | 3 | Improvisation in Mohiniyattam | Sattvikabhinaya in Mohiniyattam | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Cross-cultural dance studies | Introduction to Indian Dance | 3 | 0 | 0 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## Bharatanatyam Dance

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Indian Dance | None | 3 | 3 | 0 | 0 | 0 | 3 |
| | 2 | Introduction to Bharatanatyam | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Intermediate Bharatanatyam | Introduction to Bharatanatyam | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Advanced Bharatanatyam | Intermediate Bharatanatyam | 1 | 0 | 4 | 0 | 0 | 3 |
| | 300 | Sattvikabhinaya in Bharatanatyam | Advanced Bharatnatyam | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Bharatanatyam Performance | Advanced Bharatanatyam | 1 | 0 | 4 | 0 | 0 | 3 |
| | 3 | Improvisation in Bharatanatyam | Sattvikabhinaya in Bharatanatyam | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Cross-cultural dance studies | Introduction to Indian Dance | 3 | 0 | 0 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## English

| Course code | Level | Course title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Reading Literature | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | Evolution of English Language | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Exploring New Worlds: The 16th Century British Literature | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Introduction to Cultural Studies | None | 3 | 0 | 0 | 0 | 0 | 3 |

| | 2 | British Literature: 18th Century | None | 3 | 0 | 0 | 0 | 0 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2 | Indian Writing in English | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | 19th Century British Literature | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | 20th Century British Literature | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## Visual Communication

| Course code | Level | Course title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Visual Communication | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | Visual Arts | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Fundamentals of Graphic Designs | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Photography | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | 2D Animation | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Audio Production | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | 3 | Television broadcasting | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Visual Media Editing | None | 1 | 0 | 4 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## Indology

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Indology | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 1 | Vedic Literature and Mythology | None | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Religion and Religiosity in India | Vedic Literature and Mythology | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Introduction to Indian Philosophy | Religion and Religiousity in India | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Introduction to Temple Architecture and Iconography | Introduction to Indology, Introduction to Indian Philosophy | 3 | 0 | 0 | 0 | 0 | 3 |
| | 2 | Ancient Indian Social Structure | Indian Philosophy | 3 | 0 | 0 | 0 | 0 | 3 |
| | 3 | Ancient Indian Knowledge Systems | Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure | 3 | 0 | 0 | 0 | 0 | 3 |

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 3 | Global Indian Culture and Folk studies | Introduction to Indology, Ancient Indian Knowledge Systems | 3 | 0 | 0 | 0 | 0 | 3 |
| | | | **Total Credits** | | | | | | **24** |

## Carnatic Music

| Course Code | Level | Course Title | Prerequisite | L | T | P | S | J | C |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | Introduction to Music | None | 2 | 0 | 2 | 0 | 0 | 3 |
| | 1 | Carnatic Music I | Introduction to Music | 0 | 0 | 3 | 0 | 0 | 3 |
| | 1 | Carnatic Music 2 | Carnatic Music 1 | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Compositions in Carnatic Music | Carnatic 2 | 0 | 0 | 4 | 0 | 0 | 3 |
| | 2 | Carnatic and other Musical Forms | Compositions in Carnatic Music | 2 | 0 | 2 | 0 | 0 | 3 |
| | 2 | Other Music Compositions | Carnatic and other Musical Forms | 0 | 0 | 4 | 0 | 0 | 3 |
| | 3 | Other Composers | Other Music Compositions | 2 | 0 | 2 | 0 | 0 | 3 |
| | 3 | Performing Carnatic Music | Other Composers | 2 | 0 | 2 | 0 | 0 | 3 |
| | | **Total Credits** | | | | | | | **24** |

## Credit Distribution

| Stream | Credits | Percentage |
|---|---|---|
| University Core | 12 | 10% |
| Faculty Core | 12 | 10% |
| Program core | 41 | 34% |
| Program Electives | 16 | 13% |
| Minor | 24 | 20% |
| Open Electives | 15 | 13% |
| **Total Credits** | **120** | **100%** |

# CSEN1001: IT Productivity Tools

|  | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|  | 0 | 0 | 2 | 0 | 0 | 1* |

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

## Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.

- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.

- to create awareness in analysing data using pivot tables, query manager etc.

- to create awareness in composing emails, mail merge, e-mail merge etc.

- to provide the exposure to work with collaborative tools.

## List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibilography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of a examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: www.draw.io or smartdraw
10. Create a website of his interest.

## Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. https://drawio-app.com/tutorials/video-tutorials/
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

**References/Online Resources**

1. https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software
2. https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets
3. https://www.coursera.org/learn/excel-advanced#syllabus
4. https://www.coursera.org/learn/how-to-create-a-website
5. https://support.microsoft.com/en-us/office
6. https://www.diagrams.net/
7. https://edu.google.com/

**Course Outcomes**

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / createpivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

# LANG1001: Communication Skills in English - Beginners

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 4 | 0 | 0 | 2* |

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

## Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)

- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)

- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)

- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

## List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

**References**
1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninhum, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambrdige Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
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6. Philpot, S. & Curnick, L. ( 2017). Headway: Academic Skills: Reaing, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

**Online References**
- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- https://eslflow.com/
- https://www.englishclub.com/
- https://www.oxfordlearnersdictionaries.com/
- https://dictionary.cambridge.org/
- learnenglishteens.britishcouncil.org
- https://freerice.com/categories/english-vocabulary

**Course Outcomes**
- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)

- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)

- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

# LANG1011: Communication Skills in English

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| L   | T   | P   | S   | J   | C   |
| 0   | 0   | 4   | 0   | 0   | 2   |

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

## Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

## List of Tasks and Activities

| S. No. | Tasks | Activities |
|--------|-------|------------|
| 1 | Listening to subject related short discussions/ explanations/ speech for comprehension | Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation |
| 2 | Asking for information: asking questions related to the content, context maintaining modalities | Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles) |

| 3 | Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback | Pair work for discussion & feedback, Presentations, question-answer |
|---|---|---|
| 4 | Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback | Pre-reading game/modelling, discussion in small groups, individual writing, and feedback |
| 5 | Introducing officials to peers and vice versa - Formal context | AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context |
| 6 | Introducing friends to family and vice versa - Informal context | Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context |
| 7 | Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing). | Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks |
| 8 | A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor. | Note-making (group work), Discussion, Feedback |
| 9 | Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and mak2 individual and group presentations aided with images, audio, video, tabular data, etc. | Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc. |
| 10 | Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes | Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation |
| 11 | Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback | Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback |
| 12 | Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions. | Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion |
| 13 | Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants | Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback |
| 14 | Writing instructions: Guidelines - Flowcharts - Procedures to be followed | Pre-task reading, pair work, teacher/peer-discussion, feedback |
| 15 | Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy. | Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback |

**Reference Books**

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambrdige Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxfor: OUP.
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**Online Resources**

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2. https://www.nationalgeographic.org/education/
3. https://www.bbc.co.uk/teach/skillswise/english/zjg4scw
4. https://www.englishclub.com/
5. https://www.oxfordlearnersdictionaries.com/
6. https://dictionary.cambridge.org/
7. learnenglishteens.britishcouncil.org
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/

**Course Outcomes**

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)

- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"

- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)

- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)

- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

# LANG1021: Advanced Communication Skills in English

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 4 | 0 | 0 | 2 |

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. anaytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emhasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

## Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)

2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s:2 & 3)

3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)

4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

## List of Activities & Tasks for Assessment

| S.No. | Tasks | Activities | CO |
|---|---|---|---|
| 1 | Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus | Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text | 3 |
| 2 | Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback. | Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback | 1 |
| 3 | Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification and feedback before the final version is done | Pair work for discussion and feedback, presentations, question-answer | 2 |
| 4 | Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done | Pre-reading game/modelling, discussion in small groups, independent writing and feedback | 4 |
| 5 | Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech,  and managing bias | Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays). | 3 |
| 6 | Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing | Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context. | 1 |
| 7 | Collborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback | Pre-task modelling (peer), general discussion on structure, group work (collaboration), presnetation, peer feedback, Open-class discussion | 5 |
| 8 | Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD | Noticing strategies from AV modelling, teacher scafolding though open-house discussion, Note-making (Group work), Group Discussion (free), post perfromance discussion, Feedback | 2 |

| 9 | Mind-mapping for advanced reading, making correlations across texts, extending author's point of view | Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally. | 3 |
|---|---|---|---|
| 10 | Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disgreeing with rationale | Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements. | 1 |
| 11 | Modelling an interview: with a panel of four judges (peers) | Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher) | 2 |
| 12 | Writing a short reflective report of an event - incident/meeting/celebration | Writing a report on meetings/celebrataions/events etc. by actively involving in such events and giving a short oral presentation on the same. | 4 |
| 13 | Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively. | Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions. | 3 |
| 14 | Self-relfection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others | Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc. | 1 |
| 15 | Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project | Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback | 5 |

**Reference Books**

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
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5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence toParagraph. Germany: Macmillan Education.

6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.

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7. learnenglishteens.britishcouncil.org
8. https://freerice.com/categories/english-vocabulary
9. http://www.5minuteenglish.com/
10. https://breakingnewsenglish.com/
11. https://www.digitalbook.io/
12. https://librivox.org/


**Course Outcomes**

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

# CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

**Course Objectives:**

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

| Unit | Topics | Hours |
|:---:|:---|:---:|
| 1 | Self Awareness & Self Regulation: Introduction to Emotional Intelligence, *Self Awareness:* Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: *Self Control, Trustworthiness & Adaptability* | 3 |
| 2 | Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management | 3 |
| 3 | Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile | 2 |
| 4 | Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization | 3 |
| 5 | Teamwork: Team Spirit, Difference Between Effective and IneffectiveTeams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account | 4 |
| 6 | Verbal Reasoning: Introduction,Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning | 6 |
| 7 | Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures | 3 |
| 8 | Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic | 4 |
| 9 | Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures | 2 |
| | **Total Hours** | 30 |

**Course Outcomes**
- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD1011: Leadership Skills & Quantitative Aptitude
## (Soft Skills 2)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

**Course Objectives:**

1.  Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.

2.  Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.

3.  Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.

4.  Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

| Unit | Topics | Hours |
|---|---|---|
| 1 | Communication Skills: *The Communication Process*, Elements of Interpersonal Communication, *Non-Verbal Communication:* Body Language, Posture, Eye Contact, Smile, Tone of Voice, *Barriers to Communication.* Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations | 5 |
| 2 | Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling | 3 |
| 3 | Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies | 3 |

| 4 | Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas | 4 |
|---|---|---|
| 5 | Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF | 3 |
| 6 | Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages | 6 |
| 7 | Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency | 3 |
| 8 | Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications | 3 |
| | **Total Hours** | 30 |

**Course Outcomes**

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD1021: Verbal Ability & Quantitative Ability
## (Soft Skills 3)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

## Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

## Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms

2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions

3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles

5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest

6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles

7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

**Course Outcomes:**

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications

4. Quantitative Aptitude by Pearson Publications

# CLAD1031: Practicing Verbal Ability & Quantitative Aptitude
## (Soft Skills 4)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies ( Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

**Course Objectives:**

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.

2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.

3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmetic & Modular Arithmetic (Cryptarithmetic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]

4. Explain how to solve questions in Mental Ability ( Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra ( Exponents, Logarithms, Problems related to Equations, Special Equations,  Statistics)


1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles

2. Error Detection: Tenses and their Uses

3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses

4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison

5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)

7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

**Course Outcomes:**

1. Identify and correct errors in English grammar and sentence construction

2. Identify and correct errors in Structure, Style and Composition

3. Solve problems in Combinatorics, Cryptarithmetic, and Modular Arithmetic

4. Solve problems in Mental Ability and Algebra

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications

4. Quantitative Aptitude by Pearson Publications

# VEDC1001: Venture Development

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 0 | 2 | 0 | 2 |

## Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:
1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

## Course Objectives

Students will have the opportunity to:
- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

## Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

***Expectations of you in the classroom:*** Each student is <u>expected</u> to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavilydependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

***Late assignments:*** Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

***Presentation:*** Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

***Time spent outside of class:*** The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

### <u>Group Project Overview</u>
This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

<u>Talking to customers</u> is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.

<u>"Design"</u> is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

<u>Business modeling</u> is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For <u>the final outcome</u>, you will be required to come up with Pitch that can used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

## *Project Components and Grading*
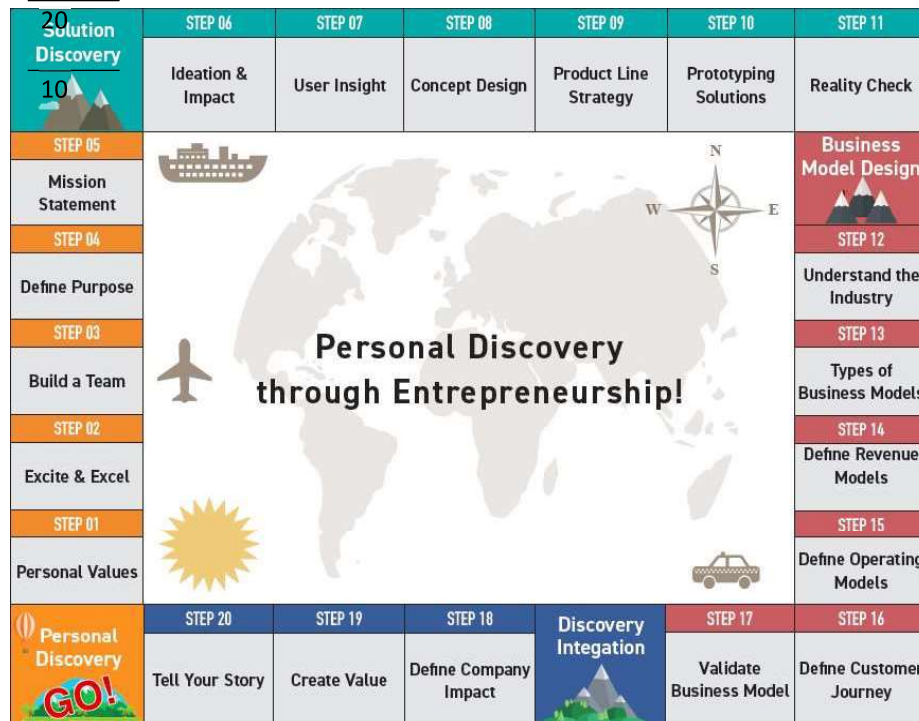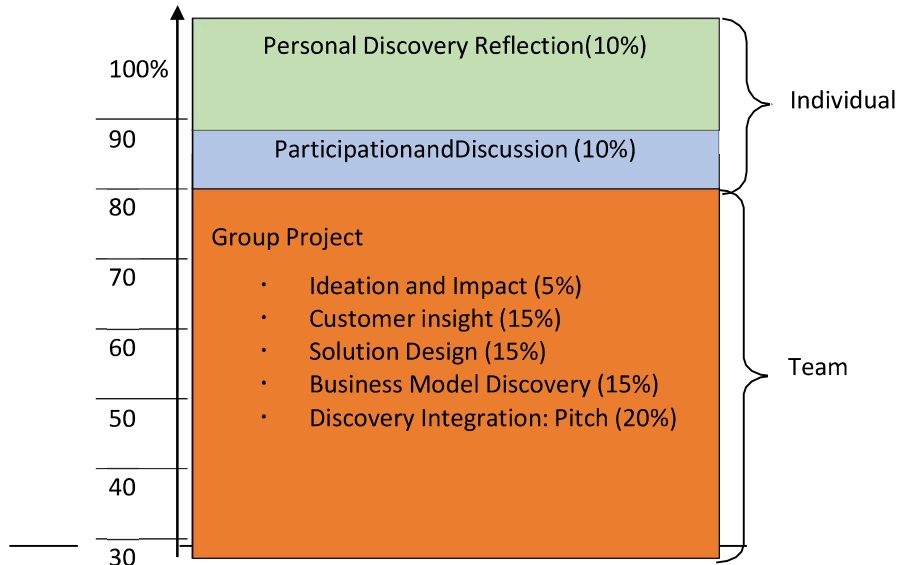




[20 Steps and activities in this course]

## *Deliverables*

There are a number or different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates.Rather,different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

**Specific Deliverables**

**Ideation and Impact**Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision
- Problem to Solve Templates, Step 4, Page 62 and 63
  (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

**Customer Interviews and Insight**Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78,plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do you customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

**Concept Design (and Test)**Hand-in Package:  15%

- Customer Value Proposition Template:  Step 8, Page 107.  This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates:Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144
  (You can use more than 2 pages for reporting the results.)

**Business Model Design** Hand-in Package:  15%
- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170
  (Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template:  Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

**Discovery Integration**Hand-in Package: 20%
- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template:  Step 19, Page 229
- Your Venture Story Pitch:  Step 20(PowerPoint)
- Overall Pitch Design Template:Page 264
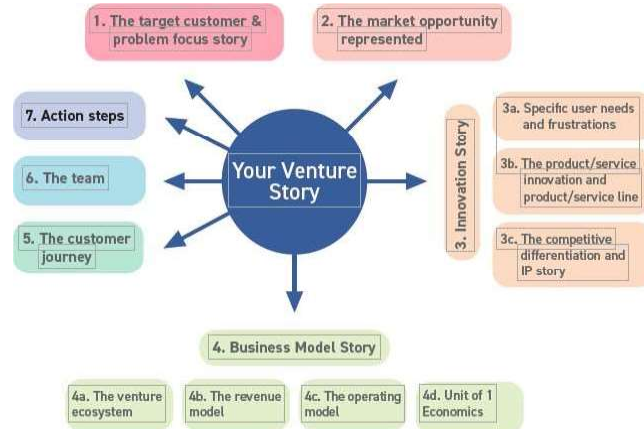
Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch.The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are toocomplex to present to outside people who have not taken the course. Therefore, design thispitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses!You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

### *Individual Innovation Assignments*

You will be required to submit two Reflection Journalsas well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

**(1)      Personal Discovery Reflection Journal (10%)**
At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, yourcareer, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

**(2)      Insight Learning Reflection Journal (10%)**
At the end of this semester, you are to prepare a short reflection of impressive sessions aswell as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

## Course Schedule

| Week | Session | Topics and Steps | Key CONCEPTS Introduced in Class | Class Focus Activity |
|---|---|---|---|---|
| 1 | 1 | **Course Overview** | 1. Why is entrepreneurship important?<br>2. What is Personal Discovery through Entrepreneurship?<br>3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration<br>4. Preparation (finding interesting areas) | **Lecture and Discussion** |
| | 2 | **Personal Discovery** (Step 01, Step 02) | 1. Personal Values<br>2. Strength and Weakness | Individual:<br>· Work with the templates provided on pages:<br>· Core values: 22, 23<br>· Skills: 27, 28, 29, 30, 31<br>· Societal Contribution: 33, 34 |
| 2 | 3 | **Find Teammates** (Step 03) | 1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area.<br><br>2. Findteammates<br>(1) Shared values<br>(2) Levels of commitment<br>(3) Skills and experiences (Same or Different?) | Problem template: Page 9<br>· Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets.<br>· Sit back and assess: Team templates on Pages 44, 45, and 46.<br>· Prepare to present your team, the problem it is going to tackle, and its collective skills. |
| | 4 | **Define Purpose** (Step 04)<br>**Create Mission** (Step 05) | 1. Methods for defining and refining a venture's purpose<br>2. Defining a Venture's Purpose<br>3. Creating a Vision Statement | Team:<br>· Purpose and Mission Templates: Pages 49 and 52<br>· Be prepare to present to the class.<br>· Personal Discovery Reflection Journal Due |

| We ek | Sess ion | Topics and Steps | Key CONCEPTS Introduced in Class | Class Focus Activity |
|---|---|---|---|---|
| 3 | 5 | **Ideation & Impact** (Step 06) | Ideation Methods<br>· An in-class ideation exercise | Team:<br>· Problem to Solve Templates, Step 4, Page 62, and 63 |
| | 6 | | Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation) | Team:<br>· Idea Impact Template, Step 6, Page 69 |
| 4 | 7 | **User Insights Frameworks** (Step 07) | · Identifyand find the right target users.<br>· Interview style and methods<br>· The Customer Interview template. | Team:<br>· Customer Interviews Template, Step 7, Pages 75<br>· Edit interview template for your project. |
| | 8 | | Laddering methods for interviews | Team:<br>· Latent Needs Template, Step 7, Page 93 |
| 5 | 9 | **User Insights Customer Interviews** (Step 07) | · Finding latent needs<br>· Field work check-in | Team:<br>· Latent Needs Template, Step 7, Page 93<br>· Field work – customer interviewing |
| | 10 | | · Think about innovation across the entire use case<br>· Field work check-in | Team:<br>· Full Use Case Template, Step 7, Page 99<br>· Field work – customer interviewing |
| 6 | 11 | **User Insights Interpreting Results** (Step 07) | · Interpreting customer interview results<br>· Field work check-in | Team:<br>· Field work – customer interviewing<br>· Also talk to retailers/dealers if appropriate |
| | 12 | | · Idea Reshaping based on Customer Interviews<br>· Field work check-in | Teams prepare results of results from customer interviews and how the original ideas have been reshaped& improved. |
| 7 | 13 | **User Insights Interpreting Results** (Step 07) | · Customer Research Reports<br>· Implications for product and service design | · Teams prepare PPTs for class presentation<br>· **Customer Insight Template Hand-in Package** |
| | 14 | | | |

| We ek | Sess ion | Topics and Steps | Key CONCEPTS Introduced in Class | Class Focus Activity |
|---|---|---|---|---|
| 8 | 15 | **Concept Design** (Step 08) | · Defining Customer Value<br>· Understanding Customer Value Proposition | Team:<br>· Customer Value Proposition<br>· Template: Step 8, Page 107<br>· Draft the CVP |
| | 16 | | · Presentation and review of CVPs | Team:<br>· Complete CVP |
| 9 | 17 | **Competitive Analysis and Positioning** (Step 08) | · Understanding of Competitive Matrix<br>· Competitive positioning: creating your separate space | Team:<br>· Identify major competitors, and dimensions for analysis<br>· Template: Step 8, Page 109 |
| | 18 | | · Presentations of Competitive Analyses and Positionings | Team:<br>· Perform the competitive analysis and present results, including positioning |
| 10 | 19 | **Product Line Strategy** (Step 09) | · Product line framework: good, better, best on underlying platforms, plus application to Services. | Team:<br>· Identify good, better, best variations based on the underlying concept.<br>· Product line template: Page 115 |
| | 20 | **Product Visioning Subsystem Design, and Prototype Sketch** (Step 10) | · The structured bubble chart, showing implementation options and the team's choices<br>· Prototype sketching<br>(The Bluereo Video is a good example of iterative prototyping driven by customer discovery.) | Team:<br>· Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials.<br>· Underlying bubble chart showing your decision process.<br>· Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126 |
| We ek | Sess ion | Topics and Steps | · **Key CONCEPTS Introduced in Class** | **Team or Individual Activity** |
| 11 | 21 | **Reality Check** (Step 11) | · The purpose of the Reality Check, testing the product concept, channel preferences, and much other. | Team:<br>· Reality Check Survey Template and Results: Step 11, Page 141, 143-144 |

| | | | | |
|---|---|---|---|---|
| | 22 | | · Guidance on the number or additional customers for the reality check survey<br>· How to analyze and interpret the results | · Customize the Reality Check template for your venture.<br>· Do a quick round of customer surveying. Aim for 12 more interviews. |
| 12 | 23 | **Industry Analysis** (Step 12) | · Team reports on Reality Check Results<br>· Examine major components of an Industry Analysis<br>· Review Templates | Team:<br>· Prepare and present the results of your reality check, plus any pivots you wish to make.<br>· **Concept Design (and Test) Hand-in Package**<br>· Industry Analysis Templates: Step 12, Pages 153 and 154s |
| | 24 | **Business Model** (Step 13) | · Defining the Business Model:<br>· Lecture on basic structure and different types.<br>· Illustrating it as the flow of product, money, and information. | Team:<br>· Business Model Illustration Template, Step 13, Page 170 |

| We ek | Sess ion | Topics and Steps | · Key CONCEPTS Introduced in Class | Team or Individual Activity |
|---|---|---|---|---|
| 13 | 25 | **Business Model** (Steps 14, 15, 16, 17) | · Revenue and Expenses<br><br>· The key decision points in the Revenue Model<br>· The key decision points in the Operating Model<br>· Designing the Customer Journey<br>· Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.) | Team<br>· Step 14, Page 177<br>· Step 15, Page 187<br>· Step 16, Page 195<br>· Step 17, Pages 199 and 200<br>· Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs. |
| | 26 | | | |
| 14 | 27 | **Impact Visioning** (Step 18) | · Develop clear statements for business and societal impact.<br>· Look at good existing examples of companies that do both. | Team:<br>· Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264<br><br>· **Business Model Design Hand-in Package** |
| | 28 | **Creating Value** (Step 19) | · Develop a project of the profitability in make low volumes for a product, a service, and a Web app.<br>· Discuss applications of the framework to your venture. | Team:<br>· Develop and present Unit of 1 Economics Template, Step 19, Page 229<br>· Keep working on the Final presentation |

| We ek | Sess ion | Topics and Steps | Key CONCEPTS Introduced in Class | Team or Individual Activity |
|---|---|---|---|---|
| 15 | 29 / 30 | **Tell Your Story** | · Presentation Format and Style<br><br>· Format:<br>(1) Title Slide with names and contact information<br>(2) The Target Customer and the Problem to be Solved<br>(3) The Market Opportunity<br>(4) The Innovation Story<br>(5) The Business Model Story<br>(6) The Customer Journey<br>(7) The Team<br>(8) The Proposed Action Steps.<br>(9) Appendices (if needed or desired)<br><br>·  If you have built a prototype during the class, please bring it and show it to us!<br><br>(The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.) | Team:<br>· The PPT Presentation<br><br><br><br>· Practice, practice, practice!<br>· Not too many words on one slide<br>· Use pictures<br>· Use template to develop your thinking, but try to create slides that are not just the templates. |
| | | **Final Course Deliverables** | Due on the Monday after the weekend of the final class meeting. | **Team:  Your Venture PPTs**<br><br>**Individual:  Insight Learning Reflection Journal** |

## Course Outcomes

5. Identify one's values, passions, skills and their will to contribute to society
6. Formulate an idea and validate it with customers
7. Demonstrate prototyping and analyze the competition for the product
8. Create business models for revenue generation and sustainability of their business
9. Come up with a pitch that can used as the basis for actually starting a company based on an impactful innovation and societal impact

# DOSP1001: Badminton

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

**Course Objectives:**

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

**Course Outcomes:**

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

**Reference:**

1. Handbook of the Badminton World Federation (BWF)

# DOSP1011: Chess

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

**Course Objectives:**

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

**Course Outcomes:**

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

**Reference:**

1. International Chess Federation (FIDE) Handbook

# DOSP1031: Football

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

## Reference:

1. FIFA Laws of the Game

# DOSP1041: Volleyball

|   | L | T | P | S | J | C |
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|   | 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

**Course Objectives:**

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

**Course Outcomes:**

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

**Reference:**

1. FIVB - Official Volleyball Rules

# DOSP1051: Kabaddi

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

**Course Objectives:**

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

**Course Outcomes:**

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

**Reference:**

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabadddi - International Kabaddi Federation

# DOSP1091: Basketball

| L | T | P | S | J | C |
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| 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

**Course Objectives:**

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

**Course Outcomes:**

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

**Reference:**

1. FIBA Basketball Official Rules

# DOSP1111: Throwball

|   | L | T | P | S | J | C |
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|   | 0 | 0 | 0 | 2 | 0 | 2* |

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

## Reference:

1. World Throwball Federation - Rules of the Game

# DOSL1001: Club Activity – Participant

| L | T | P | S | J | C |
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| 0 | 0 | 0 | 2 | 0 | 2* |

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

## Course Objectives
- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

## List of Student Club Activities
1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

## List of Activities
1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

## Text Books
1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**
1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**
Upon successful completion of the course, student will be able to
- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curicular activities
- Learn to manage time effectively
- gain confidence

# DOSL1011: Club Activity – Member of the Club

| L | T | P | S | J | C |
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This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

**Course Objectives**
- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities**
1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities**
1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Text Books**
1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**
1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**
Upon successful completion of the course, student will be able to
- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curicular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

# DOSL1021: Club Activity – Leader of the Club

| L | T | P | S | J | C |
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| 0 | 0 | 0 | 2 | 0 | 2* |

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

## Course Objectives
- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

## List of Student Club Activities
1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

## List of Activities
1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Text Books**
1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**
1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**
Upon successful completion of the course, student will be able to
- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

# DOSL1031: Club Activity – Competitor

| L | T | P | S | J | C |
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| 0 | 0 | 0 | 2 | 0 | 2* |

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

**Course Objectives**
- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities**
1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities**
1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curicular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Text Books**
1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**
1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**
Upon successful completion of the course, student will be able to
- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

# POLS1001: Indian Constitution and History

| | L | T | P | S | J | C |
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**Course Description:**
This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

**Course Objectives:**
1. To introduce constitutional history of India.

2. To explain the process of making Indian constitution

3. To analyze Fundamental of Rights, Duties and other principles in constitution

4. To create familiarity with political developments which shaped the constitution.

**Course Outcomes:**

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India

2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens

3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.

4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

**Unit I: India as a Nation**                                                                 **6 hrs**
Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.
Rowat, D. (1950). 'India: The Making of a Nation', *International Journal, 5*(2), 95-108. doi:10.2307/40194264
Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

**Unit 2: Understanding the Constitution**                                       **6 hrs**

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.
Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.
Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40
Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

*Module Learning Outcomes*
Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India
Evaluate constituent assembly debates in framing Indian Constitution.

**Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy**    **6 hrs**

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.
Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.
Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.
Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.
Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

*Module Learning Outcomes*

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

**Unit 4: Citizenship**                                                       **6 hrs**

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.
Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.
Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333.
Valerian Rodrigues

*Module Learning Outcomes*

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status'of citizenship

## Unit 5: Separation and Distribution of Powers                                      6 hrs

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.
Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal, 42*(6), 553-595.
Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research, 37*(1), 113-122.
Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15
Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.
Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.
Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.
Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

*Module Learning Outcomes*

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

**Recommended Readings:**
De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.
Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.
Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.
Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.
Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.
Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

# PHPY1001: Gandhi for the 21st Century

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**Course Description**

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

**Course Objectives**

The objectives of the course are;
1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

**Module I : MK Gandhi: Childhood and Education**
M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

**Module II: From Mohan to Mahatma-South African Experiences**
Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

**Module III: Gandhi and Indian National Movement**
Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

**Module IV: Gandhi and Sustainable Development**
Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

**Module V: Gandhi and Contemporary Issues**
Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

**Learning Outcomes**
1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

**Course Outcomes**

After the successful completion of the course the students will be able to;
1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

**References**

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007).Gandhi as Disciple and Mentor. New Delhi: CUP

# DOSL1041: Community Services - Volunteer

| | L | T | P | S | J | C |
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| | 0 | 0 | 0 | 0 | 2 | 2* |

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

**Course Objectives**
- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

**List of Community Service Activities**
1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

**List of Activities**
1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

**Text Books**
1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References**
1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

**Course Outcomes**
- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

# DOSL1051: Community Services - Mobilizer

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 0 | 0 | 2 | 2* |

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

## Course Objectives
- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

## List of Community Service Activities
1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

## List of Activities
1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

## Text Books
1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References**
1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and SherylWuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and and other Government and non-government community serviceorganizations organizations

**Course Outcomes**
- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

# ENVS1001: Environmental Studies

| | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
| | 3 | 0 | 0 | 0 | 0 | 3* |

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

**Course Objectives**
1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

**Course Outcomes**

After the completion of the course student will be able to
1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education


**UNIT – I    Multidisciplinary nature of environmental studies & Natural**        No of Hours:
**Resources:**        10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.
Activity:
1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

**UNIT – II    Ecosystem and biodiversity**        No of Hours:
10

**Ecosystem:** Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.
**Biodiversity:** Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ
Activity"
1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

**UNIT –**        **Environmental Pollution**                               No of Hours:
**III**                                                                      10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity
1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

**Learning Outcomes:**
After completion of this unit, the student will be able to

**UNIT – IV**    **Social Issues and the Environment**                          No of Hours:
                                                                                  10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.
Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:
1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

**UNIT – V**    **Human Population and the Environment and Environment Protection**    No of Hours:
               **Act and Field work**                                                  10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:
1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

**Text Book(s)**
1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2$^{nd}$ Edition. Cengage Learning India. 2012.

**Additional Reading**
1. Benny Joseph. Textbook of Environmental Studies 3$^{rd}$ edition, McGraw Hill Publishing company limited. 2017.

**Reference Book(s):**
1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6$^{th}$ Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5$^{th}$ edition. 2005.

**Journal(s):**
1. https://www.tandfonline.com/loi/genv20
2. https://library.lclark.edu/envs/corejournals

**Website(s):**
https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf
From Climate Science to Action | Coursera

|      | Programme Objectives (POs) | | | | | | | | | | | | PSO's | | |
|------|---|---|---|---|---|---|---|---|---|----|----|----|---|---|---|
|      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 |
| CO1  | 2 |   |   |   |   |   |   |   |   |    |    |    | 2 |   |   |
| CO2  |   | 2 |   |   |   | 1 |   |   |   |    |    |    | 2 |   |   |
| CO3  |   |   | 1 |   |   |   |   |   | 1 |    |    |    |   | 1 |   |
| CO4  |   |   |   | 2 |   |   |   |   |   |    | 2  |    |   |   | 1 |
| CO5  | 1 |   |   |   |   |   |   |   |   |    |    |    |   | 1 |   |
| CO6  |   |   |   |   | 2 |   |   |   |   |    |    | 1  |   |   | 1 |

1-Low, 2-Medium and 3-High Correlation

# MFST1001: Health & Wellbeing

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 2 | 0 | 0 | 1* |

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

## Course Objectives

- To provide an understanding of the relationship between food and nutrition

- To emphasize the role of exercise, sports and physical fitness in obtaining a good health

- To explain about the mindfulness and emotional well being

- To teach the role of yoga and meditation in maintaining the body balance

## UNIT-I
Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

## UNIT-II
Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

## UNIT-III
Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

## UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

## Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health

- Will understand how the exercise, sports and physical activities will improve health

- Will learn mindfulness practices for reducing stress

- Will know the importance of yoga and meditation

# CLAD2001: Preparation for Campus Placement-1
# (Soft Skills 5A)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

**Course Objectives:**

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.

2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.

3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning: Logical and Verbal Reasoning

**Course Outcomes:**
1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

**Course Objectives:**

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
2. Orient the students for GRE/ GMAT through mock tests

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment: Issue/ Argument

4. Integrated Reasoning

**Course Outcomes:**

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD2021: Preparation for CAT/ MAT - 1
# (Soft Skills 5C)

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

**Course Objectives:**

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
2. Orient the students for CAT/ XAT, etc. through mock tests

1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry

2. Data Interpretation: Data Interpretation and Data Sufficiency

3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning

4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**Course Outcomes:**

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD2031: Preparation for Campus Placement-2
# (Soft Skills 6A)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

**Course Objectives:**

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
2. To sharpen the test-taking skills in all four major areas of all campus drives

1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness

2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning

3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems

4. Reasoning II: Logical and Verbal Reasoning

**Course Outcomes:**

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2.  Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.

3.  Quantitative Aptitude by R S Agarwal S Chand Publications

4.  Quantitative Aptitude by Pearson Publications

# CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2 (Soft Skills 6B)

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

**Course Objectives:**

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
2. Orient the students for GRE/ GMAT through mock tests

1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning

2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis

3. Analytical Writing Assessment II: Issue/ Argument

4. Integrated Reasoning II

**Course Outcomes:**

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD2051: Preparation for CAT/ MAT - 2
# (Soft Skills 6C)

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 2 | 0 | 0 | 1 |

**Course Description:**

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

**Course Objectives:**

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**Course Outcomes:**

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# FINA3001: Personal Financial Planning

|   | L | T | P | S | J | C |
|---|---|---|---|---|---|---|
|   | 0 | 0 | 2 | 0 | 0 | 1* |

## Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.

This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

## Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

## Course Outcome:
1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

## Unit 1: Basics of Financial Planning
Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

## Unit 2: Risk and Insurance Management
Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

## Unit 3: Investment Products and Measuring Investment Returns
*Investment Products:* Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity

***Measuring Investment Returns:*** Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

## Unit 4: Retirement Planning

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

## Unit: 5 Tax Planning

***Income Tax:*** Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

## Text Books
1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

## Reference Books
1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

## Introduction to Critical Thinking and Analysis

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 4 | 0 | 0 | 0 | 0 | 4 |

**Course Type: Faculty Core**

**Course Level: 100**

**Credits: 4**

**Course Code:**

**Prerequisite: None**

**Course Description**

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation.*The Power of Critical Thinking by* Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

**Course Objectives:**

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

**Module I: The Basics**                                           **No of Hours: 13**

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**

Students will be able to:
1. understand the dynamics of critical thinking;     L2
2. differentiate arguments from claims;     L2
3. aware of obstacles to critical thinking;      L2
4. aware of subjective and social relativism; and      L2
5. logically put forward argumentsL3

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module II:Reason and Reasoning**                      **No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**

Students will be:
1. aware of how to think logically.     L2
2. understand the importance of beliefs and doubts;     L2
3. aware of conflicting claims;     L2
4. aware of fallacies and premises.     L2

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module III: Arguments**                      **No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive &Inductive Reasoning; Connectives and Truth Values, Validity.

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**

Students will be able to:
1. develop a variety of arguments for a given problem;     L3

2. differentiate arguments from non-arguments;        L3
3. develop skills to identify truth and validating the same;        L3
4. understand the importance both deductive and inducting reasoning. L2

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module IV: Explanations**                        **No of Hours: 12**

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes:**

Students will be able to:
1. develop inferences for explanations;                L2
2. aware of theories of consistency and criteria;        L2
3. comprehend how to scientifically test the theories;        L2
4. aware of involvement of moral values in human thinking;   L2
5. develop skills in precision writing.L3

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module V:Critical Thinking in Humanities and Social Sciences**        **No of Hours: 12**

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**
Students will be able to:
1. understand the importance of inquiry and inquisitiveness;   L2
2. questioning and interpreting the texts;                L4
3. evaluate credibility of sources while put forwarding causal explanations    L3

## Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

**Formative Assessment Pattern and Evolution**

| Mode of Test | Number of Tests | Marks consideration | Total Marks |
|---|---|---|---|
| Quiz | 5 | 4 x 2.5 | 10 |
| Quiz Schedule | Quiz 1 | Module 1 | Quiz may be conducted in the middle of the module or at the end of the module |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| Short Answer Test | 5 | 4 x 5 | 20 |
| Short Answer Test Schedule | Short Answer Test 1 | Module 1 | Short answer test is conducted generally at the end of the module |
| | Short Answer Test 2 | Module 2 | |
| | Short Answer Test 3 | Module 3 | |
| | Short Answer Test 4 | Module 4 | |
| | Short Answer Test 5 | Module 5 | |
| Long Answer Test | 3 | 2 x 20 | 40 |
| Long Answer Schedule | Long Answer 1 | Module 1 and first half of Module 2 | The Long answer test is conducted after the completion of mentioned syllabus |
| | Long Answer 2 | Second half of Module 2 and Module 3 | |
| | Long Answer 3 | Modules 4 &5 | |
| Continuous Evaluation Total | | | **70** |
| External Examination | | | **30** |
| Total | | | **100** |

**Reference Readings:**

Alec Fisher, *Critical Thinking: An Introduction Second Edition.* Cambridge University Press, 2001.

Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.

James Shiveley, "Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues' Libraries Moduleed, 2009.

John Barell, *Developing More Curious* Minds, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.

Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Madhu Chanda Sen. *An Introduction to Critical Thinking.* Pearson Publications, 2010.

Richard Epstein, *Critical Thinking.* Wadsworth Publishing, 2005.

S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?"', in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.

Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.

Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.

Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

**Course Type: Faculty Core**

**Course Level: 100**

**Credits: 4**

**Course Code:**

**Prerequisite: Critical Thinking and Analysis**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 4 | 0 | 0 | 0 | 0 | 4 |

## Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

## Course Objectives

This course aims to help students to:

1.  Understand and differentiate text and writing types, moods and tones,
2.  Critically analyse texts, research and use findings to write and compose essays,
3.  Identify and analyse various writing techniques and their functions,
4.  Familiarise with conventions of academic writing.

## Course Structure

**Module I: Introduction to the Process of writing and Genres          Hours: 13**

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

### Essential Reading

1) "What is Academic Writing?" By L Lennie Irvin
2) Genres and Special Assignment (Relevant portions) from *How to Write Anything* by John J Ruszkiewicz and Jay Dolmage

### Learning Outcomes

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

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.)                                                    L 1 & 2
- Evaluate, relate and use conventions of academic writing          L 3, 4 & 5

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

## Module II: Tools of Writing                                     Hours: 12

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

### Essential Reading

1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab[https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html)

2) Research and Sources (section 35-42) from from*How to Write Anythin*g by John J Ruszkiewicz and Jay Dolmage

### Learning Outcomes

After completion of this Module, the student will be able to:
- Understand how to plan and execute writing strategies                     L2
- Follow different writing conventions and write according to the purpose    L3 & 4

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

## Module III: Writing Essays                                     Hours: 12

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

### Essential Reading

1) Introduction from A Students' Writing Guide: How to plan and Write Successful Essays by Gordon Taylor.
2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

### Learning Outcomes

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

- Understand structural Modules of essays        L2
- Ways of assimilating data into writing        L2 & 3
- Ways of building arguments        L2

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)


**Module IV: Writing a Review**                                      **Hours: 12**

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

**Essential Reading**

1) Different discipline specific reviews for different programme of students


**Learning Outcomes**

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

- Critically reflect upon existing idea        L4
- Use methods of comparison, linking and identification        L3 & 4
- Contemplate on new ideas        L4 & 5


**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as Review of cinema/ book


**Module V: Ethical Aspects of Academic Writing**                      **Hours: 12**

- What is ethical practice?
- What is plagiarism and how to avoid?


**Essential Reading**

Web source: What is Ethical Writing and why is it important,
https://www.kent.edu/stark/ethical-writing-reliable-sources

**Learning Outcomes**

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

- Different aspect of ethical practices such as inclusivity, unbiased nature   L3
- Acknowledge and cite scholarship used in own writing        L3

**Pedagogy tools:** Blended learning, video lectures, self reading


**Assessment and Evaluation**

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

**Formative Assessment Pattern and Evolution**

| Mode of Test | Number of Tests | Marks consideration | Total Marks |
|---|---|---|---|
| Quiz | 5 | 4 x 2.5 | 10 |
| Quiz Schedule | Quiz 1 | Module 1 | Quiz may be conducted in the middle of the module or at the end of the module |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| Short Answer Test | 5 | 4 x 5 | 20 |
| Short Answer Test Schedule | Short Answer Test 1 | Module 1 | Short answer test is conducted generally at the end of the module |
| | Short Answer Test 2 | Module 2 | |
| | Short Answer Test 3 | Module 3 | |
| | Short Answer Test 4 | Module 4 | |
| | Short Answer Test 5 | Module 5 | |
| Long Answer Test | 3 | 2 x 20 | 40 |
| Long Answer Schedule | Long Answer 1 | Module 1 and first half of Module 2 | The Long answer test is conducted after the completion of mentioned syllabus |
| | Long Answer 2 | Second half of Module 2 and Module 3 | |
| | Long Answer 3 | Modules 4 &5 | |
| Continuous Evaluation Total | | | **70** |
| External Examination | | | **30** |
| Total | | | **100** |

**Reference Readings**

Browne, Neil M and Stuart Keely. *Asking the Right Questions,* 11th Ed. Pearson. 2014.

Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.

Berger, John. *Ways of Seeing.* Penguin Books. 1972.

Terrinoni, Enrico. *Working on Texts: Reading Literature Critically.* Universal Publishers, 2012.

Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.

Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.

Hogue, Ann. *FIrst Steps in Academic Writing. 2nd Ed.* Pearson- Longman. 2008.

Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.

*Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.

 Textual Analysis.Bauer, Martin W., Bicquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014

*Critical thinking skills*: Identifying, analysing and evaluating arguments. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.

*Understanding Arguments An Introduction to Informal Logic.* Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.

*Theory into Practice*: An Introduction to Literary Criticism, Ann B. Dobie. Wadsworth, Cengage Learning. 2012

*Fiction Reading On Head And Heart.*Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.

*Reading, Hearing, And Seeing Poetry Performed.*  Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.

*A Textbook for the Study of Poetry*, F.M. Connel. 1913.

*A Practical Guide to Academic Writing for International Students*. Routledge.2018.

*A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

**Introduction to Digital Humanities**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 4 | 0 | 0 | 0 | 0 | 4 |

**Course Type: Faculty Core**

**Course Level: 100**

**Credits: 4**

**Course Code:**

**Prerequisite: None**

**Course Description**

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

**Course Objectives**

● Familiarise notions of "humanities," "humanities computing," and "digital humanities"
● Discuss the transformation humanities in the digital era
● Understand methods and key terminologies of digital humanities

**Course Outcomes**

After pursuing the course, students will be able to –

1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
2) Familiarise themselves with latest methods of digital computation and its impact and usages
3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
4) Realise the domain of and significance of digital Humanities in its terminologies and methods
5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

**Module I:Digital Humanities: Origin**                               No of  Hours: 13

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

**Essential Readings**

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/13

- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, ToddPresner, Jeffrey Schnapp, *Digital_Humanities*, MIT Press, 2012, p. 3-26

**Learning Outcomes**

Students will be able to:
1) Understand connection between digital humanities and literature research;    L2
2) Understand different aspects of its origin and evolution;                L2

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module II: Impact of Big Data on Human Societies          No. of Hours: 12**

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

**Essential Reading**

Boyd, Dana and Crwford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

**Learning Outcomes**

Students will be able to:

1. Understand different analytical parameters offered by digital humanities;      L2
2. Understand different terminologies involved in studies of digital humanities;  L2

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module III: Digitization No. of Hours: 12**

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

**Essential Reading**
Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

**Learning Outcomes**

Students will be able to:
1. Understand connection between digital humanities, gender studies and feminism; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies.                                    L2

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module IV**
**Humanities, Space and Meaning**                                    **No. of Hours: 12**

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

**Essential Reading**

Jo Guldi, "What is the Spatial Turn?" Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. http://spatial.scholarslab.org/spatial-turn/

**Learning Outcomes**

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning;         L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3


**Pedagogy tools:** Blended learning, video lectures, self reading



**Module V**
**Digital Humanities: A Critical Analysis**                    **Hours: 12**

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus


**Essential Reading**

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities* , 2016, http://dhdebates.gc.cuny.edu/debates/text/55
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, Digital Humanities Quarterly 7, no. 1 (2013). http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html


**Learning Outcomes**

Students will be able to:
1. Understand connection between digital humanities and race studies;          L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies;                                             L2

**Pedagogy tools:** Blended learning, video lectures, self reading


**Assessment and Evaluation**

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

## Formative Assessment Pattern and Evolution

| Mode of Test | Number of Tests | Marks consideration | Total Marks |
|---|---|---|---|
| Quiz | 5 | 4 x 2.5 | 10 |
| Quiz Schedule | Quiz 1 | Module 1 | Quiz may be conducted in the middle of the module or at the end of the module |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| Short Answer Test | 5 | 4 x 5 | 20 |
| Short Answer Test Schedule | Short Answer Test 1 | Module 1 | Short answer test is conducted generally at the end of the module |
| | Short Answer Test 2 | Module 2 | |
| | Short Answer Test 3 | Module 3 | |
| | Short Answer Test 4 | Module 4 | |
| | Short Answer Test 5 | Module 5 | |
| Long Answer Test | 3 | 2 x 20 | 40 |
| Long Answer Schedule | Long Answer 1 | Module 1 and first half of Module 2 | The Long answer test is conducted after the completion of mentioned syllabus |
| | Long Answer 2 | Second half of Module 2 and Module 3 | |
| | Long Answer 3 | Modules 4 &5 | |
| Continuous Evaluation Total | | | **70** |
| External Examination | | | **30** |
| Total | | | **100** |

**Suggested Readings:**

Adolphs, Svenja and Dawn Knight, editors. The Routledge Handbook of English Language andDigital Humanities. Delhi: Routledge, 2020.

Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) http://dhdebates.gc.cuny.edu/debates/text/20

Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" http://dhdebates.gc.cuny.edu/debates/text/16

Berry, David M., and Anders Fagerjord. Digital humanities: Knowledge and critique in a digitalage. John Wiley & Sons, 2017.

Bethany Nowviskie, "Skunk in the Library." http://www.nowviskie.org/2011/a-skunk-in-thelibrary/.

Bulkun, Mestrovic Deyrup& Mary. Transformative Digital Humanities: Challenges andOpportunities. Delhi: Routledge, 2020.

Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledte, 2015.

Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. Doing digital humanities:Practice, training, research. Taylor & Francis, 2016.

Daniel Apollon, Claire Bélisle,and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.

Dobson, James E. Critical Digital Humanities: The Search for a Methodology. Chicago:University Illinois of Press, 2019.

Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.

Gairola, RoopikaRisam and Rahul K. South Asian Digital Humanities: Postcolonial MediationsAcross Technology's Cultural Canon. Delhi: Routledge, 2020.

Gold, Matthew, editor. Debates in the Digital Humanities. Minneapolis: University of MinnesotaPress, 2012.

John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/

Joshua Rothman, "An Attempt to Discover the Laws of Literature," New Yorker (March 20, 2014). http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-ofliterature.

Karla, Maya Doddd& Nidhi. Exploring Digital Humanities in India Pedagogies, Practices, andInstitutional Possibilities. Delhi: Routledge India, 2020.

Kathleen Fitzpatrick, The humanities, done digitally, *Debates in the Digital Humanities* ,

Matthew Applegate, *Guerrilla Theory: Political Concepts, Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.

Matthew G.Kirschenbaum, What is digital humanities and what's it doing in English departments?,*Debates in the Digital Humanities* , 2012, http://dhdebates.gc.cuny.edu/debates/text/38

Richard Grusin, "The Dark Side of the Digital Humanities—Part 2."
http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/

Rosenzweig, Roy and Dan Cohen. Digital History: A Guide to Gathering, Preserving, andPresenting the Past on the Web. Pennsylvania: University of Pennsylvania Press, 2005.

Sabharwal, Arjun. Digital curation in the digital humanities: Preserving and promoting archivaland special collections. Chandos Publishing, 2015.

Schnapp, Jeffrey. Digital Humanities. Cambridge: MIT Press, 2021.

Schreibman, Susan and Ray Siemens, editors. A Companion to Digital Literary Studies. NewJersey: Blackwell Publishing, 2008.

Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities* ,2004,http://www.digitalhumanities.org/companion/view?docId=blackwell/978140510321 3/9781405103213.xml&chunk.id=ss1-2-1

Tara McPherson, "Why are the Digital Humanities So White?" (in Gold)
http://dhdebates.gc.cuny.edu/debates/text/29

Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. Defining digital humanities: areader. Routledge, 2016.

Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. Digital humanities in practice. FacetPublishing, 2012.

Wendy Hui Kyong Chun, "The Dark Side of the Digital Humanities—Part 1."
http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/

# INTRODUCTION TO MASS COMMUNICATION

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 100**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 0 | 0 | 0 | 3 |

## Course Description

This course explains various theories and concepts of communication. The course covers both the historical evolution of media and contemporary developments and issues. Areas of coverage include models, functions, theories, types of communication.

## Course Objectives

1. Introducing students to various path-breaking Communication theories.
2. Imparting knowledge about the essential elements of Communication.
3. Inculcatingawareness about the communication models.
4. Help understandthe Communication theories.
5. To help students acquaint with the various types of Communication.

## Course Outcomes

After this course, students will be able to:
1. Introduce themselves to the theories of Communication.
2. Gain knowledge of Communication models.
3. Develop the understanding of essential elements of Communication.
4. Acquaint themselves with the various types of Communication.
5. Strengthen the 7Cs of Communication.

## Tentative Session Plan:

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 9 | 9 | 9 | 9 | 9 |

## Course Content

**Module1**: Process of Communication

- Elements of the communication process (message, sender, encoding, channel, receiver, decoding & feedback).
- Definition, meaning and scope of communication
- Types of communication
- Barriers to communication
- Function of communication
- Importance of Communication

**Module 2**: Media Theories of Communication

- Psychological Theories: Selective Exposure, Selective Perception, Selective Retention and Cognitive Dissonance
- Sociological Communication Theories: Cultivation Theory, Agenda Setting Theory and Uses and Gratification Theory
- Powerful Effects of Media: Dominant Paradigm, Diffusion of Innovations, Spiral of Silence
- Normative Theories of Press: Authoritarian, Libertarian, Social Responsibility & Soviet Media Theories.

**Module 3**: Models of Mass Communication

- +Classical, Intermediary, Interactive, Transactional Models:
- Aristotle 's definition of Rhetoric, Laswell's Model Berol's SMCR Model, Charles Osgood Model
- Shannon-Weaver Mathematical Model
- Newcomb 's Model of Communication, George Gerbner 's Model,
- Wilbur Schramm 's Interactive Model,
- Dance 's Helical Spiral Model and Ecological Models
- Media Effects: Hypodermic Needle, Two-Step/Multi
- Step Flow Theory, Gatekeeping

**Module 4**: Principles of Communication

- Fundamentals of Communication
- Meaning of communication, features, importance.
- Techniques of communication: formal/ informal, verbal/written, downward & upward.
- Barriers of communication
- 7 C's of communication,
- Factors affecting the process of communication.

**Module 5**: Forms of Communication

- Intrapersonal communication&interpersonal communication, group communication (public, crowd, small group), mass communication, non-verbal communication, body language.
- Communication & Self Esteem
- Role of Communication

**Readings:**

- Fiske, J.(1982). Introduction to Communication Studies, Routledge, London. Flew Terry: New Media
- Keval J. Kumar (1994): Mass communication in India, Jaico Publishing House
- Kevin Williams (2014), Understanding Media Theory
- Michael Ruffner and Michael Burgoon (1981), Interpersonal Communication.
- Dennis, McQuail, Mass Communication Theory, Sage Publication, New Delhi.
- Schramm, W. & Roberts, D. The Process and Effects of Mass Communication, Urbana, IL: University of Illinois Press.

- Rayudu. C.S., Communication, Himalaya Publishing House, Mumbai
- Joshi, P.C., Communication & Nation – Building – Perspective and Policy, Publication Division, New Delhi.
- Malhan P.N., Communication Media, Yesterday, Today and Tomorrow, Publication Division, New Delhi.
- Agee, Warren K., Ault Philip H., Introduction to Mass Communication, Oxford & IBH Publishing Company, New Delhi

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# Fundamentals of Journalism

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 100**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

## Course Description

The main objective of this course is to provide the students about essential knowledge about the practice of journalism. And also make them to understand how a journalist works in the present-day situation. The course will make them familiar with the stylistic, operative and epistemic processes that define Journalism.

## Course Objectives

1. Enable identifying the basics of journalism and its role in the democratic society.
2. Help understand the principles and laws of freedom of speech and incorporate this fundamental right when functioning at different political structures.
3. To make students think critically, creatively, and independently; evaluate one's work and the work of others for accuracy, fairness, clarity, style, and correctness.
4. To enable students to write balanced reports through objectivity, accuracy, and brevity and understand the duties and qualities of a responsible reporter.
5. To help the students to build a foundation for media responsibility.

## Course Outcomes

Students will be able to
1. Identify news values and understand the news process
2. Organize a news story as per the news structure
3. Write different type of leads, body text and conclusion
4. Demonstrate interviewing and newsgathering skills
5. Display editing skills including proofreading and headline writing

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content**

**Module-1** Journalism and Society

- Media and Democracy- the Fourth Estate, freedom of expression, Article 19 of the Constitution of India
- Media consumption and news production
- Forms of journalism- news, features, opinions, yellow, tabloid, penny press, page 3; changing practices: new/alternative media, speed, circulation

**Module-2** Principles of Journalism

• Examination of principles and social theory underlying the practice of journalism
• Social responsibility and ethics
• Positioning, accuracy, objectivity, verification, balance and fairness
• Defining spot/action, statement/opinion, identification/attribution
• Views vs opinion, hoaxes

**Module-3** The News Process

• News: meaning, definition, nature
• Space, time, brevity, deadlines
• Five Ws and H, inverted pyramid
• Sources of news, use of archives, use of internet
• From the event to the reader/ audience

**Module- 4** Language and Narrative of News

• Constructing the story: selecting for news, quoting in context, positioning denials
• Transitions, credit line, by-line, and dateline
• Styles for print, electronic and online journalism
• Robert Gunning: principles of clear writing
• Rudolf Flesch's Formula - skills to write news

**Module- 5** Digital Journalism

• Understanding virtual cultures: internet and its beginnings, remediation and new media technologies, online communities, user generated content and Web 2.0, networked journalism, alternative journalism
• Digitisation of journalism: authorship and what it means in a digital age
• Open source: Overview of web writing.
• Linear and non-linear writing

**Reference Books**

• Adams, Sally, Gilbert, Harriett, Hicks, Wynford. Writing for Journalists, Routledge, London, 2008.
• Bull, Andy. Essential Guide to Careers in Journalism, Sage, London, 2007.
• Bruce D. Itule and Douglas A. Anderson, News writing and reporting for today's media, McGraw Hill Publication.
• Flemming, Carole and Hemmingway, Emma. An Introduction to Journalism, Sage, London, 2005.
• Franklin, Bob, Hamer, Martin, Hanna, Mark, Kinsey, Marie, Richardson, John E.: Key Concepts in Journalism Studies, Sage, London, 2005.
• Harcup, Tony. Journalism Principles and Practice, Sage, London, 2009.
• King, Graham. Improve Your Writing Skills, Collins, London, 2009.
• Schudson, Michael. Sociology of News, W.W. Norton, New York, 2011.
• Schwartz, Jerry. Associated Press Reporting Handbook, McGraw-Hill, New York, 2002.
• Smith, Jon. Essential Reporting, Sage, London. 2007.

- Truss, Lynne. Eats, Shoots & Leaves, Profile Books, London, 2003.
- Watson, Don. Gobbledygook, Atlantic Books, London, 2003.
- Willis, Jim. The Mind of a Journalist, Sage, London, 2010.

**Fundamentals of Journalism - Laboratory**
Reading Editorials of Latest Newspapers
Differentiating news, views and propaganda
Inverted Pyramid style
Writing in 5Ws & H format
Determining the readability formula
Writing for TV and Web
Sub-editing, headline writing

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

Note:
**Specific question types for each test/assessment will be decided by the course committee**

# FILM APPRECIATION

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 100**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 2 | 0 | 0 | 3 |

## Course Description

This class introduces various techniques used in filmmaking. Explain to students how a story is constructed, conveyed, and interpreted in film. You will also explore areas and aspects of film criticism like genre studies, mythic structures and postmodernism.

## Course Objectives

1. To enable students to evolve as critical viewers of cinema with own perspective through analysis and style.
2. To make them understand the theme, the work and the meaning of the film.
3. To help the students critically explore how the film is a dynamic, multi-faceted medium and how a work is created and received from a cultural, ideological and theoretical perspective.
4. Enable them to understand the variety of creative and technical choices that construct a work.
5. To allow them to identify and use key concepts, models and tools in film criticism.
6. To consider film's status in participatory culture and the shifting convergent media landscape.

## Course Outcomes

Students will be able to:
1. Apply theoretical, critical, concepts when making style choices in their own projects and in referencing or analyzing the medium of cinema.
2. Engage in the use and analysis of emerging technologies.
3. Demonstrate the ability to interpret the cinematic practice.
4. Analyze the world cinema, appreciation and inclusion
5. Evaluate the Indian cinema, appreciation and inclusion

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

**Module 1: Introduction to the language of cinema**

- How to Read a Film, Introduction to the Language of cinema
  Screening clips from: *Citizen Kane* (Orson Welles, 1941)
- The Importance of Film Form
  Screening clips from: *Psycho* (Alfred Hitchcock, 1960, US)
- The Frame: Mise-en-scene and Composition
- Plot, Theme, Screenplay, Narrative, Diegetic and Non- Diegetic space
- Film Journal Exercise – Students create a website for film journaling

## Module 2: Cinematography and Editing – Painting with Light and Sculpting in Time

- Cinematography I: The Shot and the Question of Point-of-View
  Screening clips from: *Don't Look Now* (Nicolas Roeg, 1973, UK), *Charulata*(Satyajit Ray, 1964)
- Cinematography II: Camera Movement
  Screening clips from:*Paths of Glory* (Stanley Kubrick, 1957), *Chungking Express* (Wong KarWai, 1994)
- Editing I: Classical Editing - The American/Hollywood Paradigm
  Screening clips from: *Casablanca* (Michael Curtiz, 1942)
- Editing II: Alternatives to Classical Editing - Soviet Montage vs. The Long Take
  Screening clips from: *The Man with the Movie Camera* (DzigaVertov, 1929, USSR)
- Sound and Music in Film: Diegetic and Non Diegetic Sound, Sound design
  Screening clips from: *The Conversation* (Francis Ford Coppola, 1974, US), *Subarnarekha* (RitwikGhatak, 1965)

## Module 3: Important Film Styles and Movements

- German Expressionism (1920s)
  Screening clips from: *Cabinet of Dr. Caligari* (1920)
- Italian Neo-Realism (1945-1951)
  Screening clips from: *The Bicycle Thief* (Vittorio De Sica, 1948, Italy)
- French New Wave (1959-1967)
  Screening clips from: *The 400 Blows* (François Truffaut, 1959, France)
- Documentary Traditions: The Case of Cinema Vérité and Direct Cinema (1960s)
  Screening clips from: *Chronicle of a summer* (Jean Rouch and Edgar Morin, 1961)
- Digital Futures After Celluloid
  Screening clips from: *Russian Ark* (AleksandrSokurov, 2002, Russia, 96m)

## Module 4: World Cinemas:

- Focus on Iranian, Japanese, Korean and Latin American films Screening: Clips from *Where is Friend's Home* (Abbas Kiarostami, 1987), *Ikiru* (Akira Kurosawa, 1952), *Parasite* (Bong Joon Ho, 2019), *Pan's Labyrinth* (Guillermo Del Torro, 2006)
- English cinemas from the world: UK, Australia and New Zealand: Clips from *The Third Man* (Carol Reed, 1949), *The Piano* (Jane Campion, 1993), *Lion* (Garth Davis, 2016)
- Class Discussions and Student Presentations

## Module 5: Cinemas of India

- Silent era
Screening: Excerpts of Silent Indian features: D. G. Phalke's *KaliaMardan* and *Sri Krishna Janma* (circa 1918); HimanshuRai and Franz Osten, *The Light of Asia* (1925)
- Introduction to Popular Hindi Cinema
Screening clips from: *Dil Se* ["From the Heart"] (Mani Rathnam, 1998), *KabhiKhushiKabhiGham* (Karan Johar, 2001)
- Cinemas of India
Screening: Clips from *Village Rockstars* (Rima Das, 2017), *Kabali* (Pa Ranjith, 2016), *C U Soon* (Mahesh Narayanan, 2020), *Vanaja* (Rajesh Domalpalli, 2006)

**Supplemental Bibliography:**

- David Bordwell, Kristin Thompson, and Jeff Smith, Film Art: An Introduction, McGraw Hill, 2020.
- David Cook, History of Narrative Film. WW Norton, 2004.
- LalitaGopalan (ed.) The Cinema of India, Wallflower Press, 2010.
- Geoffrey Nowell Smith (ed.) The Oxford History of World Cinema, New York & Oxford: Oxford University Press, 1996.
- Eric Barnouw and S. Krishnaswamy, Indian Film New York Columbia University Press 1963
- James Monaco, How to Read a Film: Movies, Media and Beyond Oxford University Press, 2009
- James Clarke, Movie Moments: Films that Changed the World of Cinema Kamera Books, 2011
- Eric Barnouw, A History of the Non-Fiction Film Oxford University Press 1993.
- AshishRajadhyaksha, Encyclopaedia of Indian Cinema. Delhi: Oxford University Press, 1994.

**Reference Books:**

- Anne Freidberg, The Virtual Window: From Alberti to Microsoft. MIT Press, 2006
- AshishRajadhyaksha, Indian Cinema: A Very Short Introduction. Oxford: Oxford University Press, 2016
- Catherine Flower ed. The European Cinema Reader. London and New York: Routledge, 2002
- Catherine Zimmer, Surveillance Cinema New York University Press, 2015
- Christine Gledhill & Linda Williams, ed. Reinventing Film Studies. London: Arnold Publishers, 2000
- D.N Rodowick, The Virtual Life of Film Cambridge, Massachusetts: Harvard University Press, 2000
- Debashree Mukherjee, Bombay Hustle: Making Movies in a Colonial City, New York: Columbia University Press, 2020
- D. Biltereyst, R. VandeWinkel, RoelVandeWinkel (eds.) Silencing Cinema: Film Censorship Around the World, Palgrave MacMillan, 2013
- Guy Debord, Society of the Spectacle New York: Zone Books, 1995

- Henri Jenkins, Convergence Culture: Where Old and New Media Collide New York and London: New York University Press, 2006
- Ira Bhaskar and Richard Allen, Islamicate Cultures of Bombay Cinema. New Delhi: Tulika Books, 2009.
- Jonathan Sterne ed. The Sound Studies Reader London and New York: Routledge, 2012
- Lee Grieveson and Peter Kramer, ed. The Silent Cinema Reader. London and New York: Routledge, 2004
- Lev Manovich, The Language of New Media Cambridge, Massachusetts, London, England, 2001
- Madhava Prasad, Ideology of the Hindi Film: A Historical Construction. Delhi: Oxford University Press, 1998.
- Making Meaning in Indian Cinema, ed. Ravi Vasudevan. Delhi: Oxford University Press: 2000.
- P. Adam Sitney ed. Film Culture Reader New York, Washington: Praeger Publishers, 1970.
- PriyaJaikumar, Where Histories Reside: India as Filmed Space, Durham: Duke University Press, 2020.
- RanjaniMazumdar, Bombay Cinema an Archive of the City. Minneapolis: University of Minnesota Press, 2007.
- Siegfried Kracauer, Theory of Film: The Redemption of Physical Reality New York: Oxford University Press, 1960.
- SV Srinivas, Politics as Performance: A Social History of Telugu Cinema, Ranikhet: Permanent Black, 2013.
- Vivian Sobchack, Carnal Thoughts: Embodiment and Moving Image Culture, Berkeley, Los Angeles and London: University of California Press, 2004.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |

| module | Test/Assessment 5 | Module 5 | |
|---|---|---|---|
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

## GRAPHIC DESIGN FOR MASS MEDIA

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 200**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 1 | 0 | 4 | 0 | 0 | 3 |

**Course Description**

This course explores graphic communication by understanding the elements and principles of design and the creation process, from ideas t to final output. Learners like professionals use the concepts explored in this course in the following specializations: advertising, graphic design, web design, illustration, broadcast design, photography and game design and many others.

**Course Objectives**

1. Help students identify design as an integral aspect of media
2. Enable students to understand the various elements of media design
3. Correlating the importance of design principles through media
4. Explaining to use the various techniques of design application
5. Help the students to learn to how to use Photo Editors

**Course Outcomes**

Students will be able to:
1. Identify the basic principles of design
2. Understand the visual thinking towards a design process
3. Analyze the responsibility of a graphic designer
4. Evaluate the practical usage of technical skills relevant to graphic design.
5. Applybasicdesignprinciplestodraw2-D designs, 3-D design, aesthetics and colour dynamics

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 15 | 15 | 15 | 15 | 15 |

**Course Content**

**Module 1: Definition; Nature of Graphic Design**

- Design as discipline, Design as a process & Design as artefact
- Characteristics of graphic design; graphic design process-gathering information, creating an outline, creativity, multiple version, revision, final production
- Fundamentals of graphic design; Visual design- definition & concept; graphic designer-quality of graphic designer,

- Functions &responsibility of graphic designer; common visual design mistakes.

**Module2: Elements of Design**

- Definition; point & dot- relation between dots; line-horizontal, vertical, diagonal, curve
- Shapes; zigzag; shape- geometric shapes, natural shapes, abstract shapes
- Form-volume & mass; space-two-dimensional space &three-dimensional space
- Space; texture- real texture & implied texture; visual & physical texture; pattern; colour

**Module 3: Principles of Design**

- Definition; balance-symmetrical balance, asymmetrical balance & Radial Balance
- Movement- Repetition & rhythm; Emphasis; Simplicity; Contrast; Proportion; Unity.
- Functions of Design orderly presentation, attraction, stimulation, reflection, support &retention.
- Layout-definition & concept; types of layout; stages of layout- rough sketch, thumbnail, final & comprehensive.

**Module 4: Graphic Design-Vector**

- Getting to Know the Work Area, Selecting and Aligning
- Creating and Editing Shapes, Transforming Objects, Drawing with the Pen and Pencil Tools
- Colour and Painting Working with Type, Working with Layers, Working with Perspective
- Drawing; Blending Colours and Shapes;Working with Brushes

**Module 5: Photo editing software**

- CorelDraw, Adobe Photoshop Elements
- Photoshop CC (Creative Cloud); Correcting Imperfect images
- Picture orientation, Cropping, levels
- Photoshop light Room; Adjusting colour correction and Balancing colour with special effects

**Graphic Design Laboratory**

1. Line Study in different Thickness
2. Curves and Circle
3. Shapes
4. Patterns and Distraction
5.Design a 'logo' for an Advertising agency; Commercial organization; Non-profit organization; Government agency; Service industry
6. Design a Flyers, Boucher's, danglers
7. Design a social media Ad

8. Design a Movie Posters

**Reference Books:**

1. Brian Wood, "Adobe Illustrator CC Classroom in a Book" Adobe, USA,2015.
2. Illustrator CS5 for Windows and Macintosh: Visual Quick Start Guide
3. Adobe Illustrator Creative Cloud Revealed(Stay Current with Adobe Creative Cloud)
4. Adobe Creative Team "Adobe Photoshop CC Classroom in A Book"
   Dorling Kindersley, Delhi,2011
5. Adobe Photoshop: A Beginners Guide to Adobe Photoshop
6. Andrew McKinnon, "Absolute Beginners Guide to Mastering Photoshop
   And Creating World Class Photo" Create Space, USA2015.

**Assessment and Evaluation**
**Practical/Skill Based Course (100% Continuous Evaluation)**

| S. No. | Schedule | Assessment Component | Marks | Total Marks |
|---|---|---|---|---|
| **Assessments at the end of each task/activity/experiment** | | | | |
| 1 | At the end of each lab Activity/Experiment/Task | Task/activity/Experiment 1 | 5 | 12x5=60 Marks |
| 2 | | Task/activity/Experiment 2 | 5 | |
| 3 | | Task/activity/Experiment 3 | 5 | |
| 4 | | Task/activity/Experiment 4 | 5 | |
| 5 | | Task/activity/Experiment 5 | 5 | |
| 6 | | Task/activity/Experiment 6 | 5 | |
| 7 | | Task/activity/Experiment 7 | 5 | |
| 8 | | Task/activity/Experiment 8 | 5 | |
| 9 | | Task/activity/Experiment 9 | 5 | |
| 10 | | Task/activity/Experiment 10 | 5 | |
| 11 | | Task/activity/Experiment 11 | 5 | |
| 12 | | Task/activity/Experiment 12 | 5 | |
| **Executable Task (with 3 components for assessment)** | | | | |
| 13 | Status review at mid-point during the period | Quality and status of work in progress | 5 | 3x5=15 Marks |
| 14 | Execution (upon task completion) | Steps followed and quality of work done | 5 | |
| 15 | Output/ Expected deliverable | Task accomplishment | 5 | |
| **15 components of 5 Marks each** | | | **15x5** | **75 Marks** |
| **End-of-Course Assessment** | | | | |
| | | Test | 15 Marks | |
| | | Viva-voce | 10 Marks | |
| | | Total | **25 marks** | |
| | | **Course Total** | **100** | |

**Note:**
**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

# PHOTOJOURNALISM

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 200**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 1 | 0 | 4 | 0 | 0 | 3 |

## Course Description

This course is designed to introduce the basic principles of photography and deliver the students with opportunities to apply the mastery to the more specific practice of journalistic photography. Although the class will cover core concepts associated with traditional SLR and print photography (composition, focus, exposure, etc.), the student's practical experience will be exclusive to digital photography and its applications to the field of journalism.

## Course Objectives

1. Help the students to identify the concept and significance of photojournalism.
2. To make them understand the nature of work, a working environment like agencies etc.
3. To get them familiarity with the organizational structure of newspapers.
4. Imparting the basic concepts of photography
5. To make them to analyze the changing trends, digital technological advancement, future challenges in photography.

## Course Outcomes

Students will be able to:
1. Identify the importance of art in media
2. Understand the significance of impactful pictures in media
3. Describe the fundamental concepts of the medium of photography.
4. Analyze the history of the medium, able to communicate through this visual medium.
5. Develop projects that address both the art of the medium and the commercial application.

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content:**

**Module**- 1

Photojournalism – the concept – definition
History of photojournalism in India and abroad
Scope and importance in modern newspapers
News photo – main characteristics
Photo agencies
News agency services
Foreign photo agency – AFP, AP, Reuters -- PTI & UNI –
Photo Division-Government of India.

**Module**2

Photography department of a newspapers
Photojournalist – duties and responsibilities
Qualities role as a working journalist
Working in photography department

**Module**- 3

Photography. Basic Concepts
Emergence and growth
Camera, its functions, and different types of cameras
Mechanics of photography: apertures, shutter speeds, focus, and focal lengths, different types
of lenses
Lighting, composition

**Module**- 4

News photo – main characters
Photo editing – principles and techniques – picture photo.
Composition – fundamentals – viewpoint – shape and form – perspective – pattern and
texture etc.

**Module**- 5

Photography in the age of electronic imaging, from analogue to digital images,
A post-photography era,
Digital encoding, digital simulation, multimedia digital,
Editing interactivity and media convergence,
Technical challenge and cultural continuity.

**Reference Books:**

1. Arthur C Danto, Playing with the Edge, California, 1996.
2. Bischoff, Simon (ed) – Paul Bowles and How could I send a picture into the desert,
Zurich, 1994.
3. Ian Jeffrey, A Concise History, Singapore, 1981.

4. John Hedgecoe, The Photographer's handbook, complete reference manual of photographic techniques,
procedures and equipment, London, 1997.
5. Liz Wells, Photography, a Critical Introduction, London, 1997.
6. Patricia Johnson, Real Fantasies, Edward Steichen's Advertisement Photography, California, 1997.
7. Pierre Bordieu, Photography, a middle brow art, London, 1996.
8. Susan Sontag, On Photography, London, 1977.

## Photojournalism Laboratory

### Camera and equipment
Camera Structure, Different Lenses and their Characteristics, Camera Perspective & Movement,

### Operating Techniques
TV Lighting Equipment and Techniques, Fundamental Lighting Concepts, Types of Lights, Studio Lighting Procedures, Lighting Objectives

### Pictorial Elements
Concept of Pictorial Design, Sets and Graphics, Scene Elements, Use of Graphic Design.

### Photo editing
Adobe Photoshop, Luminar. Adobe Lightroom

### Filed Trip & Assignment
### Practical/Skill Based Courses (100% Continuous Evaluation)

| S. No. | Schedule | Assessment Component | Marks | Total Marks |
|---|---|---|---|---|
| **Assessments at the end of each task/activity/experiment** | | | | |
| 1 | At the end of each lab Activity/Experiment/Task | Task/activity/Experiment 1 | 5 | 12x5=60 Marks |
| 2 | | Task/activity/Experiment 2 | 5 | |
| 3 | | Task/activity/Experiment 3 | 5 | |
| 4 | | Task/activity/Experiment 4 | 5 | |
| 5 | | Task/activity/Experiment 5 | 5 | |
| 6 | | Task/activity/Experiment 6 | 5 | |
| 7 | | Task/activity/Experiment 7 | 5 | |
| 8 | | Task/activity/Experiment 8 | 5 | |
| 9 | | Task/activity/Experiment 9 | 5 | |
| 10 | | Task/activity/Experiment 10 | 5 | |
| 11 | | Task/activity/Experiment 11 | 5 | |
| 12 | | Task/activity/Experiment 12 | 5 | |
| **Executable Task (with 3 components for assessment)** | | | | |
| 13 | Status review at mid-point during the period | Quality and status of work in progress | 5 | 3x5=15 Marks |
| 14 | Execution (upon task completion) | Steps followed and quality of work done | 5 | |

| 15 | Output/ Expected deliverable | Task accomplishment | 5 | |
|---|---|---|---|---|
| **15 components of 5 Marks each** | | | **15x5** | **75 Marks** |
| **End-of-Course Assessment** | | | | |
| | | | Test | 15 Marks |
| | | | Viva-voce | 10 Marks |
| | | | Total | **25 marks** |
| | | | **Course Total** | **100** |

**Note:**
**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

# MEDIA LAWS & ETHICS

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 200**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 0 | 0 | 0 | 3 |

## Course Description

This course introduces students to media laws and media ethics in general. Media Laws and Ethics is a core paper for practicing professionals in media. Without grounding in law and an understanding of ethics, a media professional would be poorly equipped to handle sensitive issues.

## Course Objectives

1. Facilitating the students to understand the the media framework outlined by the constitution
2. Make the students to discuss and learn about the various technological media ethics
3. Allow the students to identify social, ethical and moral parameters of media
4. Help them to  analyze multiple media associations for the weaker sectors of society
5. To comprehend media regulation and social responsibility

## Course Outcomes

Upon completion of this course, Students will be able to;
1. Identify ethical issues faced by the media and discuss trends in the commercialization of news
2. Discuss various media laws and their implications on the conduct of media
3. Analyze the issue of media regulation in India
4. Understand the positive, developmental power of the media will be understood.
5. Emphasis on the concept of media for social welfare will be understood

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 9 | 9 | 9 | 9 | 9 |

## Course Content

### Module-1 Ethical Framework and Media practice

- Freedom of expression (Article 19(1)(a) and Article19(1)2)
- Freedom of expression and defamation- Libel and slander
- Issues of privacy and Surveillance in Society
- Right to Information

- Idea of Fair Trial/Trial by Media
- Intellectual Property Rights
- Media ethics and cultural dependence

## Module-2 Media Technology and Ethical Parameters

- Live reporting and ethics;
- Legality and Ethicalityof Sting Operations
- Phone Tapping
- Ethical issues in Social media (IT Act 2000, Sec 66 A and the verdict of the Supreme Court)
- Discussion of Important cases
- Some Related laws- Relevant sections of Broadcast Bill
- NBA guidelines

## Module-3 Representation and ethics

- Advertisement and Women
- Related Laws and case studies-Indecent representation of Women (Prohibition) Act, 1986 and rules 1987
- Protection of Women against Sexual Harassment Bill, 2007, Sec 67 of IT Act2000 and 292 IPC

## Module-4 Media and Regulation

- Regulatory bodies, Codes and Ethical Guidelines
- Self-Regulation
- Media Content- Debates on morality and Accountability

## Module-5 Media and Social Responsibility

- Media reportage of marginalized sections- children, Dalits, tribals, Gender
- Media coverage of violence and related laws -inflammatory writing (IPC 353), Sedition, incitement to violence, hate speech
- Relevant Case Studies – Muzaffarpur Riots, Attack on civil liberties of individuals and social activists

## Reference

- Thakurta, ParanjoyGuha, Media Ethics, Oxford University Press, 2009.
- Barrie McDonald and Michel Petheran. Media Ethics, Mansell,1998.
- Austin Sarwat. Where Law Meets Popular Culture (ed.), The University of Alabama Press, 2011.
- VikramRaghvan, Communication Law in India, Lexis Nexis Publication,2007.
- Iyer, Vekat. Mass Media Laws and Regulations in India-Published by AMIC, 2000.
- Ravindran, R.K (1999). Press Laws and Ethics. Anmol Publications, New Delhi
- Overbeck, Wayne (2004). Major Principles of Media Law. Wadsworth, USA.
- Day, Louis Alvin (2003). Ethics in Media Communications -Cases and Controversies (4thEdition). Wadsworth, USA.

- Padhy K.S. (1994). The Muzzled Press-Introspect and Retrospect. Kanishka Publications, Delhi.
- Olen, Jeffrey (1988). Ethics in Journalism. Prentice-Hall, New Jersey.
- Venkatramiah, Jus. E.S. (1987). Freedom of the Press-Some Recent Trends. B.R. Publications, Delhi.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# DIGITAL FILMMAKING

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 200**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 1 | 0 | 4 | 0 | 0 | 3 |

## Course Description

This competency-based course provides students with practical exposure to create digital videos. This includes the usage of camcorders and non-linear editing. The project-based course empowers students with confidence in filmmaking. Students will get hands-on experience with pre-production and post-production techniques. The system has a particular emphasis on scripting.

## Course Objectives

1. To make the students get acquainted with the digital filmmaking equipment and its terminology.
2. Enable students to create pre-production documents such as storyboards, shooting scripts, proposals, instructional design scripts, shot lists, editing scripts, text lists, lighting design documents, wardrobe lists and location diagrams.
3. Helpthemto write, direct, produce and broadcast a quality digital video product
4. Demonstrating the industry level ability and familiarity in Digital Video Technology by analyzing digital videos in a variety of genres (Commercial, Documentary, Short Films and Instructional videos)
5. Help the students to workon essential film editing software

## Course Outcomes

Students will be able to:
1. Analyze the historical and theoretical foundations of filmmaking;
2. Create film work that manifests the filmmaker's unique voice;
3. Apply current best practices in cinematography, editing and other crafts
4. Effectively manage the resources and logistics required to produce a film;
5. Analyze the relationship between film and other art forms and intellectual disciplines.

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

### Module-I
- History of world cinema

- Various film movements
- Classical Indian cinema
- Indian parallel cinema, art films
- Regional films,
- Commercial movies,
- Celluloid to digital,
- Rise of short films,
- Contemporary digital film.

**ModuleII**
- Conceiving the idea
- Theme and story
- Screenplay
- Dialogue
- Script development,
- The art of writing for films
- Fundamentals of screenwriting
- Script formats
- Stages of script and screenplay - idea, research, treatment, draft script, revision of script; scripts for film/TV fiction and non-fiction,
- Educational documentaries,
- Docudramas and advertisements,
- Script and storyboard.

**ModuleIII**
- Director's role,
- Film jargon,
- Shot division
- Identification of recording/shooting medium (film/video),
- Financing, casting and major staffing (production crew),
- Location scouting. Budgeting; choosing the right equipment, schedule and location planning
- Audition for actors/actresses, casting and scheduling;
- Role of production crew
- Cinematographer/videographer; camera assistant(s),
- Property and wardrobe identification and preparation,
- Identification of make-up requirements,
- Special effects identification and preparation,
- Production scheduling, set construction,
- Script locking, script read-through with the cast.

**ModuleIV**
- Shot types - extreme long shots (ELS); long shots (LS); medium-long shots (MlS); medium close-up (MCU); big close-up(BCU); extreme close-up(ECU); low angle shots; high angle shots; extreme wide shot,
- Camera lighting accessories, exterior and interior photography, conventional lighting, special effects lighting,
- Spot audio, location sound ambience, "point of no return",
- Pick-up shots, review before pack-up.

**ModuleV**
- Basic Editing Methodology. Grammar of editing. Editing Process.
- Use of Visual Effects, Colour Correction.
- Sound Editing, Sound Mixing, Dubbing.
- Rendering Master Print.
- Film marketing & Distribution, Understanding the Film Market, Promotion and Marketing of Films, Promotions, Film festivals.

**Reference Books:**

- Nowell-Smith, Geoffrey, and AhmetFethi. DünyaSinemaTarihi, The Oxford History of World Cinema. Kabalcı, 2008.
- Virdi, Jyotika, and RajinderDudrah. The Cinematic Imagination. Rutgers University Press, 2003.
- Saran, Renu. History of Indian Cinema. Diamond Pocket Books, 2012.
- Robert Rodriguez (1996), Rebel Without a Crew, U.S: Penguin. Page 101 of 122
- Bordwell, David, et al. Film Art: An Introduction. McGraw-Hill Education, 2020.
- Bobbie O'Steen. The Invisible Cut: How Editors Make Movie Magic
- Chandler, Gael. Cut by Cut: Editing Your Film or Video. Michael Wiese, 2012.
- Murch, Walter. In the Blink of an Eye: A Perspective on Film Editing. Silman-James Press, 2001. Dmytryk, Edward, and Andrew Lund. On Film Editing: An Introduction to the Art of Film Construction. Routledge, 2019.
- Chandler, Gael. Film Editing: Great Cuts Every Filmmaker and Movie Lover Must Know. Michael Wiese Productions, 2009.
- Oldham, Gabriella. First Cut: Conversations with Film Editors. University of California Press, 2012.
- Rabiger, Michael, et al. Directing Film Techniques and Aesthetics. Focal, 2013.
- Ascher, Steven, et al. The Filmmakers Handbook: A Comprehensive Guide for the Digital Age. Plume, 2019.
- Mamet, David. On Directing Film. Penguin, 1994.
- Benjamin Pollack. Filmmaking: From Script Through Distribution, EU & US: Amazon Media. (2010)
- Richard T. Kelly. The Name of this Book is Dogme95, Faber & Faber Film, (2011)

**Digital Film Making Laboratory**

Working with camera and other equipment
Lighting indoor/outdoor
Story discussion
Planning Pre-Production
Filming (Production)
Editing & RR (Post-production)
Presenting the film
The films should be submitted before the deadline. The evaluation process includes viva voce

**Practical/Skill Based Course (100% Continuous Evaluation)**

| S. No. | Schedule | Assessment Component | Marks | Total Marks |
|--------|----------|----------------------|-------|-------------|
| **Assessments at the end of each task/activity/experiment** | | | | |
| 1 | At the end of each lab Activity/Experiment/Task | Task/activity/Experiment 1 | 5 | 12x5=60 Marks |
| 2 | | Task/activity/Experiment 2 | 5 | |
| 3 | | Task/activity/Experiment 3 | 5 | |
| 4 | | Task/activity/Experiment 4 | 5 | |
| 5 | | Task/activity/Experiment 5 | 5 | |
| 6 | | Task/activity/Experiment 6 | 5 | |
| 7 | | Task/activity/Experiment 7 | 5 | |
| 8 | | Task/activity/Experiment 8 | 5 | |
| 9 | | Task/activity/Experiment 9 | 5 | |
| 10 | | Task/activity/Experiment 10 | 5 | |
| 11 | | Task/activity/Experiment 11 | 5 | |
| 12 | | Task/activity/Experiment 12 | 5 | |
| **Executable Task (with 3 components for assessment)** | | | | |
| 13 | Status review at mid-point during the period | Quality and status of work in progress | 5 | 3x5=15 Marks |
| 14 | Execution (upon task completion) | Steps followed and quality of work done | 5 | |
| 15 | Output/ Expected deliverable | Task accomplishment | 5 | |
| **15 components of 5 Marks each** | | | **15x5** | **75 Marks** |
| **End-of-Course Assessment** | | | | |
| | | | Test | 15 Marks |
| | | | Viva-voce | 10 Marks |
| | | | Total | **25 marks** |
| | | | **Course Total** | **100** |

**Note:**
**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

<div align="center">**Writing for Mass Media**</div>

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 200**
**Prerequisite: None**
**Credits: 2**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

**Course Description**

The course is designed to impart critical writing concepts in the mass media. The course will provide the techniques, principles, and elements of writing for print, electronic, web media. The curriculum also covers web content, blog, script, Journalistic, copywriting etc.

**Course Objectives**

1. Making the learners get acquainted with ideas related to mass media writing
2. Helping them to understand the principles of writing
3. Explaining the differences in writing for various media
4. To hone the creative and critical faculties of learners
5. Including creativity in writing will be encouraged

**Course Outcomes**
Student will be able to
1. Write various types of scripts for print, electronic, web media
2. Display editing skills, including proofreading and headline writing
3. Determine New Media, its origin and evolution, and its impact on readers, business, and society.
4. Write creatively, intuitively, with clarity and precision
5. Independent understanding of content management

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content**

**Module-I**:
**Writing for Print Media**
- Principles & Techniques of Writing for Print Media. – Clarity, Brevity, Simplicity, Readability and Accuracy.
- Forms of Journalistic Writing - News Writing – Inverted Pyramid, Writing Columns, Articles, Features, Editorials, Letters to the Editor, Preparing Press Releases.
- Creative writing: Captions, brochures, books, posters and other literature
- Writing for web, blog and other online media

**Module-II**:
**Writing for TV**
- Selection of words for TV news, writing for AV Presentations.
- News Script
- Scripting for an Interview
- Writing for soap operas
- Writing for Documentaries

**Module-III**:
**Writing for Radio:**
- Writing for the ear, Radio News Script.
- Writing for Radio Drama, Radio Feature, Radio Interview.
- Writing for different types of radio programs.
- Writing for radio ads and promos

**Module-IV**
**Creative Skills**
- Imagination and visualization,
- Clarity and precision,
- Coherence and logical sequence in writing,
- The nature and role of intuition;
- Importance of research
- Adaptation from literary works,

**Module-V**
**Content management**
- Elements of Style
- Grammar and the Structure of Language
- Proof Reading and Editing
- Final copy

**Reference books:**
- Rosenthal, Alan. Writing, Directing and Alan Rosenthal Producing Documentary Films and
- Videos, Southern Illinois, University Press, 1990.
- Field, Syd. Screenplay: The Foundations of Screenwriting, Ebury Press, 2003.
- Frensham, Reymond G. Screen Writing: Teach Your Selves, Modder and Stoughton, 1997.
- Page 92 of 119
- Joanne Zorian – Lynn. Presenting for TV and Video, A & C Black, London, 2001.
- Christopher R. Harris & Paul Martin Lester. Visual Journalism. Allyn and Bacon, Boston, 2002.
- Janet Trewin. Presenting for TV and Radio: An insider's Guide Focal Press.

**Writing for Mass Media Laboratory**
The Preparation:

Reading of select scripts/ extracts
Examining professionally produced scripts from a range of media and across a range of genres
Recognizing the conventions and terminology in the select scripts
Discussing how they relate to the target audience
Choosing the medium, genre and target audience based on the brief given
Scripting for print media
Scripting for Radio/TV
Creative writing (commercials)
The Writing Process
Producing a script based on the choices made following the conventions they have studied
Peer review and critiquing.
The finished script must show continuity and narrative development; however, narrative closure is not required. Writing for visual media involves coordination with other creative teams and production teams.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester)** | | | **30** |

| Examination | | | |
|---|---|---|---|
| Total | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

<div align="center">**TELEVISION PRODUCTION**</div>

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 300**
**Prerequisite: Digital Filmmaking**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

**Course Description**

This course is designed make students to get acquainted with the art of television production. Students will learn about the various televisions production practices. They will understand the three phases of production. Students will also learn the art of writing the script and creating video news packages for the statements. Students will also develop other film and video projects as time allows.

**Course Objectives**

1. Introducing fundamental concepts in television production.
2. Imparting knowledge about pre-production and post-production.
3. Making students understand the types of television formats.
4. Help them to get familiar with technical knowledge like camera, lighting etc.
5. Helping them to familiarize the roles of producer and director.

**Course Outcomes**

Students will be able to:
1. Effectively handle and operate a video camera and sound controls and other equipment used in TV production
2. Organize pre and post-production to a successful output.
3. Produce a comprehensive TV film.
4. Organize production and direction
5. Gain the knowledge on the role of a producer and a director

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content**

**Module-I**
- Basic TV system, expanded studio and electronic field production systems
- Production elements
- TV studio, studio control room, master control room & support areas
- Analog and digital television

**Module-II**
- Writing for single and multi-camera production
- Storyboard Visual grammar
- Writing program proposal and taking permissions

**Module-III**
- Parts of the camera, light to signal, types of cameras
- Electronic and optical characteristics
- Microphones and its operation on the field
- Lenses, optical characteristics, operational controls
- Basic camera mounts, mounting heads, movements

**Module-IV**
- Working with the camcorder and EFP camera
- Framing effective shots
- Studio lighting instruments and colour media
- Basic editing, transitions, effects, titling, FCP and adobe premiere pro

**Module-V**
- Producer roles, pre-production activities
- Moving from script to screen
- Production terminology, multi-cam procedures
- Directing rehearsals and show
- Directing single-cam production and procedures

**SUGGESTED READING:**
1. Herbert, Zettl. 2000. Television Production Handbook. USA: Wadsworth Publication.
2. Belvadi, Vasuki. 2008. Production: Tools and Techniques. New Delhi: Oxford University Press.
3. Compesi, Ronald J. (2006) Video Field Production and Editing
4. Allyn& Bacon; ISBN-10: 0205483356;
5. Gross, Lyne S. / Foust, James C. (2012) Video Production:
6. Disciplines and Techniques; Holcomb Hathaway Publishers; ISBN-10: 1934432504;

**Television Production Laboratory**

Understanding video production equipment
Elements of Production
Pre-production
Production
Post-Production
Lighting, sound, colours
Editing
Multi-media production
Multi-camera production
Field Production (ENG, EFP)

**Assessment and Evaluation**
**70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# FOUNDATIONAL CONCEPTS OF MEDIA STUDIES

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 300**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 2 | 0 | 0 | 3 |

## Course Description

The course gives foundational knowledge about critical media and also cultural studies. This theoretical framework will also provide media practitioners with an overview of the field. It offers an opportunity to identify and understand the social, cultural, and political implications of the media messages. The course identifies the dynamics of diverse cultural circuits and practices developed by the processes of representation, identity, production, consumption and regulation.

## Course Objectives

The objectives of the course are:
1. Familiarizing the students with critical media and cultural studies
2. Enabling them to understand the aspects of media representation
3. Pprovideingthem with an understanding of relevant frameworks for understanding media messaging and outcomes
4. To inculcate in them the skills and knowledge necessary to voice concerns about our mediated world
5. Expanding the media consciousness

## Course Outcomes

Upon completion of the course, students will be able to;
1. Understand Media & Cultural Studies Framework
2. Explore the interconnectedness of Media & Art Forms
3. Critique and analyze the Media Discourses and Narratives
4. Engage with the politics of representation and popular culture
5. Introduce using Contemporary Research Methodologies in Media Studies
6. Examine the Digital Intervention & the New Media Archive

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

**Module-1: Introducing Media Studies and methods**

1. Terminologies & Key Concepts
Readings:
Excerpts from: Robert Kolker, Media Studies: An Introduction, Wiley Blackwell, 2009
2. Media as Cultural Industries and debates on popular culture
Readings: Excerpts from:
- Robert Kolker, Media Studies: An Introduction, Wiley Blackwell, 2009
- Jesus Martin-Barbero. Communication, Culture, and Hegemony: From the Media to Mediation. London: Sage. 1993
- Andrew Tudor. Decoding Culture: Theory and Method in Cultural Studies. London: Sage, 1999
3. Art in the age of mechanical reproduction
Readings: Walter Benjamin,(1970) "The Work of Art in the Age of Mechanical Reproduction" in Hannah Arendt (ed.) Illuminations, London: Fontana.
4. A Cultural Biography of Things
Readings: ArjunAppadurai (Ed.) The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press, 1988

**Module-2: Documentary, Experimental Film and Video**
1. The Document and the Documentary
   Readings:Excerpts from: Stella Bruzzi, New Documentary: A Critical Introduction – Routledge
2. The Mediated/Unmediated Image
   Readings:Excerpts from: StellaBruzzi, New Documentary: A Critical Introduction – Routledge
3. Documentary and the Ethnographic tradition
   Readings:Excerpts from: Patricia Aufderheide, Documentary Film: A very short introduction, OUP, 2007
4. The Birth of Observational Cinema
   **Readings:**Excerpts from: Patricia Aufderheide, Documentary Film: A very short introduction, OUP, 2007
5. Video Cultures
   Readings:Excerpts from: Patricia Aufderheide, Documentary Film: A very short introduction, OUP, 2007

**Module-3: New Media and Convergence Cultures**
1. An Introduction to Transmedia
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013
2. Theories and Practice of New Media Convergence
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013
3. Digitextuality and Transformation of Image
   Readings:Excerpts from: Nicholas Gane and David Beer. New Media: The Key Concepts. Oxford: Berg, 2008
4. Search and the Database of Intentions/Desires
   Readings:Excerpts from:
      - Nicholas Gane and David Beer. New Media: The Key Concepts. Oxford: Berg, 2008

- Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013

## Module-4: Studying Television & Popular Culture
1. The Politics of the Popular
   Readings: Excerpts from: Jonathan Gray, Amanda D Lotz, Television studies, Polity, 2019
2. Television News and Discourse Analysis
   Readings: Excerpts from: Morley, David (1980) The 'Nationwide' Audience: Structure and Decoding, London: British Film Institute
3. Television Narratives - Fiction and Reality Shows, Rise of the OTT
   Readings: Excerpts from: Jonathan Gray, Amanda D Lotz, Television studies, Polity, 2019
4. Post-Modernism and Intertextuality
   Readings: Excerpts from: Jonathan Gray, Amanda D Lotz, Television studies, Polity, 2019

## Module-5: The Digital Moment
1. Interacting with the Digital World of Media Matrix
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013
2. The New Digital Archive
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013
3. Digital production and new art practice
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013
4. Electronic Circulation and Multiple Screens
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013
5. Platform Media and Creative Economy
   Readings:Excerpts from: Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013

## Reading List:
- Andrew Tudor. Decoding Culture: Theory and Method in Cultural Studies. London: Sage, 1999
- Jesus Martin-Barbero. Communication, Culture, and Hegemony: From the Media to Mediation. London: Sage. 1993
- ArjunAppadurai (Ed.) The Social Life of Things: Commodities in Cultural Perspective. Cambridge University Press, 1988
- Henry Jenkins Sam Ford & Joshua Green Spreadable media: Creating value and meaning in a networked culture. New York: New York Univ. Press, 2013

- Walter Benjamin (1970) "The Work of Art in the Age of Mechanical Reproduction" in Hannah Arendt (ed.) Illuminations, London: Fontana. Revised edition1992. published in ZeitschriftfurSozialforchung 5(1), 1936.
- Stella Bruzzi, New Documentary: A Critical Introduction –Routledge
- Jonathan Gray, Amanda D Lotz, Television studies, Polity, 2019
- Patricia Aufderheide, Documentary Film: A very short introduction, OUP, 2007
- Robert Kolker, Media Studies: An Introduction, Wiley Blackwell, 2009

**Additional/Supplementary Readings:**
- SumathiRamaswamy (Ed.) Beyond Appearances: Visual Practices and Ideologies in Modern India. New Delhi: Sage Publications, 2003
- Nicholas Gane and David Beer. New Media: The Key Concepts. Oxford: Berg,2008
- Modleski, Tania (1988) The Women Who Knew Too Much: Hitchcock and Feminist Theory. London: Routledge.
- Morley, David (1980) The 'Nationwide' Audience: Structure and Decoding, London: British Film Institute
- Nandy, Ashis (ed.) (2002), The Secret Politics of Our Desires: Innocence, Culpability and Indian Popular Cinema New Delhi: Oxford University Press.
- Mulvey, Laura (1992 [1975]) „Visual Pleasure and Narrative Cinema", in the Sexual Subject: A Screen Reader in Sexuality. London: Routledge, 22-34

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |

| syllabus | Test/Assessment 3 | Modules 4 & 5 | |
|---|---|---|---|
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# DIGITAL MARKETING

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 300**
**Prerequisite: None**
**Credits: 3**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 2 | 0 | 0 | 3 |

## Course Description

This course seeks to provide knowledge about the concepts, tools, techniques, and relevance in the present changing scenario. It also enables the student to learn the application of digital marketing tools and become acquainted with the ethical and legal aspects involved therein. The course aspires to deliver understanding about the concepts, tools, techniques, and relevance in the present changing scenario. It also enables the learners to learn the application of digital marketing tools and acquaint themselves with the ethical and legal aspects involved therein.

## Course Objectives

1. To enable students to identify and assess the impact of digital technology in transforming the business environment and also the customer journey.
2. Help students understand how marketers think, conceptualize, test continuously to optimize their product search on digital platforms.
3. To illustrate how the effectiveness of a digital marketing campaign can be measured demonstrate their skills in digital marketing tools such as SEO, Social media, and blogging for engaging the digital generation.
4. Encourage students to appreciatethe need for the regulatory framework for digital marketing in India.
5. Impart knowledge of the ethical and legal implications of digital marketing.

## Course Outcomes

Students will be able to:
1. Develop and execute a marketing plan, incorporating all elements of the marketing mix, segmentation and positioning strategies and other elements.
2. Understand the role of both digital and traditional media in marketing and the intersection of online and offline strategies and tactics.
3. Guide the development of a digital presence from a marketing point of view.
4. Analyze the ethical and legal implications of digital marketing.
5. Understand the Importance and application of Interactive marketing.

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content**

**Module-I**:
**Introduction**
- Concept, scope, and importance of digital marketing.
- Traditional marketing versus digital marketing.
- Challenges and opportunities for digital marketing.
- Digital penetration in the Indian market.
- Digital marketing landscape: an overview.

**Module-II**:
**Digital Marketing Management**
- Digital-marketing mix.
- Segmentation,
- Targeting,
- Differentiation, and Positioning:
- Concept, levels, and strategies in a digital environment;
- Digital technology and customer relationship management.
- Digital consumers and their buying decision process.

**Module-III**:
**Digital Marketing Presence**
- Concept and role of the Internet in marketing.
- Online marketing domains.
- The P.O.E.S-M framework.
- Website design and Domain name branding.
- Search Engine Optimisation: Stages, Types of traffic, tactics.
- Online advertising: types, formats, requisites of a good online advertisement.
- Buying models.
- Online public relation management.
- Direct marketing: scope and growth.
- E-mail marketing: types and strategies.

**Module-IV**:
**Interactive Marketing**
- Interactive marketing: concept and options.
- Social media marketing: concept and tools.
- Online communities and social networks.
- Blogging: types and role.
- Video marketing: tools and techniques.
- Mobile marketing tools.
- PPC marketing.
- Payment options.

**Module-V**:
**Ethical and Legal Issues**
- Ethical issues and legal challenges in digital marketing.
- Regulatory framework for digital marketing in India.

**Digital Marketing Practicals**
(Basics)
Search Engine Optimization (SEO)

Social Media Marketing
Content Marketing
Email Marketing
Mobile Marketing
Marketing Analytics
Affiliate Marketing

## References

1. Chaffey, D, F.E. Chadwick, R. Mayer, and K. Johnston (2015). Internet Marketing: Strategy,
2. Implementation, and Practice. Pearson India
3. Frost, Raymond D., Alexa Fox, and Judy Strauss (2018). E- Marketing. Routledge
4. Gupta, Seema (2018). Digital Marketing. McGraw Hill Education (India) Private Ltd.
5. Kapoor, Neeru. E-Marketing, Pinnacle learning
6. Kotler, Philip, HermawanKartajaya, and IwanSetiawan (2017). Digital Marketing: 4.0
7. Moving from Traditional to Digital. Pearson India
8. Ryan, Damian and Jones Calvin (2016). Understanding Digital Marketing: Marketing
9. Strategies for engaging the Digital Generation.Kogan page

## Additional Resources:

10. Blanchard O. (2014) Social Media ROI: Managing and Measuring Social Media Efforts in
11. Your Organization.
12. Charlesworth, Alan (2018). Digital Marketing: A Practical Approach.
13. Gay, Richard, Alan Charlesworth, and Rita Esen. Online Marketing: a customer-led
14. approach.Oxford University Press Inc., New York.
15. Ryan, Damian (2016). Understanding Digital Marketing: Marketing Strategies for engaging
16. the Digital Generation.
17. Tasner, M. (2015) Marketing in the Moment: The Digital Marketing Guide to Generating
18. More Sales and Reaching Your Customers First, 2/E, Pearson.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule | Test/Assessment 1 | Module 1 | |

| This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# PROJECT

**Course Code:**
**Course Type: Major/Programme Core**
**Course Level: 300**
**Prerequisite: None**
**Credits: 5**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 5 | 0 | 5 |

**Course Description:**

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research to devise an innovative solution for a real-world problem. While a task can be challenging, it can also be advantageous. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

**Course Objectives:**

1. Providing the experience to the students in an area of interest and familiarize them with the project management methodology
2. Enabling them to understand and redefine a given problem/question
3. To equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Helping students hone their writing skills and enhance their ability to communicate their ideas effectively
5. To give students the opportunity to work on a project from ideation to the delivery of the planned outcome

**Course Outcomes:**

By the end of the project the students will be able to;

1. Prepare well for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

**Module1**: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

**Module2**: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

**Module3**: Conduct your research (for those students required to do so) - creating surveys,

finding tests, designing studies, etc.

**Module4**: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

**Module5**: Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**
1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)'
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

# DOCUMENTARY PRODUCTION

**Course Code:**
**Course Type: Major/Programme Elective 1**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**
**Course Description**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 4 | 0 | 0 | 4 |

This course is designed to give different categories of documentaries. This course will discuss from the concept through development until the final outcome. As part of the course, students have to complete several assignments. They will learn the latesttechnology that is being used in the production.

## Course Objectives

1. Enable students to identify documentaries and the creative process behind it
2. Help students understandart, flow, creative observation of a documentary
3. To make students acquainted with pre-production guidelines and understanding
4. To impart them a detailed production aspect of documentary making
5. To explain about the Post-production process

## Course Outcomes

Students will learn
1. What defines a documentary.
2. Preparations for producing a documentary.
3. How to prepare for the field work for shooting
4. What goes into the post-production of a documentary.
5. How to bring a documentary to the audience.

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| **15** | **15** | **15** | **15** | **15** |

## Course Content

**Module I**
**Theoretical Perspectives:**
- Understanding the Documentary.
- Documentaries to educate and entertain.
- The creative process and the vision.
- Types: poetic, expository, observational, participatory, reflexive, performative.
- Using re-enactment/ reconstruction.
- Style and technique.
- Ethics and representation

**Module II**
**Pre-Production**:

- Identification of the theme and central idea.
- Researching the chosen topic area.
- Making notes from research.
- Creating lists: potential characters/ interviewees, basic storylines, areas of potential conflict and emotion.
- Aspects of style: deciding the look, feel and style of the documentary.
- Writing a 'shooting script'/pre-script/outline.
- Setting up a 'shot list'

**Module III**
**Production:**
- Production details and logistics need for good, reliable, budget-friendly equipment.
- Camera, lighting and sound set up, shooting the film.
- Shooting the main footage; shooting styles.
- B-roll: expositions, narrative shots, action shots, over the shoulder shots, wrap-up shots.
- Editing
- Styles

**Module IV**
**Post Shoot**
- Scripting the 'Unscripted':
- Creating structure from raw footage.
- Transcribing the footage.
- Creating scenes
- Dividing the documentary into mini-stories/scenes.
- Determining the 'villain and the hero' (person, thing or event).
- The beginning: ways to start strong; the middle:
- Establishing the core message.
- The end: script building begins with visualizing the end; script template:
- Two columns - one for audio and one for video

**Module V**
**People Skills:**
- Ability to connect with people.
- Importance of listening and empathy.
- Appreciation of diverse perspectives.
- Art of interviewing.
- Contextual messaging.
- People management skills for collaboration with the team

**Reference books:**
- Badley, W. Hugh. The Techniques of Documentary Film Production, London, Focal Press.
- Barnouw Erik and Krishnaswamy. Documentary.
- Das, Trisha. How to Write a Documentary.Page 114 of 119
- Ellis, Jack EC, A New History of Documentary Film.
- Mehrotra, Rajiv, The Open Frame Reader: Unreeling the documentary Film Ed. by PSBT.

- Rabiger, Michal, Directing the Documentary.
- Renov Michael "The Truth about Non-Fiction" and "Towards a Poetics of Documentary" in
- Michael Renov ed. Theorizing Documentary AFI Film Readers, New York and London:
- Routledge, 1993.

**Documentary Film Making Laboratory**

Production of a self-contained theme-based documentary (10-15 minutes) by each student under the supervision of the course instructor. The formal procedure of producing a documentary is to maintain and record the production:

- Deciding on a story idea
- Creating a production outline
- Conducting equipment check
- Shooting the video
- Transcribing footage
- Writing a script
- Editing footage
- Adding music and/ narration
- The showing and the feedback
  The films should be submitted before the deadline.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and | |

| specified portion of the syllabus | | Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

## SCREENPLAY & STORYBOARDING

**Course Code:**
**Course Type: Major/Programme Elective 1**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 4 | 0 | 0 | 4 |

**Course Description**

This course deals with the writing for the screen with proper formats of screenplays in which students will learn and develop the craft of visual storytelling. They will learn to draw on memories, experiences, observations and imaginations to create compelling characters and stories for the screen.

**Course Objective**

1. Imparting a professional approach to writing screenplays from the conception of the idea through the outlining process.
2. Help students focus on learning how to break a story, develop an idea, create character arcs, and craft ideas into a structure.
3. Enable them to identifyand practice the elements of visual perspective by storyboarding.
4. Encourage students to develop good writing habits while discovering their creativity.
5. Help them understand the importance of storyboarding

**Course Outcomes**

Students will be able to:
1. Understand screenplay narrative structure, styles and developments.
2. Analyze the principles, techniques of screenplay writing.
3. Understand the different elements, visual grammar and its applications on Screenplay writing.
4. Identify the basic concept of storyboarding, different styles.
5. Get acquainted with advanced storyboarding and animatic content creations

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 15 | 15 | 15 | 15 | 15 |

**Course Content**

**Module 1: Screenplay basics**
- Introduction to Scriptwriting, screenplay and teleplay screenplays elements.

- Basics of screenplay writing, Use of the screenplay, Action, Scene Headings, Character Name, Screenplay Page Breaking, Short Lines/Poetry/Lyrics,
- Titles or Opening Credits, Screenplay Title Page, Continued and Revisions, Header Text + Do's & Don'ts,
- Screenplay Related Formats and full knowledge about teleplay script.

## Module 2:Screenplays Styles& Structures
- Narrative structure - beginning - middle- end - conflict, development, climax and denouement- story, storyline, plot, and treatment
- Principles of suspense and surprise. Select narrative techniques - point of attack, exposition, planning, point of view, pace, tone,
- Subject matter, title, openings, contrast, coincidence, tension release laughter.
- Difference between  Screenplay and Script

## Module 3: Screenplay Elements
- Craft a Logline
- Write a Treatment
- Develop Your Characters
- Plot and Outline
- Write a First Draft
- Step Back and Take a Break

## Module 4: Visual elements of Screenplay writing
- Illustration-role and importance, types of visuals, photographs & drawing
- purpose of illustration–Types of illustrations for advertisements
- Illustrations for storyboarding techniques.

## Module 5: Storyboarding
- Storyboard–What is a storyboard?-steps, concept development, sketching.
- Perspective –Eye levels, visual analysis & visual appreciation.
- The Advantages of Storyboarding, Interactive Storyboarding, Storyboarding for TV and film.
- Introduction, Multimedia Storyboarding Tools, Using Interactive Storyboarding to Speed-up the Content-writing Phase, Using Interactive Storyboarding to Speed-up Report Document Production

**Key Text Books:**
1. Patrick Nash, Short Films Writing the Screenplay-2010 (T1)
2. Dwight V. Swain, Joye R. Swain, Film Scriptwriting: A Practical Manual, Focal Press, 1988 (T2)
3. J Michael Straczynski, The Complete Book of Scriptwriting Writer's, Digest Books, 2002(T3)
4. Richard Walter, Essentials of Screenwriting, Plume, 2010 (T4)
5. Irwin R. Blacker, the elements of screenwriting, Simon & Schuster Books for Young Readers, 1986 (T5)
6. Friedman, writing for visual media, focal press, London 2007 (T6)

**Reference Books:**
1. Robert Hellard, Writing for TV &Radio  (R1)

2. Blum, Richard A, Television & Screen Writing, from concept to contract, focal press 2001 (R2)
3. Elbow, Peter, Writing with Power, Techniques for mastering the writing process, Oxford University Press 1998 (R3)
4. Keller, Teresa and Steve Hawkins, Television news: A handbook for reporting, writing, shooting, Editingand Producing, Holcomb Hathaway,2009 (R4)
5. Shirley A. White, Participatory Video, Sage Publications, New Delhi, 2003 (R5)
6. Simon Cottle, Media Organization and production, Sage Publications, New Delhi, 2003.(R6)
7. Michael Rabiger, Directing the Documentary, Focal Press, 1998.(R7)

**Screenplay & Storyboarding Laboratory**

1. Reading Seeger, Sydfield
2. The Dramatic Question for Every Scene/Act/Plot Point
3. Scenic order
4. Different shots
5. Opening Scene That is at a Different Point in the Plot
6. In Conclusion
7. Breaking down/studying story structure.
8. Creating design & expression sheets for characters for sequence
9. Thumbnail 5 beats for sequence #1 (focusing on beginning, middle, end.)
10. Draw 1 example of a single shot, which tells a simple story.
11. Then redraw the same shot using different compositions (no limit) to describe different aspects of emotions or mood.
12. First draft
13. Final Script

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid** | 3 | 2 x 20 | **40** |

| Term Assessments | | | (Better 2 of 3) | |
|---|---|---|---|---|
| Schedule<br>This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | | |
| | Test/Assessment 3 | Modules 4 & 5 | | |
| **Continuous Evaluation Total** | | | | **70** |
| **External (End-of-Semester) Examination** | | | | **30** |
| **Total** | | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

<div align="center">**PRINT MEDIA PRODUCTION**</div>

**Course Code:**
**Course Type: Major/Programme Elective 1**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 4 | 0 | 0 | 4 |

**Course Description**

This course is intended to prepare students for practical aspects of Print production. The production project will be in a group and will help the students learn the importance of teamwork in the industry. Focusing on all the four stages of production, this paper aims to create a generation of publishers with highly desirable skills and employment potential.

**Course Objectives**

1. Make them to learn basics of design
2. Imparting knowledge about the basics of graphics application
3. Help students identify the basics of layout and design
4. Enable them to understand the composition for printing
5. Help them comprehend the basic editing for print

**Course Outcomes**

Students will be able to:
1. Describe the fundamentals of the most common printing methods regarding the printing process and press configuration
2. Analyze how print quality can be evaluated subjectively with the help of instruments
3. Understand the principles for, the different types of as well as the areas of use for print finishing techniques
4. Illustrate the premises for, and the steps involved in establishing, a colour-managed process
5. Perform Basic editing process in print

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 15 | 15 | 15 | 15 | 15 |

**Course Content**

**Module-1 Basics of Design**
• Aesthetics of design
• Elements and Principles of design
• Typeface families; Principles of good typography

## Module-2 Basics of Graphics
- Meaning and Concept of Graphics
- Importance of Graphics
- Recent Developments in the field of Graphics

## Module-3 Layout
- Newspaper layout and design
- Types of layout
- Importance of visual appeal in page-making
- Graphics/diagrams and illustrations and its importance

## Module-4 Type Composition and Printing Method
- Type composition
- DTP and use of computer software
- Printing methods- letterpress, Cylinder, Rotary, Gravure, Screen, Offset, Plate making and Types of papers

## Module-5 Graphic Editing Software
- Color Essentials: Specifying color, Additive/subtractive color; spot/process color, The Color and Swatches panels, Tints and gradients, Color separations, Printer's marks & printing options
- Grids, Guides, and Aligning Objects
- Text Wrap, Layers & Effects
- Type Continuity: Applying Styles
- Page Continuity: Master Pages
- Planning Design Project: Designing and printing of cover page, designing a publication

## Text Book:
1. Sarkar, N.N., (2013). *Art and Print Production.* New Delhi, India: Oxford University Press

## References:
1. Lupton, E, Philips, J.C., (2015). *Graphic Design: The New Basics*. NY, USA: Princeton Architectural Press
2. Darylr, M., (2004). *News Paper Layout and Design*. New Delhi, India: Surjeet Publication.
3. Evans, H., (1976). *Editing and Design; Book Five: Newspaper Design*. London, UK: Heinemann

## Print Media Production Laboratory

Designing different formats of print media
Pamphlets, brochures, posters
Newspaper design
Working with PageMaker, InDesign, Illustrator etc.

## Assessment and Evaluation
## 70-30 pattern
## (70% Continuous Evaluation & 30% End-of-Semester Examination)

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# CORPORATE RELATIONS & PUBLIC RELATIONS

**Course Code:**
**Course Type: Major/Programme Elective 2**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

## Course Description

This course provides the skills in communication with a strategic, managerial and analytic approach. The students will be able to understand the different sections of corporate-like branding, marketing communication, PR, reputation management, and how organizations handle their internal and external communications amid the complexities of the modern world. And also, this course explores internationally recognized major theoretical concepts and applications of communication studies in the subfields of Public Relations and Government Relations.

## Course Objectives

1. Help students understand the evolution and growth of corporate communication
2. Imparting the knowledge about CSR and its importance
3. Introducing them to Public Relations
4. Impart understanding PR tools and tactics
5. Enable them to observe and discuss PR case studies

## Course Outcomes

Students will be able to:
1. Discuss the structure of Corporate Communication and its functions
2. Describe the tools of corporate communication and the role of strategic communication in brand building
3. Determine corporate social responsibility adopted by various organizations
4. Understand, recognize, and examine the phenomenon of media transparency and its application for the public relations profession and practice in a global world.
5. Identify, analyze, and discuss actual case studies and/or strategic communication and PR campaigns.

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

**Module I:** Introduction to Corporate Communication
- Evolution and growth of corporate communication

- Definition, scope, need and functions of corporate communication
- Corporate communication mix, organizational structure
- Corporate culture: types and need, corporate citizenship

**Module II:**: Corporate Social Responsibility (CSR) & Corporate Identity.
- Defining different publics and their importance
- Theoretical concepts of CSR, phases of CSR.
- Corporate identity- concepts, variables and process
- Building a distinct identity for a product and service

**Module III:**: Public Relations
- Principles, Concepts & History.

**Module IV:**: PR Management
- Integrated Marketing Communication
- PR Tools
- PR Writing Tactics
- PR Campaigns & Research.

**Module V:**: Case studies
- Observation &Case Studies of successful PR exercises.

**References/Readings List:**
1. B. N. Ahuja, Public Relations
2. BaldeoSahai, Public Relations: A Scientific Approach
3. C. H. Sandage, Advertising: Theory and Practice
4. D. S. Mehta, Handbook of PR in India
5. Datta, Sarojit. Advertising Today- In the Indian Context
6. Eric McGregor, Teach Your Advertising
7. Frank Jefkins, Advertising Made Simple
8. H. W. Hepner, Effective Advertising
9. H. W. Hepner, Modern Advertising
10. J. Jethwaney, Public Relations
11. J. M. Kaul, Public Relations in India
12. JaishriJethwaney, Corporate Communication, Oxford Publishers, 2010
13. Joseph Fernandez, Corporate Communication: A 21stCentury Primer, Sage, 2004
14. JaishriJethwaney, Public Relations, Sterling Publishers, 2002
15. IqbalSachdeva, Public Relations: Principles and Practices, Oxford University Press, 2009
16. S.K. Roy, Corporate Image of India, Sh. Ram Centre, 1974
17. R.K. Balan, Corporate Public Relations, Sterling Publisher, 1992

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |

| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
|---|---|---|---|
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# ADVERTISING

**Course Code:**
**Course Type: Major/Programme Elective 2**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

## Course Description

This course introduces integrated marketing communications strategies and tactics, the practices we know best as advertising, promotion, direct response, public relations and marketing communications. The course will examine communications theory and provide hands-on experience in creating advertising and media plans. It will also discuss how marketers integrate and link their contacts to generate maximum impact and leverage for the brand.

## Course Objectives

1. Demonstrating the breadth of advertising and communications tools available today.
2. Providing real-world examples of success
3. Introducing the student to the strategic process of developing advertising & integrated marketing communications.
4. Helping the student with practical hands-on problem-solving experience.
5. Enabling the students to understand media laws and ethics for advertising

## Course Outcomes
Students will be able to:
1. Understand the overall role advertising plays in the business world.
2. Demonstrate the advertising strategies and budgets.
3. Identify and understand the various advertising media.
4. Analyze how an advertising agency operates.
5. Evaluate media laws and ethics for advertising

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

### Module-1: Introduction
- Definition of advertising –Objectives, Functions and Relevance.
- Importance of Advertising
- Classification and types of advertising
- Media for advertising (Print, Radio, Television, Film, Digital)

**Module II**: **Ad agency Management**
- Structure of an ad agency – Roles and Responsibilities
- Types of Agencies& Services
- PROCESS, business development, pitching for accounts – agency client interface; creative and media.

**Module III**: **Design and Production of advertisements**
- Print Ads, radio ads, television ads, Digital media (Websites, Facebook, LinkedIn, Twitter, Blogs)
- Media planning- selection and scheduling
- Campaign Plan-Campaign Objectives - Brief Elements of a Campaign and their Relevance/Importance
- Advertising and Brand building
- Unique Selling Proposition (USP)

**Module IV**: **Models of advertising**
- AIDA
- DAGMAR
- Hierarchy of effects model
- Quick Action model
- Language, Symbols and logos in ads
- Portrayal of Women in Ads, Children in ads
- Advertising research (copy research, media research and evaluation measures)

**Module V**: **Media laws and ethics concerning advertising**
- Paid News, Surrogate ads
- Product Placement;
- DD and AIR guidelines
- socio-economic and cultural effects of advertising
- Apex bodies in advertising (AAAI, ASCI) – ASCI and its code of conduct, case studies from ASCI.

**Readings & References:**
1. Keval J. Kumar: Mass communication in India, Jaico Publishing House
2. Sandage and others
3. Sethia and Chunawala (2011)  Foundations Of Advertising: Theory And Practice
4.
5. Otto Kleppner
6. Adrian R. Mackay edited, (2005): *The practice of advertising*, 5 ed, Elsevier Butter worth, Heinenmann
7. Al Ries, Laura Ries (2002): The Fall of Advertising and The Rise of PR, Harper Collins Publishers Pty. Ltd.
8. Angela Goddard, (1998): The Language of Advertising, RoutledgeIntertext series
9. Barrie Gunter, Caroline Oates and Mark Blades, (2005): Advertising to Children on TV, Content, Impact and Regulation, Lawrence Erlabaum Associates Publishers, Mahwah, New Jersey.
10. Belch & Belch, (2003): Advertising and Marketing, An Integrated Marketing Communications Perspective, The McGraw Hill Companies.

11. Christina Spurgeon, (2007): Advertising and New Media, Routledge, Taylor & Francis Group, London and New York
12. Gillian Dyer, (1982): Advertising as Communication, Routledge, Taylor &Francis

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

## GLOBAL POLITICS AND MEDIA

**Course Code:**
**Course Type: Major/Programme Elective 2**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

**Course Description**

This course gives students the role of mass media in a global context. It will focus on the technological development and direction of information flow among nations, the need to continue the debate on the new world information and communication order, and the information highway monopoly by countries in the northern hemisphere. It will also look at globalization and its outcomes, especially in developing nations such as India.

**Course Objectives**

1. Enable students to understand Media and International Communication
2. Help them learn about global media and information society
3. Impart knowledge on identifying the media conglomerates and the global market
4. Help them examinethe effect of global conflict on world media
5. Encourage students to evaluate the ideology and the cultural inference behind global media

**Course Outcomes**

Students will be able to:
1. Understand the global communication and the rise of popular media, and how information played its role in crucial developments in the world.
2. Analyze the impact of globalization on society, economy.
3. Identify the expansion of the global market across the borders.
4. Illustrate the role of media during various global conflicts.
5. Explain the cultural politics, media hegemony and debates on freedom of expression.

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content**

**Module I - Media and international communication:**
The advent of popular media: a brief overview.
Propaganda in the inter-war years: Nazi propaganda;
Radio and international communication;

Communication debates: NWICO, McBride Commission and UNESCO

**Module II - Media and Globalization:**
Globalization: barrier–free economy, multinationals and development; technological advances, telecommunication; globalization of TV formats;
Global networks: information society, network service economy, movement of intangibles

**Module III - Media and the Global Market:**
Trans-world production chains and BPOs /call centers;
Media conglomerates and monopolies: Ted Turner/Rupert Murdoch;
Global and regional integrations: pan-India channels; entertainment: local/ global/hybrid - KBC/Big Boss/others

**Module IV - Global Conflict and Global Media:**
World Wars and media coverage: the rise of radio-propaganda and persuasion;
The Gulf Wars: CNN's satellite transmission,
Embedded journalism; 9/11 and implications for the media; 26/11 and implications for the media

**Module V - Ideology, Culture and Globalization:**
Cultural politics: media hegemony and legitimization of media driven global cultures,
Homogenization, the English language; rise of regional initiatives:
Al-Jazeera; hacking: Wiki Leaks,
Media executions; freedom of expression debates

**Reference books:**
- Choudhary, Kameswar (ed) *Globalization, Governance Reforms and Development in India,* Sage, New Delhi.
- Kamalipor, Yahya R. *Globalization of Corporate Hegemony*, New York Press.
- Monroe, Price. *Media Globalization' Media and Sovereignty*, MIT Press, Cambridge, 2002.Kamalipor, Yahya R and Snow Nancy, *War, Media and Propaganda*, Rowman and Littlefield Publication.
- Patnaik, B.N &ImtiazHasnain(ed) *Globalization: Language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
- Singh, Yogendra. *Culture Change in India: Identity and Globalization*, Rawat Publication, New Delhi, 2000.
- Thussu, DayaKishan. *Continuity and Change*, Oxford University Press. 25
- UNESCO Publication, Communication and Society, Today and Tomorrow "Many Voices One World".
- Yadava, J.S. *Politics of News*, Concept Publishing and Co.
- Zelizer Barbie and Allan Stuart, *Journalism after 9/11*, Routledge Publications.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|

| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
|---|---|---|---|
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# SOCIAL MEDIA & WEBCASTING

**Course Code:**
**Course Type: Major/Programme Elective 3**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

## Course Description

This course will focus on using internal/enterprise social media and collaboration tools and technology available to today's organizations. And the course focuses on the impact of social media from a global perspective. Adding to this, the course also discusses the latest trend in webcasting. The platforms and various tools and techniques used in webcasting are also discussed.

## Course Objectives

1. Help students understand Social media and digital technologies
2. Enable them to analyze the impact of social media
3. Make students familiarize with the social media organizations
4. Help them identify corporate networks and media strategies
5. Impart knowledge on the basics of webcasting

## Course Outcomes

Students will be able to:
1. Identify the landscape of traditional, digital, and social media Netscape
2. Understand the major social media platforms, how they function, and what role they play in the day to day life.
3. Choose the right social media platforms and learn how to create social media policies
4. Learn to broadcast live content on social media platforms
5. Learn the basics of webcasting.

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

### Module I - Social media a new paradigm
- Digital technologies;
- Literacy redefined;
- The user and the fourth screen;
- virtual proximities and expanding networks.
- Social media tools and platforms:
- Categorisation; features and uses - pros and cons; a few examples: Facebook, Twitter, WordPress, YouTube, LinkedIn, Instagram, Snapchat etc.

**Module II** - **Impact of social media:**
- Influential capacity;
- Shifts in information flows;
- Volume, nature and formats of contents;
- Social and ethical implications;
- Online activism; citizen journalism;
- Changing character of communication;
- Democratisation and the digital divide;
- Cybercrime:
- A few case studies

**Module III**- **Social media and organizations:**
- 'Digital natives' and the falling apart of hierarchies:
- less pyramidal and more cooperative control structures;
- communication and collaboration;
- growing relevance in the context of geographically dispersed teams;
- learning and knowledge management in organizations,
- Strategies to successfully navigate the media landscape
- A few case studies

**Module IV - Corporate social networks:**
- Production of positive network externalities, increase of business
- Information capital; audience analysis and content planning; marketing strategies used by businesses: engagement and nurture;
- Social strategies and business metrics; integrated marketing communications strategies for social media - an overview of the trends (Indian and global); ethical and legal implications
- A few case studies

**Module V - Introduction to webcasting**:
- Basic webcasting concepts,
- Digital audio-video basics, webcast encoding.
- Producing high quality LIVE streaming using tools like VMix, Blackmagic, Stream Shark, Zoom etc.
- Selecting proper gear and software - cameras, mics, capture cards, video mixers, encoders etc.
- Various mobile apps
- Visual and Audio Mixing
- Web rating techniques

**Social Media & Webcasting Laboratory**

Administering different social media handles
Content management
Blogging
Live streaming of Facebook, YouTube and other handles

**Reference books**:
1. Guy Kawasaki & Peg Fitzpatrick. The Art of Social Media. Penguin. 2014.

2. Carrigan, Mark. Social Media for Academics. Sage Publications Ltd. 2016.
3. Bennett,W.Lance. New Media Power: The Internet and Global Activism. 2003.
4. Castells, Manual. "The Network Society: a cross-cultural perspective", Edward Elgar, MA
5. (Chapter 1. Informationalism, networks, and the network society: a theoretical blueprint pp.3-45), 2004.
6. Kahn, R and D Kellner, "New Media and Internet Activism: From "The Battle of Seattle to
7. Blogging" New Media & Society, Vol. 6, No. 1, 2004.
8. Lister Martin. New Media – A Critical Introduction. Routledge, 2009.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# RADIO PRODUCTION

**Course Code:**
**Course Type: Major/Programme Elective 3**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 2 | 0 | 4 | 0 | 0 | 4 |

## Course Description

This course is an exploration of the art of audio production. It is an opportunity to explore some of the possibilities of audio as a stand-alone medium and audio as a combination with other media. This course aims to produce technically competent students familiar with the manipulation of sound, music and speech signals in audio production, recording and reproduction.

## Course Objectives

1. Familiarizing the students with the basics of radio and audio production work
2. Enabling them to understand the different tools and formats of radio production
3. Providing them with a basic understanding of relevant audio software supplementing radio production work
4. Inculcating the skills and knowledge necessary to create their own media projects in the medium of radio
5. Enable them to create their own audio-based projects.

## Course Outcomes

Upon completion of the course, students will be able to;
1. Deal various aspects of Radio programming
2. Enhance their technical and creative skills
3. Understand the basic elements of radio broadcast and programming
4. Critically understand the medium of radio
5. Analyze the different aspects of radio production
6. **Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 15 | 15 | 15 | 15 | 15 |

## Course Content

### Module1: Introduction to Radio
1. History and evolution of radio
   Reading: Excerpts from:Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming.
2. Organizational structure of radio station
   Reading: Excerpts from:Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming.

3. Broadcasting guidelines and code of ethics in radio in India
   Reading: Excerpts from:Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming.

## Module 2: Understanding Sound and production
1. Components of sound
   Reading: Excerpts from:
       - Bob Gilmurray, the Media Student's Guide to Radio Production
       - Tomlinson Holman,Sound for Film and Television, Focal Press, 2010
2. Basic equipment survey for recording sound
   Reading: Excerpts fromBob Gilmurray, the Media Student's Guide to Radio Production
3. Fundamentals of radio production techniques
   Reading: Excerpts fromBob Gilmurray, the Media Student's Guide to Radio Production

## Module 3: Scripting and presenting
1. Writing for the ear
   Reading: Excerpts fromMichael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming
2. Discussions on formats
   Reading: Excerpts from:Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming
3. Voice modulation
   Reading: Excerpts from
       - Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming
       - Jan Roberts-Breslin, Making media: foundations of sound and image production, New York: Focal Press, 2018
4. Presentation skills
   Reading: Excerpts fromMichael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming

## Module 4: Programming & Studio Basics
1. Different genres of radio programming
   Reading: Excerpts from:
       - Bob Gilmurray, the Media Student's Guide to Radio Production
       - K.M. Shrivastava, News Writing for Radio and T.V., Sterling
2. News and current affairs program
   Reading: Excerpts from: K.M. Shrivastava, News Writing for Radio and T.V., Sterling
3. Educational, entertainment and sports program
   Reading:Excerpts from: Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming
4. Studio work
   Reading:Excerpts from: Bob Gilmurray, the Media Student's Guide to Radio Production
5. Sound Editing
   Reading:Excerpts from: Bob Gilmurray, the Media Student's Guide to Radio Production

**Module 5: Radio Project**
1. Using Radio formats and Scripting
2. Producing any one format (4-6minutes) in groups

**References/Text Books:**
1. Bob Gilmurray, the Media Student's Guide to Radio Production.
2. Jan Roberts-Breslin, Making media: foundations of sound and image production, New York: Focal Press, 2018
3. K.M. Shrivastava, News Writing for Radio and T.V., Sterling
4. Michael H. Adams, and Kimberly K. Massey, Introduction to Radio: Production and Programming.
5. Richard Aspinall, Radio Programme Production: A Manual for Training.
6. Tomlinson Holman, Sound for Film and Television, Focal Press, 2010
7. U.L Baruah, "This is All India Radio", Publications Division, Government of India.

**Radio Production Laboratory**

**Broadcast Production**:
- Learn techniques in identifying potential radio news stories; and conduct research for news reporting.
- Conduct research for news reports; plan, carry out, record and edit news interviews for radio.

**Radio News Story Production**:
- Gain the skills required to write radio news scripts, edit audio and voice pre-recorded news stories to a broadcast-quality standard.
- Learn how to compile radio news stories, and produce podcasts.

**Radio News Voice Presentation**:
- Develop the ability to carry out live radio crosses from outside of the studio.
- Students will learn to develop the voice for radio to achieve broadcast quality reports.

**Radio News Package Production and Broadcasting**:
- Students gain an understanding of the production techniques and audio editing processes needed to produce three to four-minute news items for radio broadcast. Students also have the option to complete a documentary-style feature item of at least 10 minutes in length.

**Editing software**: Types and uses (Nuendo, Audacity and Adobe Audition)

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |

| Short Answer Test/ Assessment/Presentation/ Task-based Assessment | 5 | 4 x 5 (Better 4 of 5) | 20 |
|---|---|---|---|
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | 40 |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | 70 |
| **External (End-of-Semester) Examination** | | | 30 |
| **Total** | | | 100 |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# FILM STUDIES

**Course Code:**
**Course Type:** Major/Programme Elective 3
**Course Level:** 300
**Prerequisite:** None
**Credits:** 4

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

## Course Description

Film Studies coursework is designed to provide students with an overview of film history and the skills necessary to analyze and critique the film. Students will learn about film theory, aesthetics, genres, and fundamental film criticism. Students will explore film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, develop a systematic and convincing interpretation of the films they watch, and acquire the ability to analyze films in well-constructed and persuasive essays.

## Course Objectives

1. Helping students through tracing the history and development of cinema
2. Enable Development of a critical understanding of the language of cinema
3. Encourage students to comprehend the role and impact of cinema in society and vice-versa
4. Help them build a nuanced understanding of the socio-political and technological aspects of filmmaking
5. Imparting knowledge on the basics of film theory

## Course Outcomes

Upon completion of the course, the students will be able to;
1. Develop a range of analytical skills in the study of film.
2. familiarize with major critical approaches in the field (narrative theory, feminism, cultural studies, and genre).
3. Understand and demonstrate the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.
4. Conduct film research and compose cogent, persuasive, and valid essays about film.
5. Acquire a broad knowledge of film history, national cinemas and modes of production.

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

### Module 1: Introduction to the language of cinema
1. Language of Cinema: Focus on visual Language: Shot, Scene, Deep focus cinematography

Reading:Excerpts from:
James Monaco, How to Read a Film: Movies, Media and Beyond Oxford University Press, 2009;
David Bordwell and Kirsten Thompson: *Film Art: An Introduction* (10th edition)
Screening clips from:
*Rear Window*, Alfred Hitchcock, 1954
*Citizen Kane*, Orson Welles, 1941

2. Chronological editing, Continuity Editing, Montage, Cross cutting, Soviet Montage Theory - Sergei Eisenstein and Kuleshov effect
Reading:Excerpts from:
● Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
● Pudovkin, V. (1958), Film Technique and Film Acting (London: Vision Press)
Screening clips from:
● Contrast: Baptism Sequence from *The Godfather* (1972)
● Parallelism: *Hugo* (2011)
● Symbolism: *Psycho* (1960)
● Simultaneity: *Silence of the Lambs*(1991)
● Leit Motif: Emperor's March in *Star Wars* (1980)

3. Focus on Sound: Diegetic and Non-Diegetic Sound; Off Screen Sound; Sync Sound
Reading:Excerpts from:
● Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
● Tomlinson Holman, Sound for Film and Television, Focal Press, 2010
Screening clips from:
*Interstellar* (2014)
*Roma* (2018)

4. Film Style, colour and Mis-en-scene, *What is cinema?*
Reading: Excerpts from:
Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
André Bazin, What is cinema? :essays selected by Hugh Gray, Berkeley, Calif. : University of California Press, 1971
Screening clips from:
*Pan's Labyrinth* (2006)
*La Chinoise*(1967)

**Module 2:Cinemas of India**
   1. Silent Era cinema in India
      Reading: Excerpts from:
         ● Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94
         ● Eric Barnouw and S. Krishnaswamy, Indian Film, New York Columbia University Press 1963
      Screening clips from:D. G. Phalke's*KaliaMardan* and *Sri Krishna Janma* (circa 1918); HimanshuRai and Franz Osten, *The Light of Asia* (1925)

   2. Hindi Cinema Early Cinema and the Studio Era 1950s, The Indian New-Wave Globalization and Indian Cinema Film Culture

Reading: Excerpts from
- Eric Barnouw and S. Krishnaswamy, Indian Film, New York Columbia University Press 1963
- AshishRajadhyaksha, Encyclopaedia of Indian Cinema. Delhi: Oxford University Press, 1994

Screening clips from:
*Mother India* (1957), *Pyaasa* (1957, *Madhumati* (1958), *Awaara* (1951)

3. Introduction to popular Hindi cinema –
Reading: Excerpts from:
- AshishRajadhyaksha, Encyclopaedia of Indian Cinema. Delhi: Oxford University Press, 1994
- Anandam P. Kavoori and AswinPunanthambekar. *Global Bollywood*. New York: New York University Press. 2008.

Screening clips from:*Dil Se* ["From the Heart"] (Mani Rathnam, 1998), *KabhiKhushiKabhiGham* (Karan Johar, 2001)

4. Regional Cinemas of India
Reading: Excerpts from:
- AshishRajadhyaksha, Encyclopaedia of Indian Cinema. Delhi: Oxford University Press, 1994
- Eric Barnouw and S. Krishnaswamy, Indian Film, New York Columbia University Press 1963
- LalitaGopalan (ed.) The Cinema of India, Wallflower Press, 2010

Screening clips from: Clips from *Village Rockstars* (Rima Das, 2017), *Kabali* (Pa Ranjith, 2016), *C U Soon* (Mahesh Narayanan, 2020), *Vanaja* (Rajesh Domalpalli, 2006)

## Module 3:Film and Genre
1. Theory of Film Genre – Christian Metz, Introduction to film genres: Narrative, avant-garde, documentary
Reading: Excerpts from: Christian Metz, Film Language: A semiotics of cinema, 1974
Screening clipsfrom: *The Matrix* (1999), *Coco* (2017), *Nanook of the North* (1922), *La Jetee* (1962)

2. Melodrama, science fiction, musical, horror, western, fantasy
Reading: David Bordwell and Kirsten Thompson: Film Art: An Introduction (10th edition)
Screening **c**lips from: *Sweeney Todd* (2007), *Singin in the Rain* (1952), *Blade Runner* (1949), *Stagecoach* (1939)

3. Focus on Film noir – Paul Schrader
Reading: David Bordwell and Kirsten Thompson: Film Art: An Introduction (10th edition)
Screening clips from: *Taxi Driver* (1976), *The Third Man* (1949)

## Module 4: Critical Film Theory
1. Auteur Theory –

Reading:
Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in Film Theory: An Introduction. Massachusetts & Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
Screening clips from: *PatherPanchali*(1955), *Breathless* (1960)
2. Stardom –
Reading: Excerpts from: Richard Dyer, Heavenly Bodies: "Film Stars and Society" in *Film and Theory: Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
Screening clips from: *Fan* (2016), *Mission Impossible - Fallout* (2018)
3. Feminist Film Theory –
Reading: Excerpts from: Laura Mulvey 'Visual Pleasure and Narrative Cinema' 1975
Screening clips from: *Pandora's Box* (1929)
4. Postmodernism in Film –
Reading: Frederic Jameson Postmodernism, or, The Cultural Logic of Late Capitalism, 1992
Screening clips from: *Chungking Express* (1994)

## Module 5: Film and International Movements

1. German Expressionism
Reading: Excerpts from:
Kristin Thompson; David Bordwell; Jeff Smith, Film history an introduction
Screening clips from**: *Cabinet of Dr. Caligari* (1920)
2. Italian Neo- Realism
Reading: Excerpts from:
Kristin Thompson; David Bordwell; Smith, Film history an introduction
Screening clips from**: *The Bicycle Thief* (Vittorio De Sica, 1948, Italy)
3. French New Wave
Reading: Excerpts from:
Kristin Thompson; David Bordwell; Smith, Film history an introduction
Screening clips from**: *The 400 Blows* (François Truffaut, 1959, France)
4. Dogme 95
Reading: Excerpts from:
Kristin Thompson; David Bordwell; Smith, Film history an introduction
Screening clips from**: *Dancer in the Dark* (Lars von Trier, 2000, Denmark)

## Reference books:

1. Andre Bazin, "The Ontology of the Photographic Image" from his book *What is Cinema Vol. I* Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
2. Andrew Sarris, "Notes on the Auteur Theory", 1962
3. Anandam P. Kavoori and AswinPunanthambekar. *Global Bollywood*. New York: New York University Press. 2008.
4. AshishRajadhyaksha, Encyclopaedia of Indian Cinema. Delhi: Oxford University Press, 1994.
5. Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
Kristin Thompson; David Bordwell; Jeff Smith, Film history an introduction
E. Biltereyst, R. VandeWinkel, RoelVandeWinkel (eds.) Silencing Cinema: Film Censorship Around the World, Palgrave MacMillan, 2013

6. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17- 34.
7. David Cook, History of Narrative Film. WW Norton, 2004
8. Eric Barnouw and S. Krishnaswamy, Indian Film, New York Columbia University Press 1963
9. Frederic Jameson, From: "Postmodernism or the Cultural Logic of Late Capitalism", Duke University Press, Durham, 1984,
10. Chapter 1. 1984 "Postmodernism, Or, The Cultural Logic of Late Capitalism." New Left Review, no. 146 (July-August): 59 - 92.
11. James Monaco, How to Read a Film: Movies, Media and Beyond Oxford University Press, 2009
12. LalitaGopalan (ed.) The Cinema of India, Wallflower Press, 2010
13. Geoffrey Nowell Smith (ed.) The Oxford History of World Cinema, New York & Oxford: Oxford University Press, 1996
14. Madhava Prasad, *Ideology of Hindi Film.* New Delhi: Oxford University Press. 1998
15. Paul Schraeder, "Notes on Film Noir" in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996 pg.153-170
16. Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in *Film Theory: An Introduction*. Massachusetts &Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
17.
Richard Dyer, Heavenly Bodies: "Film Stars and Society" in *Film and Theory: Anthology*Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
18. Sergei Eisenstein, "A Dialectic Approach to Film Form" from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63
19. Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94.

**Practical**
Screening of films of different genres
Critical appreciation of the screened films
Analyzing regional cinema
Presentation of the work

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |

| the 5 modules | Quiz 5 | Module 5 | |
|---|---|---|---|
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# COMMUNICATION AND DISASTER MANAGEMENT

**Course Code:**
**Course Type:** Major/Programme Elective 4
**Course Level:** 300
**Prerequisite:** None
**Credits:** 4

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

## Course Description

This course explains about the emergency management system. Topics include the history of emergency management, identifying and assessing hazards, risk, and vulnerability, and the four phases of emergency management (mitigation, preparedness, response, and recovery). Emphasis is given to the communication function, international disaster management, and the recent influence of the terrorism hazard. The course concludes with a discussion on the future of emergency management.

## Course Objectives

1. Introducing students to the disasters, disaster preparedness, politics of disaster, economy of disaster, response: rescue, relief, and rehabilitation.
2. Integrate knowledge about the usage of technology and disaster communication, including social media.
3. Explain the information management in disaster situations and communication activities during disasters with reference to an international organisation.
4. Help students understand the important stakeholder and sources for information during emergencies, situation reports (SITREPs) during an emergency.
5. To make them acquainted with various case studies of natural, man-made disasters and roles played by the media.

## Course Outcomes

Students will be able to:
1. Understand the hazards, disasters and associated natural/social phenomena
2. Familiar with disaster management aspects
3. Get acquainted with community involvement in disaster management
4. Analyze the technological innovations in Disaster Risk Reduction: Advantages and problems
5. Understand and discuss case studies

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content

### Module I - Introduction:
- Disaster and Disaster Preparedness,

- The Politics of Disaster,
- The Economy of Disaster, Response: Rescue, relief, and rehabilitation

## Module II - Technology and Disaster Communication:
- Information Communication Technology (ICT) - radio, television, Internet –
- distress communication and deploying biosurveillance.
- ICT systems for modelling and predicting outcomes based on real data;
- Geo-Informatics Technology (GIT), GIS. GPS; Social Media:
- Facebook Safety Check, Google Crisis Response; tools,
- information and interactive platforms; Mobile phone and mobile Applications;
- Satellite phone; Amateur radio/ HAM radio

## Module III - Information Management in Disaster Situations:
- Communication activities during disasters - general guidelines;
- PAHO/WHO Regional Disaster Response Team;
- basic principles of information management and communication in disaster situations;
- main steps to be taken; planning communication before and during emergencies;
- information requirements and key messages

## Module IV - Stakeholders and Sources:
- Important stakeholders; sources for information during emergencies;
- preparation and distribution of situation reports (SITREPs) during an emergency;
- techniques and recommendations for working with the communication media

## Module V - Case Studies: Natural/ Man-made Disasters and Role of Media
- COVID-19, Pandemic with different variants
- The Nepal Earthquake of April 2015,
- The Kashmir Floods 2014,
- The Orissa Cyclone 2014
- Uttarakhand Disaster 2013;
- Bhopal Gas Tragedy;
- Chernobyl; the Holocaust;
- Hiroshima and Nagasaki

**Reference books:**
1. Alexievich, Svetlana, Keith, Gessen (translator). *Voices from Chernobyl: The Oral History of a Nuclear Disaster*, Picador,1997.
2. Benson, Charlotte and Clay, Edward.*Understanding the Economic and Financial Impacts of Natural Disasters*, World Bank Publications, 2004.
3. Carter, W. Nick. *Disaster Management: A Disaster Manager's Handbook*. Asian Development Bank.
4. Chouhan, L.B, Alvares, Claude. *Bhopal - The Inside Story*, Apex Press, 2004.
5. Dominique, Lapierre, Moro, Javier. *It was Five Past Midnight in Bhopal*, HPB/FC; 1st Indian pub. ed, 2001.
6. Gupta, Harsh K. (Editor) *Disaster Management*, Universities Press 2003.
7. Gopi, Satheesh. *Global Positioning System: Principles and Applications,* Tata McGraw-Hill Education,2005
8. Karim Hassan A.(ed) *Big Data: Techniques and Technologies in Geoinformatics*, CRC Press 2014.
9. Luite,Achyut l. *Understanding Disaster Management in Practice with reference to Nepal*, Practical Action, 2010.

10. Mukhopahyaya, AsimKuma, *Crisis and Disaster Management Turbulence and Aftermath*, 2009
11. Medvedev Grigori. *The Truth About Chernobyl*, Basic Books, 1979.
12. Nomura, Ted. *Hiroshima: The Atomic Holocaust: An Illustrated History*, Antarctic Press and Mindvision,2014.
13. Rabbany, Ahmed EI. *Introduction to GPS: The Global Positioning System*, Artech House, 2002.
14. Sarangi, Aruna. *ICTs in Disaster*, Neha Publishers, and Distributors, 2010.
15. Sylves, R. *Disaster Policy and Politics: Emergency Management and Homeland Security*, CQ Press, 2008.
16. Wise, Stephen. *GIS Fundamentals*, CRC Press, 2013.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# COMMUNICATION, MEDIA & SOCIETY

**Course Code:**
**Course Type: Major/Programme Elective 3**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 3 | 0 | 2 | 0 | 0 | 4 |

**Course Description**

Media and culture are undergoing a series of transformations as new technologies, new forms of entertainment, new venues for political debate, and new models of public discourse emerge online and offline. This course looks at how the social, political, and cultural landscape is changing with media and the changing landscape of information technologies. We will develop critical resources to understand better the history of these new technologies and communicative forms, the economics behind them, the policies developing around them, and the socio-cultural shifts from which they have emerged and helped provoke. We will aim to discard commonplace assumptions about these tools and phenomena to ask more profound questions about their impact on society.

**Course Objectives**
1. Familiarizing the students with the effects of media forms on society
2. Enabling them to understand the role media plays across different contexts
3. Providing them with an understanding of relevant media formats
4. Inculcating the skills and knowledge to voice concerns about our mediatized world
5. Understanding mass communication and mass media

**Course Outcomes**

On successful completion of this course, students should be able to:
1. Develop analytical tools for understanding the complex information society around them
2. Apply research to illustrate the effects of media on society.
3. Comprehend how the cultural, political, and economic environment are changing with the emergence of new media and digital technologies.
4. Discuss the role of media in the socialization process.
5. Develop a voice on these issues, in relevant media formats.

**Tentative Session Plan (including flipped classes and practice time):**

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

**Course Content**

**Module1: Introduction to Communication**
1. Meaning and importance; definitions, concept and elements of communication process
   Readings: Excerpts from:

- Mass media and society, James Curran and David Desmondhalgh, London: Bloomsbury Academic, 2019
- Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008.

2. Need for communication; evolution of communication: different milestones in communication from smoke signals to smartphones;
   Readings: Excerpts from:
   - Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008.
   - Mass media and society, James Curran and David Desmondhalgh, London: Bloomsbury Academic, 2019

3. variables of communication: emotional and cultural, different forms of communication: verbal, nonverbal, written communication
   Readings: Excerpts from: Mc Quail, Dennis. Mass Communication Theory, (4th Ed) London, Sage. 2000.

## Module 2: Communication Process

1. Levels of communication: intra-personal, inter-personal, group, mass media communication
   Readings: Excerpts from: Mc Quail, Dennis. Mass Communication Theory, (4th Ed) London, Sage. 2000.

2. Models: Aristotle - SMR, SMCR, Shannon and Weaver, Laswell, Osgood, Dance, Schramm, Gerbner, Newcomb,
   Readings: Excerpts from: Mc Quail, Dennis. Mass Communication Theory, (4th Ed) London, Sage. 2000.

3. Models (continued): convergent and gate-keeping, communication and socialization
   Readings: Excerpts from: Mc Quail, Dennis. Mass Communication Theory, (4th Ed) London, Sage. 2000.

## Module3: Brief introduction to Communication Theories

1. Powerful Effects Theory; Magic Bullet Theory; Two-step flow- opinion leaders, Limited Effects theory into effects theory all over again
   Readings: Excerpts from:
   - Mc Quail, Dennis. Mass Communication Theory, (4th Ed) London, Sage. 2000.
   - Mass media and society, James Curran and David Desmondhalgh, London: Bloomsbury Academic, 2019

2. Press theories- Authoritarian, Libertarian, Soviet Communist and Social Responsibility
   Readings: Excerpts from:
   - Manufacturing consent: the political economy of the mass media, Edward S Herman and Noam Chomsky, London: Bodley Head, 2008
   - Mc Quail, Dennis. Mass Communication Theory, (4th Ed) London, Sage. 2000.

3. New Press Theories- Democratic and Participatory press theory, and Developmental press theory
   Readings: Excerpts from:
   - Williams, Kevin. Understanding Media Theory. 2003.
   - Manufacturing consent: the political economy of the mass media, Edward S Herman and Noam Chomsky, London: Bodley Head, 2008

## Module 4: Functions of Communication

1. Surveillance, Correlation, Function, Entertainment
   Readings: Excerpts from:

- Chomsky, N. (2004). Media Control: The Spectacular Achievements of Propaganda. Lahore: Vanguard Books. Chapters 1&2
- Mass media and society, James Curran and David Desmondhalgh, London: Bloomsbury Academic, 2019

2. Cultural Transmission, Status Conferral/ Conferment of Status, Enforcement of Norms, Dysfunctions of Mass Communication, cultural integration
   Readings: Excerpts from:
   - Fiske, John. *Introduction to Communication Studies*, Routledge. 1982.
   - Williams, Kevin. Understanding Media Theory. 2003.

3. Communication and Research, market – driven media content – effects
   Readings: Excerpts from:
   Mc Quail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
   - Baran, S.J.*Introduction to Mass Communication*. New York: McGraw Hill. 2002.

## Module 5: Mass Communication and Mass Media

1. Nature and process of mass communication
   Readings: Excerpts from:
   - Mc Quail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
   - Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008

2. Media formsin mass communication, characteristics and typology of audiences
   Readings: Excerpts from:
   - Mc Quail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
   - Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008

3. Ownership patterns of mass media, ethical aspects of mass media
   Readings: Excerpts from:
   - Manufacturing consent: the political economy of the mass media, Edward S Herman and Noam Chomsky, London: Bodley Head, 2008
   - Mc Quail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
   - Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008

**References:**
- Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008.
- McQuail, Dennis. *Mass Communication Theory*, (4th Ed) London, Sage. 2000.
- Mass media and society, James Curran and David Desmondhalgh, London: Bloomsbury Academic, 2019
- Manufacturing consent: the political economy of the mass media, Edward S Herman and Noam Chomsky, London: Bodley Head, 2008

**Additional/ Supplementary Readings:**
- Baran, S.J.*Introduction to Mass Communication*. New York: McGraw Hill. 2002.
- Berko, W. &W.*Communicating*. New Jersey: Prentice Hall. 1989.
- Bel, B. et al. *Media and Mediation*, Sage, New Delhi. 2005.
  Bernet, John R.*Mass Communication, an Introduction*, Prentice Hall. 1989.
- Chomsky, N. (2004). Media Control: The Spectacular Achievements of Propaganda. Lahore: Vanguard Books. Chapters 1&2
  Cyber Mohalla from Sarai Reader: Shaping Technologies, 187 and page 190-191.
  Fiske, John. *Introduction to Communication Studies*, Routledge. 1982.
  Gupta, Nilanjana ed. *Cultural Studies*, World View Publishers. 2006.

- Miller, Katherine. *Communication Theories: Perspectives, processes and contexts*, McGrow Hill. 2004.
  Michael Ruffner and Michael Burgoon, *Interpersonal Communication*.
- Narula, Uma. *Mass Communication -Theory and Practice*, Har-Anand Publications, New Delhi. 2001.
- Saraf, BabliMoitra. "In Search of the Miracle Women: Returning the Gaze". Translation and Interpreting Studies (TIS), Vol.Nos.1&2, Spring Fall 2008.
- Small, Suzy. "SMS and Portable Text" in Sarai Reader 03: Shaping Technologies. Williams, Kevin. Understanding Media Theory. 2003.

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of Module 2 and Module 3 | |
| | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**

# MEDIA MANAGEMENT AND ENTREPRENEURSHIP

**Course Code:**
**Course Type: Major/Programme Elective 3**
**Course Level: 300**
**Prerequisite: None**
**Credits: 4**

| L | T | P | S | J | C |
|---|---|---|---|---|---|
| 4 | 0 | 0 | 0 | 0 | 4 |

## Course Description

This course covers the fundamentals of media management, what a manager should know and do as a marketer to develop a successful new product, and for students to understand the steps necessary to bring a new product from concept to successful launch.

## Course Objectives

1. Impart knowledge and understanding of media management
2. Equip students to learn and analyze issues and challenges pertaining the media industry
3. Help them identify the roles, responsibilities, guidelines of a media organization
4. Enable students to evaluate media economics, strategic marketing in media
5. Encourage them to examineand learn from case studies

## Course Outcomes

Students will be able to:
1. Analyze the economic structure of content industries and businesses.
2. Apply the principles of program development and creation.
3. Examine the business strategies underlying content marketing and exploitation.
4. Study the audience measurement and activity across media platforms, including broadcast ratings, website activity, downloads.
5. Discuss and learn from case studies

## Tentative Session Plan (including flipped classes and practice time):

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|----------|----------|----------|----------|
| 12 | 12 | 12 | 12 | 12 |

## Course Content
### Module-1 Media Management
- Concept and Perspective: Concept, origin and growth of MediaManagement
- Fundamentals of management
- Management school of thought

### Module -2 Media Industry - Issues and Challenges
- Media industry as manufacturers
- Manufacturing consent, news and content management
- Market forces, performance evaluation (TAM, TRP, BARC and HITS) and market shifts
- Changing ownership patterns

**Module -3 Structure of News Media Organizations in India**
- Role responsibilities and hierarchy
- Workflow and need of management
- Shifting patterns, circulation and guidelines

**Module -4 Media Economics, Strategic Management and Marketing**
- Understanding Media Economics, Economic thought,
- Theoretical foundations, issue and concerns of media economics.
- Capitalinflow, Budgeting, Financial management, and personnel Management,
- Strategic Management, Market forces

**Module -5 Case Studies**
- Visionary leadership - media entrepreneurs
- Qualities and functions of media managers
- Indian and international media giants- case studies

**Reference books**
- Vinita KohliKhandeka, Indian Media Business, Sage.
- PradipNinan Thomas, Political Economy of Communications in India, Sage.
- Lucy Kung, Strategic management in media, Sage.
- Dennis F. Herrick, Media Management in the Age of Giants, Surjeet Publications.
- Jennifer Holt and Alisa Perren, (Edited) Media Industries-History, Theory and Method, Wiley-Blackwell
- John M. Lavine and Daniel B. Wackman, Managing Media Organizations

**Assessment and Evaluation**
**70-30 pattern**
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

| Mode of Test | Number of Tests/ Assessments | Marks consideration | Total Marks & |
|---|---|---|---|
| **Quiz** | 5 | 4 x 2.5 (Better 4 of 5) | **10** |
| Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules | Quiz 1 | Module 1 | |
| | Quiz 2 | Module 2 | |
| | Quiz 3 | Module 3 | |
| | Quiz 4 | Module 4 | |
| | Quiz 5 | Module 5 | |
| **Short Answer Test/ Assessment/Presentation/ Task-based Assessment** | 5 | 4 x 5 (Better 4 of 5) | **20** |
| Schedule This category of Test/Assessment is conducted generally at the end of each module | Test/Assessment 1 | Module 1 | |
| | Test/Assessment 2 | Module 2 | |
| | Test/Assessment 3 | Module 3 | |
| | Test/Assessment 4 | Module 4 | |
| | Test/Assessment 5 | Module 5 | |
| **Long Answer Test/Mid Term Assessments** | 3 | 2 x 20 (Better 2 of 3) | **40** |
| Schedule This category of Test/Assessment is conducted | Test/Assessment 1 | Module 1 and first half of Module 2 | |
| | Test/Assessment 2 | Second half of | |

| | | Module 2 and Module 3 | |
|---|---|---|---|
| after the completion of the specified portion of the syllabus | Test/Assessment 3 | Modules 4 & 5 | |
| **Continuous Evaluation Total** | | | **70** |
| **External (End-of-Semester) Examination** | | | **30** |
| **Total** | | | **100** |

**Note:**
**Specific question types for each test/assessment will be decided by the course committee**