

**Detailed Syllabus for
Bachelor of Science:
Multimedia (Honors)/(Research)**
[Three/Four Years Full Time Undergraduate Degree
Programme based on National Education Policy (NEP) 2020]
Effective from July 2026



**Department of New Media Technology
Makhanlal Chaturvedi National University of Journalism &
Communication, Bhopal**

Makhanpuram, Opposite M.P. State Shooting Academy, Bishankhedi,
Bhopal; Madhya Pradesh-462044

Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal

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Department of New Media Technology
Bachelor of Science: Multimedia (Honors)/ (Research)

NEP-based Full-Time Degree Program- with multi-entry and multi exit options. Certificate on completion of 1 year, Diploma in 2 years, Graduate Degree after 3 years, and after 4th year Honors Degree or Degree with Research.

Duration: (3 + 1-year Seats- 40 Regular)

Eligibility: 12th (Passed 10+2 exams in any discipline from a recognized board)

- 1 year Under Graduate Certificate in Multimedia
- 2 years Under Graduate Diploma in Multimedia
- 3 years Degree BSc Multimedia
- 4 years Degree BSc: Multimedia (Honors)
- or
- 4 years Degree BSc: Multimedia (Research)

About the Program:

Bachelor of Science: Multimedia (Honors)/ (Research) is based on “National Education Policy (NEP) 2020”, which is set to bring drastic changes in the education system of the country. Flexible Degree options, Interdisciplinary Subject choices, unique exit options have been implemented as per the new education policy. This Six or Eight semester undergraduate program, introduces a solid foundation about multimedia and its various application areas. Multimedia will help to improve computer/mobile penetration and increased internet connectivity in various spheres of life. The various formats of technological or digital multimedia aim at enhancing the users' experience by conveying information easier and faster.

The Programme has compulsory core courses and elective core courses including Aesthetics and Technicality of Design, Foundational Components of Multimedia, Editing of Image, Audio and Video, 2D & 3D Animation, Visual Effects, Visualization of Data, Web Technology, Writing for New Media, E- Publishing and Entrepreneurship Management. Animation for Gaming, AI and Robotics, Augmented and Virtual Reality (AR/VR), Visual Effects (VFX), UI and UX, Big Data, Data Analytics for Journalism, Social Media Analytics, Cyber Security, Search Engine Optimization and Digital Marketing in addition to other courses. This program is highly recommended for students who are creative and desire state-of-the-art skills in multimedia content creation, or interested in pursuing Research in Multimedia.

Program Objectives (PO):

Bachelor of Science: Multimedia (Honors)/ (Research) option is designed with the following educational objectives

- To provide modular inputs related to Multimedia Content and Technologies
- To understand the essentials of Mass Communication, and the Visual Design and Technical aspects of Multimedia components in Communication
- To develop Digital Content Production skills, applicable for media and entertainment industry.
- To develop the technical skills and ethical sense, necessary for producing multimedia content.
- To develop research and analytical skills for internet-based media content like Big Data
- To have understanding of interdisciplinary exposure through Generic Elective courses

Programme Educational Outcomes (PEO):

On successful completion of Bachelor of Science: Multimedia (Honors)/ (Research), Students shall be able to


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- Understand and identify the requirements of various Multimedia elements for a given task.
- Demonstrate Skills in Designing, Editing and Publishing Digital Media Content.
- Develop competence in understanding the theoretical aspects and choose appropriate platform for implementing any given concept.
- Analytically explore the Social Media Content in different platforms.
- Demonstrate Skills to distinguish between work responsibility and accountability in Digital Media Platforms, as an Entrepreneur and an Individual.

Career opportunities you can choose after the programme

- Graphics Designer
- Photo Journalist
- Video Editor
- Animator
- Content Editor
- Social Media Manager
- Web Designer
- Graphics Artist
- Visual Content Creator and many more

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Programme Structure of Bachelor of Science: Multimedia (Honors)/(Research)

Semester	Discipline Specific Core (DSC) 5 Credits	Discipline Specific Elective (DSE) 5 Credits	Generic Elective (GE) 5 Credits	Ability Enhancement Courses (AEC) 2 Credits	Skill Enhancement Course (SEC) 2 Credits	Project/ Internship/ Dissertation (5) Thesis 10 Credits	Total Credits	
First	Introduction to Communication		Under this head in 3 rd to 8 th semesters, student has to choose from several subjects offered by different departments. See the subjects in table at the end of this scheme	Social and Emotional Learning	Computer Essentials with AI		22	
	Development of Media			Ethics & Culture				
	AI Tools for Media- I (4 Credits)			Hindi Bhasha Evam Sahitya				
Second	Fundamentals of Multimedia			Environmental Science and Sustainable Development	Digital Art and Graphic Design		22	
	Photography & Image Editing using Photoshop			English Language and Literature				
				AI Tools for Media – II (4 Credits)				Co-Curricular- 1 (A)Parliament: Practice and Procedure- I (B) Bhartiya Sangeet- I (C) Lalit Kala- I (D) Science of Happiness-I (E) Debate & Dialogue-I
	Award of Certificate in Multimedia (If Exiting After 1 Year)						44	
Third	Audio Production		Script Writing & Storyboardin g (GE1) OR (Choose from List)	Innovation and Entrepreneurship			22	
	Layout Design using InDesign							
	2D Animation							
Fourth	Video Editing using Premiere		Animation for Gaming using Blender (GE2) OR (Choose from List)	Co-Curricular-2 (A)Parliament: Practice and Procedure- II (B) Bhartiya Sangeet- II (C) Lalit Kala- II (D) Science of Happiness-II (E) Debate & Dialogue-II			22	
	Web Design and E- Publishing							
	Social Media							

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Fifth	Search Engine Optimization and Digital Marketing	3D Design using MAX	AI for Multimedia (GE3)				20
	Information Literacy, Cyber Laws and Ethics	OR 3D Design using MAYA-I	OR (Choose from List)				
Sixth	Visual Effects (VFX)	3D Design using MAYA-II	Augmented and Virtual Reality (AR/VR) (GE4) OR (Choose from List)				20
	Dissertation/ Project	OR Digital Film Making					
	Award of Bachelor of Science: Multimedia (If Exiting After 3 Years)						128
	For proceeding to fourth year Course there are two options. Option I- The Bachelor of Science: Multimedia (Honours) Option II- For the second option '4 Years Bachelor of Science: Multimedia (Research)' In this option only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Science: Multimedia shall be eligible to continue.						
Option I	Option I- The Bachelor of Science: Multimedia (Honours)						
Seventh (Option I)	Basics of Research	UI/UX Design (OR) E- Publishing	Social Media Data Analytics (GE5) OR (Choose from List)			Project & Portfolio Management	20
Eighth (Option I)	Writing for New Media	Design Thinking (OR) Design and Business Management	Mobile Journalism (GE6) OR (Choose from List)			Dissertation/ Project	20
	Award of Bachelor of Science: Multimedia (Honors) (4 Years)						168
OR							
Option II	Option II - Bachelor of Science: Multimedia (Research)/(Honours) Only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Science: Multimedia shall be eligible. Only those students who wish to pursue for Ph.D Research degree may continue this option II for 4 th year.						

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Seventh (Option II)	Research Methodology	Data Science using Python (OR) Online Research Methods	Social Media Data Analytics (GE5) OR (Choose from List)			Project (5)	20
Eighth (Option II)		Data Analytics and Visualization (OR) Big Data and Social Media	Mobile Journalism (GE6) OR (Choose from List)			Thesis (10)	20
	Award of Bachelor of Science: Multimedia (Research) (4 Years)						168


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Abbreviations Followed

Abbreviation	Full Name
L	Lecture
T	Tutorial
P	Practical
C	Discipline Specific Core (DSC)
E	Discipline Specific Elective (DSE)
R	Stream Elective (SE)
G	Generic Elective (GE)
S	Skill Enhancement Course (SEC)
A	Ability Enhancement Courses (AEC)
AD	All Departments Common Courses
Code for Department offering the courses	
ADA	All Departments
CS	Department of Computer Science and Applications (CS)
NM	Department of New Media Technology (NM)
EM	Department of Electronic Media (EM)
PR	Department of Advertising & Public Relation (PR)
MC	Department of Mass Communication (MC)
JR	Department of Journalism (JR)
BM	Department of Media Business Management (BM)
NC	National Cadet Corps (NCC)
NS	National Service Scheme (NSS)

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Note:

1. During the first and second semesters NCC & NSS are conducted and also examined but their evaluation is included from third semester onwards as Generic Electives. Please note that NCC and NSS chosen in first semester shall remain same during full course.
2. As per the national education policy the generic elective courses are offered from 3rd semester onwards, with wider choice of subjects indicated in each semester tables. In addition to these courses the university shall indicate permitted online courses like SWAYAM or MOOC as additional options for inclusion of credit in the respective semester. Some of them may need with additional fee like examination fee that would have to be borne by the concerned students.


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Semester -I

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC01	Introduction to Communication	4/4	1/1	-	5/5	80	20	-	100
NMC02	Development of Media	5/5	-	-	5/5	80	20	-	100
	AI Tools for Media - I	3/3	-	1/2	4/5	50	20	30	100
ADA01	Social and Emotional Learning	1/1	1/1	-	2/2	30	10	-	40
ADA02	Ethics & Culture	1/1	1/1	-	2/2	30	10	-	40
ADA03	Hindi Bhasha Evam Sahitya	1/1	1/1	-	2/2	30	10	-	40
NMS01	Computer Essentials with AI	-	1/1	1/2	2/3	-	10	30	40
Semester Totals		15/15	5/5	2/4	22/24	300	100	60	460

Semester -II

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC03	Fundamentals of Multimedia	5/5	-	-	5/5	80	20	-	100
NMC04	Photography & Image Editing <i>using Photoshop</i>	3/3	-	2/4	5/7	60	20	20	100
	AI Tools for Media - II	3/3	-	1/2	4/5	50	20	30	100
ADA04	Environmental Science and Sustainable Development	1/1	1/1	-	2/2	30	10	-	40
ADA05	English Language and Literature	1/1	1/1	-	2/2	30	10	-	40
ADA06 (A) OR ADA06 (B) OR ADA06 (C) ADA06 (D) ADA06 (E)	Co-Curricular- I Parliament: Practice and Procedure- I Bhartiya Sangeet- I Lalit Kala- I Science of Happiness-I Debate & Dialogue-I	- - - -	1/1 1/1 1/1	1/2 1/2 1/2	2/3 2/3 2/3	- - -	10 10 10	30 30 30	40 40 40 40
NMS02	Digital Art and Graphic Design	-	1/1	1/2	2/3	-	10	30	40
Semester Totals		13/13	4/4	5/10	22/27	250	100	110	460

Semester -III

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC05	Audio Production	3/3	-	2/4	5/7	60	20	20	100
NMC06	Layout Design using InDesign	3/3	-	2/4	5/7	60	20	20	100
NMC07	2D Animation	3/3	-	2/4	5/7	60	20	20	100
*NMG01	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
ADA07	Innovation and Entrepreneurship	1/1	1/1	-	2/2	30	10	-	40
Semester Totals		13/13	1/1	8/16	22/30	270	90	80	440

GE - 1

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG01	DTP with PageMaker & Photoshop	3/3	0	2/4	5/7	60	20	20	100
NMG01	Script Writing & Storyboarding	3/3	0	2/4	5/7	60	20	20	100
EMG01	Media Organizations	5/5	0	0	5/5	80	20	0	100
PRG01	Social Media Marketing	2	1	2	5	50	20	30	100
MCG01	Photo Journalism	4/4	0	1/2	5/6	60	20	20	100
JRG01	Entertainment Art & Cultural Journalism	3/3	1/1	1/2	5/6	60	20	20	100
NCG01	Leadership	1/2	2/2	1/2	4/5	40	20	20	80
NSG01	NSS-3	Will be notified separately.							

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Semester –IV

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC08	Video Editing using Premiere	3/3	-	2/4	5/7	60	20	20	100
NMC09	Web Design and E-Publishing	3/3	-	2/4	5/7	60	20	20	100
NMC10	Social media	5/5	-	-	5/5	80	20	-	100
*NMG02	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
(A) OR ADA06	Co-Curricular- 2 Parliament: Practice and Procedure- II	-	1/1	1/2	2/3	-	10	30	40
(B) OR ADA06	Bhartiya Sangeet- II	-	1/1	1/2	2/3	-	10	30	40
(C) ADA06	Lalit Kala- II	-	1/1	1/2	2/3	-	10	30	40
(D) ADA06	Science of Happiness-II	-	1/1	1/2	2/3	-	10	30	40
(E) ADA06	Debate & Dialogue-II	-	1/1	1/2	2/3	-	10	30	40
Semester Totals		14/14	1/1	7/14	22/29	260	90	90	440

GE - 2

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG02	Multimedia With Corel Draw, Premier & Sound Forge/ Audacity	3/3	0	2/4	5/7	60	20	20	100
NMG02	Animation for Gaming using Blender	3/3	0	2/4	5/7	60	20	20	100
EMG02	Media Language & Content	5/5	0	0	5/5	80	20	0	100
PRG02	Search Engine Optimization & Search Engine Marketing	1	1	3	5	50	20	30	100
MCG02	Communication Skills	4/4	0	1/2	5/6	60	20	20	100
JRG02	Writing for Sports	3/3	1/1	1/2	5/6	60	20	20	100
NCG02	Armed Forces	2/2	2/2	1/2	5/6	40	20	20	80
NSG02	NSS-4	Will be notified separately.							

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Semester –V

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC11	Search Engine Optimization and Digital Marketing	3/3	-	2/4	5/7	60	20	20	100
NMC12	Information Literacy, Cyber Laws and Ethics	5/5	-	0	5/5	80	20	-	100
NME-1(A)	3D Design <i>using MAX</i>	3/3	-	2/4	5/7	60	20	20	100
	OR								
NME-1(B)	3D Design using MAYA-I	3/3	-	2/4	5/7	60	20	20	100
*NMG03	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
Semester Totals		16/16	-	4/8	20/24	280	80	40	400

GE - 3

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG03	Accounting with Tally	3/3	0	2/4	5/7	60	20	20	100
NMG03	AI for Multimedia	5/5	0	0	5/5	80	20	0	100
EMG03	Development Communication	5/5	0	0	5/5	80	20	0	100
PRG03	Creative Communication	2	1	2	5	50	20	30	100
MCG03	Creative Writing	4/4	0	1/2	5/6	60	20	20	100
JRG03	Writing on Social Issues	3/3	1/1	1/2	5/6	60	20	20	100
NCG03	Infantry Weapons	1/1	2/2	1/2	4/5	40	20	20	80
NSG03	NSS-5	Will be notified separately.							

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Semester –VI

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC13	Visual Effects (VFX)	3/3	-	2/4	5/7	60	20	20	100
NMC14	Dissertation/Project	-	1/1	4/8	5/9	-	20	80	100
NME-2(A)	3D Design using MAYA (Advnace)	3/3	-	2/4	5/7	60	20	20	100
NME-2(B)	OR Digital Film Making	5/5	-	-	5/5	80	20	-	100
*NMG04	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
Semester Totals		9/9 or 11/11	1/1	10/20 or 8/16	20/30 or 20/28	180 or 200	80	140 or 120	400

GE - 4

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG04	Social Media Marketing	3/3	0	2/4	5/7	60	20	20	100
NMG04	Augmented and Virtual Reality (AR/VR)	3/3	0	2/4	5/7	60	20	20	100
EMG04	Community Radio	5/5	0	0	5/5	80	20	00	100
PRG04	Event & Experiential Marketing	2	2	1	5	50	20	30	100
MCG04	Art of Anchoring	4/4	0	1/2	5	60	20	20	100
JRG04	Feature Writing	3/3	1/1	1/2	5/6	60	20	20	100
NCG04	Border & Coastal Areas	2/2	2/2	1/2	5/6	40	20	20	80
NSG04	NSS-6	Will be notified separately.							

Option I - Bachelor of Science: Multimedia (Honors)






Semester –VII (Option I)

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC15	Basics of Research	5/5	-	-	5/5	80	20	20	100
NME03 (A)	UI/UX Design	3/3	-	2/4	5/7	60	20	20	100
NME03 (B)	OR E- Publishing	3/3	-	2/4	5/7	60	20	20	100
*NMG05	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
NMC16	Project & Portfolio Management	3/3	-	2/4	5/7	60	20	20	100
Semester Totals		9/9	1/1	10/20	20/26	180	80	140	400

GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG05	Big Data	4/4	0	1/2	5/6	60	20	20	100
NMG05	Social Media Data Analytics	3/3	0	2/4	5/7	60	20	20	100
EMG05	Formative Research	5/5	0	0	5/5	80	20	0	100
PRG05	Digital PR	1	2	2	5	50	20	30	100
MCG05	Media and Gender Studies	4/4	0	1/2	5	60	20	20	100
JRG05	Crime and Court Reporting	3/3	1/1	1/2	5/6	60	20	20	100

Semester –VIII (Option I)

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC17	Writing for New Media	3/3	-	2/4	5/7	60	20	20	100
NME04 (A)	Design Thinking	3/3	-	2/4	5/7	60	20	20	100
NME04 (B)	OR Design and Business Management	5/5	-	0	5/5	80	20	-	100
*NMG06	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
NMC18	Dissertation/Project	-	1/1	4/8	5/9	50	20	30	100
Semester Totals		9/9 or 11/11	1/1	10/20 or 8/16	20/30 or 20/28	180 or 200	80	140 or 120	400

GE - 6

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG06	Analysis of Algorithm	4/4	0	1/2	5/6	60	20	20	100
NMG06	Mobile Journalism	3/3	0	2/4	5/7	60	20	20	100
EMG06	Academic Writing	3/3	0	2/4	5/7	60	20	20	100
PRG06	Web Advertising	1	2	2	5	50	20	30	100
MCG06	Media Business Management	4/4	1/1	0	5	80	20	0	100
JRG06	Parliamentary Reporting	3/3	1/1	1/2	5/6	60	20	20	100

Option II - Bachelor of Science: Multimedia (Research)

Only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Science: Multimedia shall be eligible. Only those students who wish to pursue for PhD Research degree may continue this option II for 4th year.







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Semester –VII (Option II)

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NMC19	Research Methodology	5/5	-	-	5/5	80	20	-	100
NME05 (A)	Data Science using Python	3/3	-	2/4	5/7	60	20	20	100
NME05 (B)	OR Online Research Methods	5/5	-	-	5/5	80	20	-	100
*NMG05	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
NMC20	Project	-	1/1	4/8	5/9	-	20	80	100
Semester Totals		11/11 or 13/13	1/1	8/16 or 6/12	20/28 or 20/26	200 or 220	80	120 or 100	400

GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG05	Big Data	4/4	0	1/2	5/6	60	20	20	100
NMG05	Social Media Data Analytics	3/3	0	2/4	5/7	60	20	20	100
EMG05	Formative Research	5/5	0	0	5/5	80	20	0	100
PRG05	Digital PR	1	2	2	5	50	20	30	100
MCG05	Media and Gender Studies	4/4	0	1/2	5	60	20	20	100
JRG05	Crime and Court Reporting	3/3	1/1	1/2	5/6	60	20	20	100

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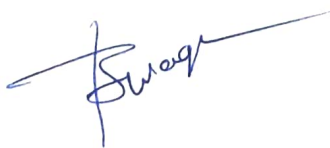
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Semester –VIII (Option II)

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
NME06 (A)	Data Analytics and Visualization	3/3	-	2/4	5/7	60	20	20	100
NME06 (B)	OR Big Data and social media	3/3	-	2/4	5/7	60	20	20	100
*NMG06	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
NMC21	Thesis	-	2/2	8/16	10/18	-	40	160	200
Semester Totals		6/6	2/2	12/24	20/32	120	80	200	400

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Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG06	Analysis of Algorithm	4/4	0	1/2	5/6	60	20	20	100
NMG06	Mobile Journalism	3/3	0	2/4	5/7	60	20	20	100
EMG06	Academic Writing	3/3	0	2/4	5/7	60	20	20	100
PRG06	Web Advertising	1	2	2	5	50	20	30	100
MCG06	Media Business Management	4/4	1/1	0	5	80	20	0	100
JRG06	Parliamentary Reporting	3/3	1/1	1/2	5/6	60	20	20	100






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B.Sc. (MM) Programme Education Outcome (PEOs)/Programme Graduate Aptitude (PO)															
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
PE01	3	3	3	3	3	2	2	2	3	3	2	2	1	1	2
PE02	3	3	3	3	3	2	2	3	3	3	3	2	2	3	3
PE03	3	3	3	3	3	2	2	3	3	3	2	2	3	2	3
PE04	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
PE05	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Programme Graduate Aptitude (PO):

PO1 Disciplinary Knowledge

PO4 Problem Solving

PO7 Cooperation/Team Work

PO10 Information /Digital Literacy

PO13 Moral and Ethical

PO2- Communication Skills

PO5 Analytical Reasoning

PO8 Scientific Reasoning

PO11 Self-Directed Learning

PO14 Leadership Readiness
/Qualities

PO3 Critical Thinking

PO6 Research Related Skills

PO9 Reflective Thinking

PO12 Multicultural Competence

PO15 Lifelong Learning

Mapping Value: 3-Strong 2- Moderate 1-Weak

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO2: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

PO3: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO4: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO5: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

PO6: Research-Related Skills: A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

PO7: Cooperation/Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

PO8: Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

PO9: Reflective Thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

PO10: Information/Digital Literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO11: Self-Directed Learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

PO12: Multicultural Competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

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PO13: Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

PO14: Leadership Readiness/Qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

PO15: Lifelong Learning: Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.



Semester I

(NMC01) Introduction to Communication

Theory	80	Practical	-	Internal	20	Credits	5
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Course Objectives

1. To understand the concept of communication practice and relevance.
2. To develop critical understanding about communication process.
3. To introduce students to Models and Theories of Communication.
4. To develop an insight on the scenario of media technology, audience and content.
5. To impart knowledge about Indian Perspective of Communication.

Course Outcomes

1. Student will be capable to analyze and evaluate the process of Communication and Mass Communication.
2. Capable to plan and execute effective Communication Strategies.
3. Ability to identify and apply Communication Models and Theories.
4. Able to develop and demonstrate critical thinking about communicated content.
5. Students will be able to acquire and apply the knowledge about issues related to communication in current scenario.

Unit-1	Basics of Communication	L	T	P
1.1	Essentiality of Communication in Society (Lectures, Classroom Discussion)	2	-	-
1.2	Communication: Concept, Definition, Scope, Process and Elements (Lectures, Classroom Discussion)	3	-	-
1.3	Functions of Communication and Mass Communication, Characteristics of Mass and Mass Society (Lectures, Classroom Discussion)	3	-	-
1.4	Types of Communication: Intra- Personal, Inter-Personal, Group and Mass Communication (Lectures, Classroom Discussion)	5	-	-
1.5	Barriers of communication (Lectures, Classroom Discussion)	2	-	-

Unit-2	Media and Audience	L	T	P
2.1	Traditional Media: Folk Lore, Art, Song, Dance and other Traditional forms. Traditional Culture and Popular Culture (Lecture, Class Room Discussion Group Activity)	2	1	-
2.2	Mass Media-Characteristics, Strengths and Limitations Print: Newspaper and Magazine, Electronic: Radio, Television and Cinema (Lecture, Class Room Discussion Group Activity)	2	-	-
2.3	New Media Ecosystems: Algorithmic distribution, user-generated content networks, data privacy. Global Communication and Media: Concept and Issues (Lecture, Class Room Discussion Group Activity)	3	1	-
2.4	Audience in Communication, Classification: Age, Gender, Education, Occupation, Socio Cultural Background (Lecture, Class Room Discussion Group Activity)	2	1	-

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2.5	Audience Characteristics: Audiences Public, as Market, Media Effects and Audience, Media Content and Audience (Lecture, Class Room Discussion Group Activity)	2	1	-
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Unit-3	Communication Models	L	T	P
3.1	Aristotle's Model, Harold D Lasswell's Model, Berlo's SMCR Model (Lecture, Class Room Discussion)	3	1	-
3.2	Charles E Osgood Model, Wilbur Schramm Model (Lecture, Class Room Discussion)	2	-	-
3.3	Shannon and Weaver's Model (Lecture, Class Room Discussion)	3	-	-
3.4	Newcomb's Model, Westley and MacLean's Model (Lecture, Class Room Discussion)	3	-	-
3.5	George Gerbner's Model&Cultivation Theory (Lecture, Class Room Discussion)	2	1	-

Unit-4	Communication Theories	L	T	P
4.1	Indian Perspective of Communication, Concept of Sadharanikaran (Lecture, Analysis of Theories)	2	1	-
4.2	One-Step/Hypodermic Needle Theory, Two-Step Theory, Multi-Step Theory, Agenda Setting Theory (Lecture, Analysis of Theories)	2	-	-
4.3	Normative Theories of Media-I: Authoritarian theory, Libertarian Theory, Social Responsibility theory (Lecture, Analysis of Theories)	3	1	-
4.4	Normative Theories of Media-II: Soviet Media Theory, Democratic Participant Theory, Development Media Theory (Lecture, Analysis of Theories)	3	1	-
4.5	Marshal McLuhan's Approach: Medium is the Message, Concept of Global Village and role of Media (Lecture, Classroom Discussion)	2	-	-

Unit-5	New Information Technology and Communication	L	T	P
5.1	Role of Information Technology in Communication, ICT in Rural Development and Good Governance (Lecture, Classroom Discussion)	2	1	-
5.2	Convergence Technology, Media convergence, Digital Divide (Lecture, Classroom Discussion)	2	1	-
5.3	Media Imperialism and Cultural Imperialism (Lecture, Classroom Discussion)	2	1	-
5.4	Public Opinion, Public Sphere, Propaganda (Lecture, Classroom Discussion)	2	1	-
5.5	Future of Communication with Changing Information Technology (Lecture, Classroom Discussion)	2	1	-


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Practical/Project/Assignments:

1. Identifying symbols in non-verbal communication and prepare a hand-written report
2. Write an essay/article on Communication and society (800-1000 words).
3. Write an essay/article/feature or write a report on any one Traditional/Folk form of communication (800-1000 words).
4. PPT Presentation on the strengths and limitations of different mass media.
5. Any assignment given by the concerned faculty.

Suggested Readings:

1. Hasan, S. (2021). *Mass communication: Principles and concepts* (3rd ed.). CBS Publishers.
2. Kumar, K. J. (2021). *Mass communication in India* (5th ed.). Jaico Publishing House.
3. Narula, U. (2022). *Dynamics of mass communication: Theory and practice*. Atlantic Publishers.
4. Prabhakar, N., & Bhanawat, S. (2023). *Media and communication in the digital age*. Rawat Publications.
5. Vilanilam, J. V. (2022). *Mass communication in India: A sociological perspective*. SAGE Publications India.

E-Resources:

1. SWAYAM: Introduction to Basic Communication (<https://swayam.gov.in/>)
2. Coursera: Improving Communication Skills (<https://www.coursera.org/>)
3. EdX: Communication and Media Studies (<https://www.edx.org/>)
4. Ministry of Education, Government of India. (n.d.). *SWAYAM Prabha*. <https://www.swayamprabha.gov.in>
5. UNESCO. (n.d.). *Communication and information*. <https://www.unesco.org/en/communication-information>







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(NMC02) Development of Media

Theory	80	Practical	-	Internal	20	Credits	5
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Course Objectives

1. To help students develop skill in primary resources about Indian Media.
2. To provide students with knowledge of rich and diverse history of Indian press, television and radio.
3. To make students able to recognize the great contribution of press in the freedom movement.
4. To provide students with knowledge of Doordarshan as public broadcaster.
5. To make students able to recognize cinema is medium of communication.

Course Outcomes

1. Students will be able to explain birth and growth of Indian Press.
2. They will get thorough understanding or contribution of Indian press in the freedom struggle and able to share it.
3. Students will be able to understand Indian News Agencies.
4. Student will be able to understand objectives of Doordarshan.
5. Student will be able to understand characteristics of Film and social media

Unit- 1	Early History of Press in India 1780-1915	L	T	P
1.1	Origin of Indian press in colonial period, newspaper, characteristics and their effect in the society (Lecture, Classroom Discussion)	2	1	-
1.2	Hickey's Bengal Gazette (Lecture, Classroom Discussion)	2	1	-
1.3	Brief history of prominent early newspapers: The Hindu, The Times of India, Amrit Bazar Patrika, and Kesari. (Lecture, Classroom Discussion)	2	1	-
1.4	Brief introduction and contribution of eminent journalist Raja Ram Mohan Roy, Jugal Kishore Shukla, Bhartendu Harish Chandra (Lecture, Classroom Discussion)	2	1	-
1.5	Contribution of Indian media in social awakening (renaissance) social reforms (Lecture, Classroom Discussion)	2	1	-

Unit- 2	Press and Freedom Movement	L	T	P
2.1	Role of press in freedom movement (Lecture, Classroom Discussion)	2	1	-
2.2	Contribution of eminent journalist Lokmanya Bal Gangadhar Tilak, Mahatma Gandhi, Baburao Vishnu Paradkar, Ganesh Shankar Vidyarthi, Makhanlal Chaturvedi, Madhav Rao Sapre, (Lecture, Classroom Discussion)	2	1	-
2.3	Introduction to Press Council and Press Commission (Lecture, Classroom Discussion)	2	1	-
2.4	Brief History of language press -Urdu, Bangla, Malayalam, Tamil, Marathi (Lecture, Classroom Discussion)	2	1	-

2.5	Eminent journalist of post-independence period Prabhas Joshi, Rajendra Mathur, Dharmveer Bharti, Rahul Barpute Press During Emergency, Present scenario of Indian Press (Lecture, Classroom Discussion)	2	1	-
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Unit- 3	Introduction to News Agencies and Radio	L	T	P
3.1	Brief history of AIR- Pre Independence Period, PostIndependence Period (Lecture, Classroom Discussion)	2	1	-
3.2	Commission and Committees- Joshi Committee, Varghese Committee & Chanda Committee (Lecture, Classroom Discussion)	2	1	-
3.3	FM Broadcasting, Local Broadcasting, Interactive Radio Satellite Broadcast (Sky Radio) (Lecture, Classroom Discussion)	2	1	-
3.4	Organization of AIR - News service division, external service division, Public Service and Commercial Radio, familiarization with studio and equipment (Lecture, Classroom Discussion)	2	1	-
3.5	Introduction to News Agencies-PTI, UNI, Hindustan Samachar, Samachar Bharti, ANI (Lecture, Classroom Discussion)	2	1	-

Unit- 4	Introduction to Doordarshan	L	T	P
4.1	Objectives of Doordarshan, Role of DD in National Development (SITE project and Educational TV) (Lecture, Classroom Discussion)	2	1	-
4.2	Growth and development of Doordarshan in India Three tier service system of DD- National, Regional and Local, Commercial Service and Special Audience Program (Lecture, Classroom Discussion)	2	1	-
4.3	Characteristics of television as a medium of Communication (Lecture, Classroom Discussion)	2	1	-
4.4	Difference and comparison of television with other media (Lecture, Classroom Discussion)	2	1	-
4.5	Prasar Bharati Act (1990): Objective, Structure, Autonomous Functioning, and its transition into the digital streaming era (Lecture, Classroom Discussion)	2	1	-

Unit- 5	Introduction to Film and social media	L	T	P
5.1	Cinema-Definition and scope, Introduction to Indian Cinema (Lecture, Classroom Discussion)	2	1	-
5.2	Types of Indian Cinema- Popular & Parallel, Importance of Cinema in Indian Society (Lecture, Classroom Discussion)	2	1	-

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5.3	Cinema as a medium of communication (Lecture, Classroom Discussion)	2	1	-
5.4	Introduction to Social Media, Types of Social Media, Indian Social Media Platforms. (Lecture, Classroom Discussion)	2	1	-
5.5	Evolution of social media in India: Platforms, Algorithms, Monetization Economy, IT (Lecture, Classroom Discussion)	2	1	-

Practical/Project/Assignments:

1. Prepare a Assignment on Historical topic of media
2. Visit any media house and prepare a report
3. Write an essay on contribution and relevance of any one freedom fighter journalist
4. Prepare chart/poster on timeline of origin and growth of Indian Press/television and Radio Broadcast media
5. Prepare an Assignment on History of Film in India
6. Prepare an Assignment on Origin and Growth of Social Media

Suggested Readings:

1. Gupta, V. S. (2021). *Broadcasting and media development in Bharat*. Concept Publishing.
2. Natarajan, J., & Sharma, A. (2021). *Evolution of Indian press and media*. Publication Division.
3. Parthasarathy, R. (2022). *Journalism in India: Past, present, and future*. Sterling Publishers.
4. Raghavan, P. (2022). *History of Indian journalism: From print to digital*. Orient BlackSwan.
5. Singh, R. K. (2023). *Media history and development in India*. McGraw Hill India.

E-Resources:

1. SWAYAM: History of Indian Journalism (<https://swayam.gov.in/>)
2. Coursera: The Evolution of Modern Media (<https://www.coursera.org/>)
3. SWAYAM: Media Laws and Ethics (<https://swayam.gov.in/>)
4. <https://www.pib.gov.in/indexd.aspx?reg=48&lang=2>
5. https://prasarbharati.gov.in/?utm_source=chatgpt.com

AI Tools for Media - I
(Common Core Subject Syllabus for I semester of all UG Media Courses as per NEP)

Theory	50	Practical	30	Internal	20	Credits	4
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Course Objectives

The course aims to:

1. The course aims to provide a comprehensive understanding of Generative AI (GAI) and Large Language Models (LLM) within the media landscape.
2. The course aims to equip students with the technical skills to perform AI-driven fact-checking, forensic detection, and content verification.
3. The course aims to master advanced tools like NotebookLM and Google AI Studio for complex investigative reporting and localized content generation.
4. The course aims to integrate Indian AI models like BharatGPT into the global media content production workflow.

Course Outcomes

1. The learner will be able to implement prompt engineering scripts and human-in-the-loop workflows for high-quality media content generation.
2. The learner will be able to perform real-time fact-checking and multi-modal content generation using Perplexity and other citation engines.
3. The learner will be able to develop grounded informational circuits using NotebookLM to eliminate external hallucinations in investigative reporting.
4. The learner will be able to synthesize localized audio briefings and long-form reports using regional voice features and Indian AI platforms.
5. The learner will be able to design custom AI behaviors and media bots using Google AI Studio for structured data journalism output.

Unit- 1	Foundations of AI and Generative Content	L	T	P
1.1	Introduction to Artificial Intelligence (AI), Generative AI(GAI), and Large Language Models (LLM) (Lecture, Classroom Discussion)	2	-	1
1.2	Applications of Gemini, Claude, and ChatGPT in Journalism: Understanding the Content Engine (Lecture, Classroom Discussion)	2	-	1
1.3	Identifying AI Hallucinations, Bias in Training Data, and Interpreting Confidence Scores (Lecture, Classroom Discussion)	2	-	1
1.4	AI Forensic Detection and Content Provenance using High-accuracy Tools like GPTZero (Lecture, Classroom Discussion)	2	-	1
1.5	Prompt Engineering: Essential Script Ingredients and Mastering Human-in-the-Loop Workflows (Lecture, Classroom Discussion)	2	-	1

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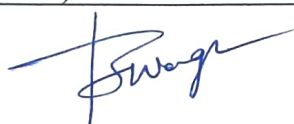
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Unit 2	Multi-modal AI and Real-time Verification	L	T	P
2.1	Working with Perplexity: Real-time Fact-checking using the Citation Engine (Lecture, Classroom Discussion)	2	-	1
2.2	Generative AI Tools for Multi-modal Capabilities: Creating Text, Images, and Videos (Lecture, Classroom Discussion)	2	-	1
2.3	Automated News Summaries, Headline Generation, and Script Outlines (Lecture, Classroom Discussion)	2	-	1
2.4	Integration of Multimedia Elements in AI-driven Digital Narratives (Lecture, Classroom Discussion)	2	-	1
2.5	Workflow Automation for Real-time Content Curation and Verification (Lecture, Classroom Discussion)	2		1

Unit- 3	NotebookLM for Media Research	L	T	P
3.1	Basic Features of NotebookLM: Adding Sources and Building Closed Circuits of Information (Lecture, Classroom Discussion)	2	-	1
3.2	Grounding AI in Primary Sources to Eliminate External Hallucinations (Lecture, Classroom Discussion)	2	-	1
3.3	Creating Audio Overviews, Podcasts, and Long-form Reports from Uploaded Sources (Lecture, Classroom Discussion)	2	-	1
3.4	Source Citation Management and Advanced Information Mapping Tools (Lecture, Classroom Discussion)	2	-	1
3.5	Generating Media Assets: Mind Maps, Flashcards, Quizzes, and Infographics (Lecture, Classroom Discussion)	2	-	1

Unit- 4	Investigative Reporting and Regional AI	L	T	P
4.1	Advanced Media Applications: Fact-checking AI Responses Against PDFs and Transcripts (Lecture, Classroom Discussion)	2	-	1
4.2	Managing Large Datasets and Complex Content for Investigative Reporting (Lecture, Classroom Discussion)	2	-	1
4.3	Implementing Regional Voice Features for Localized Audio Briefings and Community News (Lecture, Classroom Discussion)	2	-	1
4.4	Applications of Indian Generative AI: Exploring BharatGPT in Media (Lecture, Classroom Discussion)	2	-	1



4.5	Integrating Localized AI Tools for Diverse Language Reporting in India (Lecture, Classroom Discussion)	2	-	1
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Unit- 5	Developer-level Controls and Ethics in AI	L	T	P
5.1	Analysis of Advantages, Limitations, and Serious Pitfalls of AI Tools in Journalism (Lecture, Classroom Discussion)	2	-	1
5.2	Applications of Google AI Studio: Gemini API Basics and System Instructions (Lecture, Classroom Discussion)	2	-	1
5.3	Customizing AI Behavior: Developer-level Control Without Coding for Media Contexts (Lecture, Classroom Discussion)	2	-	1
5.4	Model Tuning: Aligning Creative Generation with Factual Consistency for Data Journalism (Lecture, Classroom Discussion)	2	-	1
5.5	Training AI for Specific Formats: JSON, Tables, and Creating Custom Media Bots (Lecture, Classroom Discussion)	2	-	1

Suggested Tools & Technologies

(This shall be decided & announced by the HOD every semester)

1. ChatGPT / Gemini / Perplexity (free, CAI)
2. Krutrim / Hanooman (free, Bharatiya GAI)
3. NotebookLM (free, Google - grounded AI)
4. Google AI Studio (free, API & media bots)
5. Claude AI (free tier, writing & analysis)

Practical /Projects/Assignments:

(This shall be decided & announced by the HOD every semester)

1. Draft efficient prompt scripts for diverse newsroom personas by strictly applying the RCTC (Role, Context, Task, Constraint) framework.
2. Execute a "Human-in-the-Loop" workflow to iteratively refine raw AI drafts into publishable editorial content.
3. Generate a multi-modal news consisting of a text-based report, an AI-generated image prompt, and a structured video storyboard.
4. Automate the creation of news summaries and headlines from raw press releases using structured instruction sets.
5. Construct a "closed circuit" of information in NotebookLM by uploading a curated set of PDFs, transcripts, and field notes.
6. Synthesize reports and summaries that are strictly grounded in your primary sources to eliminate external AI hallucinations.







7. Produce a professional Audio Overview (Podcast) from long-form investigative documents using grounded information.
8. Create interactive mind maps, flashcards, and infographics directly from your uploaded source material.
9. Fact-check AI-generated responses against specific page numbers and quotes from your uploaded documents to ensure 100% accuracy.
10. Generate localized audio briefings using the Regional Voice feature to cater to community-specific reporting needs.
11. Evaluate the cultural and linguistic accuracy of BharatGPT for India-specific media use cases compared to global models.
12. Navigate the Google AI Studio interface to explore Gemini API capabilities and model parameters.
13. Extract and output news data in structured formats like JSON and tables for data journalism applications.
14. Design a custom Media Bot to autonomously tag, classify, and summarize incoming news feeds based on your newsroom's specific beats.
15. Perform a forensic text analysis using GPTZero to distinguish between human-made and AI-generated media content.

Suggested Readings:

1. Biswal, S. K., & Kulkarni, A. J. (2024). *Exploring the intersection of artificial intelligence and journalism*. Routledge India.
2. Chowdhury, U. K. (2025). *Digital journalism in India: From print to AI*. SAGE India.
3. Duggal, P. (2025). *Artificial intelligence in Indian media: Law, ethics, and practice*. Universal Law Publishing.
4. Palaghat, Y. S. (2024). *Prompt engineering: The art of asking*. Notion Press.
5. Rajaraman, V., & Kumar, S. (2026). *The Indian AI revolution: BharatGPT, Krutrim, and the future of Indic LLMs*. PHI Learning.

E-Resource:

1. Google AI Studio Handbook: https://aistudio.google.com/app/prompts/new_chat
2. NotebookLM Official Guide: <https://notebooklm.google.com/>
3. Prompt Engineering Guide: <https://www.promptingguide.ai/>
4. Journalist Studio by Google: <https://journaliststudio.google.com/>
5. SWAYAM: Artificial Intelligence for Journalists (Course Video): <https://swayam.gov.in/>

(ADA01)Social and Emotional Learning

Theory	30	Practical	-	Internal	10	Credits	2
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Course Objectives

1. To understand the concept of emotional and social intelligence and learn ways of developing them.
2. To understand and establish the role of emotional learning in life and existence of self and its dependency with Nature.
3. To introduce the basic concepts of the learning such as self and social awareness
4. To inculcate the skills among the students to learn from emotions and practice self-management
5. To inculcate the relationship skills among students for taking responsive decisions.

Course Outcomes

1. Contemplate and apply the knowledge and skills for social emotional development.
2. Create and practice the supportive environments.
3. Demonstrate, establish and evolve the social-emotional harmony in their personal and professional life and growth.
4. Explore and exploit different routes, channel of learning.
5. To develop the abilities in students to understand their emotions and its interrelationship with the Socio –Economic contexts

Unit-I	Learning concepts	L	T	P
1.1	Meaning, Definition and Basic concepts of Learning, Significance, Importance and Relevance of Learning in present scenario, Learning by Digital platforms	2	-	-
1.2	Learning in Indian context: Indian views on learning, Teachings of Epics (<i>Ramayna, Bhagvatgita etc.</i>)	1	-	-
1.3	Philosophers (<i>Aurobindo, J. Krishnamurthy, Mahirshi Raman and Nisargdatta Maharaj</i>)	2	1	

Unit II	Emotional and social awareness	L	T	P
2.1	Importance and Models of Emotional Intelligence	1	-	-
2.2	EQ competencies: self-awareness, Levels of emotional awareness; Recognizing Emotions in oneself; self-regulation	2	-	-
2.3	Perceiving emotions accurately in others, Social awareness and empathy, and interpersonal skills	2	-	-
2.4	Strategies to develop emotional and social awareness, Social Co-Regulation	1	-	-

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Unit III	Managing emotions	L	T	P
3.1	Harmony of the Self with Society, Understanding Myself as Co-existence of the Self and the Society, Understanding Needs of the Self and the Needs of the Society	2	1	-
3.2	Cultural Considerations in SEL, The relationship between emotions, thought and behavior	2	-	-
3.3	Techniques to manage emotions and social conflict	1	-	-

Unit IV	Relationship management	L	T	P
4.1	Define social skills and explore its various competencies	1	-	-
4.2	Implement strategies to help build relationships and connections at work, recognize the difference between facts from emotions	2	1	-
4.3	Apply listening strategies to become a better listener and ultimately a better communicator	1	1	-

Unit V	Social imotional learning and its applications	L	T	P
5.1	Emotional Intelligence in Indian Context. Applications in the context of Mass Media /Mass Communication	2	-	-
5.2	Social Intelligence in Indian Context. Applications in the context of Mass Media/Mass Communication	2	-	-
5.3	Cultural Consideration in Social Emotional Learning	1	-	-
5.4	Responsible Decision Making and Team Work	1	-	-

Practical /Projects/Assignments:

1. Prepare chart / poster on human learning.
2. Make a poster presentation on different social and emotional experiences.
3. Self-critical awareness about ones abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
4. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
5. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.

6. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
7. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
8. Exercises to have inner observation for self-knowing while in stress or in emotions and to develop skills of self-management.
9. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
10. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Suggested Readings:

1. Bhattacharya, S. (2022). *Psychology of human emotions and learning*. Pearson India.
2. Gupta, A. (2025). *Mindfulness and social-emotional skills for modern students*. Routledge India.
3. Rao, K. (2024). *Emotional quotient and youth development*. SAGE Publications.
4. Sharma, R. (2023). *Social and emotional learning in the Indian context*. Oxford University Press India.
5. Singh, D. (2021). *Emotional intelligence at work: A professional guide*. Response Books.

E-Resources:

1. Coursera: Social and Emotional Learning for Teachers and Students (University of Colorado Boulder) <https://www.coursera.org/learn/social-emotional-learning>
2. SWAYAM / NPTEL: Emotional Intelligence Courses <https://swayam.gov.in/explorer?searchText=Emotional+Intelligence>
3. Coursera: Inspiring Leadership through Emotional Intelligence (Case Western Reserve University) <https://www.coursera.org/learn/emotional-intelligence-leadership>
4. CASEL (Collaborative for Academic, Social, and Emotional Learning): Fundamentals of SEL <https://casel.org/fundamentals-of-sel/>
5. edX: Empathy and Emotional Intelligence at Work (UC Berkeley) <https://www.edx.org/learn/emotional-intelligence>

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(ADA02) Ethics and Culture

Theory	30	Practical	-	Internal	10	Credits	2
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Course Objectives

1. To introduce students to basic Human Ethics.
2. To highlight the role of Ethics in Life.
3. To improve emotional and Spiritual Quotient of students.
4. To make students aware of Culture.
5. To improve Cultural Quotient of students.

Course Outcome

1. Students will able to contemplate and apply Morality in their life.
2. They will get thorough understanding of Values and Ethics.
3. Students will have ethical knowledge about personal and professional growth.
4. They will understand different forms of Culture.
5. Understand the triangulation of Society, Media and Culture.

UNIT-I	Harmony in the Human Being	L	T	P
1.1	Human being: Concept and Meaning	1	-	-
1.2	Human Being is more than just the Body	1	-	-
1.3	Harmony of the Self (J) with the Body	1	1	-
1.4	Understanding Myself as Co-existence of the Self and the Body	1	-	-
1.5	Understanding Needs of the Self and the Needs of the Body	1	-	-

UNIT-II	Social Ethics	L	T	P
2.1	The Basics for Ethical Human conduct	1	-	-
2.2	Defects in Ethical Human Conduct	1	-	-
2.3	Holistic Alternative and Universal order	1	-	-
2.4	Universal Human Order and Ethical Conduct	1	1	-
2.5	Social Ethics: A way to success	1	-	-

UNIT-III	Professional Ethics	L	T	P
3.1	Value Based Life and Profession	1	-	-
3.2	Professional Ethics and Right Understanding	1	-	-
3.3	Technology and Ethics	1	-	-
3.4	The nexus of Environment and Ethics	1	-	-
3.5	Issues in Professional Ethics – The Current scenario	1	-	-

UNIT-IV	Study of Culture	L	T	P
4.1	The Idea of Culture, Perspectives of Indian Culture and Value System: <i>Dharma, Karma, Vasudhaiv Kutumbkam, Sarve bhavantusukhin, Shashwat dharma</i>	2	-	-
4.2	Indic philosophy in values and culture, <i>Deh; mann; buddhi; atman</i> , Happiness and Success	1	-	-
4.3	Hindu-Buddhist ethics, Integral Humanism (<i>Pt. Deen Dayal Upadhyay</i>), <i>Hind Swaraj</i> ,	2	-	-
4.4	Culture and Civilization: Differences and Differences, Meaning and form of Culture and Civilization	1	-	-
4.5	Similarities and differences between Indic and Western culture, Culture and Society in Contemporary India	2	-	-

UNIT-V	Culture and Media	L	T	P
5.1	Indian culture from the lens of Newspapers and Magazines	1	-	-
5.2	Radio, Television, Advertising and Cinema as representatives of Indic culture	1	-	-
5.3	Social Media and Cultural implications	1	-	-
5.4	Digital Media in present scenario, Theory of Culture	1	-	-
5.5	Globalization in context of Indian Culture	1	-	-

Practical /Projects/Assignments:

1. Make a poster presentation on different Indian cultural anecdotes.
2. Prepare case study on Mahabharata and contemporary relevance, Bhopal Gas tragedy, Chernobyl tragedy, Satyam Case, Celebrities and drug abuse etc.
3. Conduct small practical to assess morality, ethics, Indic values among masses.
4. Prepare project on Indology, *Ramayana* and ethical relevance, Mahabharata and socio-cultural relevance.
5. Prepare a street play on human socio-professional ethics or Indian culture.

Suggested Readings:

1. Bajpai, B. L. (2022). *Indian ethos and modern management* (Revised ed.). New Royal Book Co.
2. Chatterjee, S. (2023). *Media ethics and Indian cultural values*. SAGE India.
3. Menon, N. (2022). *Cultural studies and ethical practices in Bharat*. Routledge India.
4. Rao, M. (2024). *Society, culture, and ethics in contemporary India*. Orient BlackSwan.
5. Upadhyay, P. D. (2021). *Integral humanism and Indian culture*. Prabhat Prakashan.

E-Resource:

1. AKTU Human Values and Professional Ethics (HVPE) Presentations: [[https://aktu.ac.in/hvpe/PDF Presentations/PDF English Presentation/HVPE](https://aktu.ac.in/hvpe/PDF%20Presentations/PDF%20English%20Presentation/HVPE)]([https://aktu.ac.in/hvpe/PDF Presentations/PDF English Presentation/HVPE](https://aktu.ac.in/hvpe/PDF%20Presentations/PDF%20English%20Presentation/HVPE))
2. HVPE Notes on Understanding Human Values: <https://hvpenotes.blogspot.com/2017/01/chapter-v-understanding-human>
3. Digital G1 UHVPE Course: <https://www.digitalgl.com/courses/kve301-kve401-uhvpe/kve301-kve401>
4. HuffPost Article on Culture: [What is Culture and how does it Affect our Daily Lives?](#)

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हिन्दी भाषा एवं साहित्य

Theory	30	Practical	-	Internal	10	Credits	2
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पाठ्यक्रम के उद्देश्य

- 1^o हिन्दी भाषा का सामान्य परिचय और उसके संचार के पक्षों का ज्ञान कराना।
- 2^o हिन्दी भाषा और साहित्य के प्रचलित स्वरूपों का संचार की दृष्टि से संचार कराना।
- 3^o हिन्दी भाषा का अन्य भाषाओं के साथ संबंधों का ज्ञान कराना।
- 4^o हिन्दी के प्रयोजन मूलक स्वरूप का प्रशिक्षण प्रदान करना।
- 5^o व्यावहारिक हिन्दी के वाचन और लेखन का कौशल विकसित करना।

अधिगम के परिणाम

- 1^o हिन्दी भाषा की वाक्य संरचना के निर्माण व उसके प्रयोग में निपुणता।
- 2^o हिन्दी भाषा और साहित्य के प्रचलित स्वरूपों की संचार की दृष्टि से समझ और प्रायोगिक कुशलता।
- 3^o हिन्दी भाषा के अन्य भाषाओं के साथ संबंधों के ज्ञान से भाषा दक्षता में विकास।
- 4^o विद्यार्थी शब्द, अर्थ एवं व्याकरण के साथ भाषा के सामाजिक संदर्भ पर अपना दृष्टिकोण विकसित कर पाएँगे।
- 5^o विद्यार्थी संपादकीय, टिप्पणी, प्रारूपण और पत्राचार का प्रयोग कर पाएँगे।

इकाई-1	हिन्दी भाषा के तत्व और उनका बोध	L	T	P
1 ^o 1	भाषा और संप्रेषण, हिन्दी की लिपि, वर्तनी	1	1	.
1 ^o 2	हिन्दी की ध्वनियाँ, हिन्दी रूपरचना,	2	.	.
1 ^o 3	देवनागरी लिपि और उसकी विशेषताएँ	1	.	.
1 ^o 4	हिन्दी की उपभाषाएँ	1	.	.

इकाई-2	हिन्दी भाषा और साहित्य की संरचना	L	T	P
2 ^o 1	हिन्दी की शब्दावली, हिन्दी का मानक: व्याकरण (सामान्य परिचय)	2	.	.
2 ^o 2	हिन्दी भाषा और साहित्य का संक्षिप्त इतिहास सामान्य परिचय	1	.	.
2 ^o 3	हिन्दी में विभिन्न विषयों का बोधन	1	.	.
2 ^o 4	हिन्दीपद्य के विकास का सामान्य परिचय	2	.	.

इकाई-3	व्यावहारिक हिन्दी और लेखन	L	T	P
3 ^o 1	मुहावरे, लोकोक्तियाँ और कहावतें	2	.	.
3 ^o 2	हिन्दी का सामाजिक संदर्भ, संवाद शैली	1	.	.
3 ^o 3	सरकारी पत्राचार तथा टिप्पण और प्रारूपण	1	1	.

374	अनुवाद करने का व्यावहारिक ज्ञान	1		
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इकाई-4	हिन्दी का प्रयोजन मूलक स्वरूप	L	T	P
471	प्रयोजन मूलक भाषा और हिन्दी के विविध रूप	1		
472	प्रयोजन मूलक हिन्दी, सामान्य हिन्दी और पारिभाषिक शब्दावली	2		
473	हिन्दी भाषा का अन्य भाषाओं के संबंध, हिन्दी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का ज्ञान	2		
474	सम्पर्क भाषा हिन्दी, हिन्दी का अन्तर्राष्ट्रीय संदर्भ	1		

इकाई-5	हिन्दी गद्य	L	T	P
571	हिन्दी गद्य का विकास, हिन्दी गद्य की विविध विधाएं	2		
572	हिन्दी कहानी और उपन्यास: स्वरूप और विकास	1		
573	स्मकालीन हिन्दी लेखन	1		
574	हिन्दी एकांकी और नाटक: एक सामान्य परिचय	2		

सत्रीय कार्य:

1. कम से कम 20 ऐसे हिन्दी शब्दों को लिखें जिसमें कुछ ध्वनियों के बदलजाने के कारण अर्थ-भेद होता है।
2. निम्नलिखित शब्दों को शब्दकोशीय क्रम में रखिए—भक्ति, अंग, महानता, त्योहार, संस्कृति, पूर्वी, पढ़ना, बड़ा, मानव, प्रकृति, ऋतु, मुख्य, फसल, पंक्तियां, महापुरुष, पूजा, भावना, ब्याज, जिक, तरक्की।
3. हिन्दी की समस्त उपभाषाओं की सूची बनाएं एवं उस पर संक्षिप्त टिप्पणी लिखें।
4. हिन्दी में खेल, अर्थव्यवस्था और विज्ञान विषयों पर पांच-पांच समाचार लेखन करें।
5. कम से कम पांच अलग-अलग विषयों (अनुशासनों) पर बीस-बीस पारिभाषिक शब्दावली की सूची बनाएं।

संदर्भग्रन्थ:

1. Goswami, K. (2023). *Prayojanmoolak Hindi aur karyalayin Hindi*. Kalinga Prakashan.
2. Prasad, V. (2022). *Adhunik Hindi vyakaran aur rachna*. Bharti Bhawan.
3. Sharma, R. (2024). *Samkalin Hindi media aur sahitya*. Rajkamal Prakashan.
4. Shukla, R. C. (2021). *Hindi sahitya ka itihās* (Updated ed.). Prabhat Prakashan.
5. Tiwari, B. (2021). *Hindi bhasha ki dhwānisānrachna*. Sahitya Sahakar.

E-Resources:

1. SWAYAM: Hindi Bhasha Ka Udbhav Aur Vikas (<https://swayam.gov.in/>)
2. e-PG Pathshala: Hindi Sahitya Ka Itihās (<https://epgp.inflibnet.ac.in>)
3. IGNOU eGyanKosh: Prayojanmoolak Hindi Modules (<https://egyankosh.ac.in/>)

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(NMS01) Computer Essentials with AI

Theory	-	Practical	30	Internal	10	Credits	2
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Course Objectives

1. Identify various components of the computer.
2. Acquaint the students with the application of computers and understanding the latest trends in information technology.
3. To familiarize the student with various office automation software and component of office automation.
4. To make student comfortable to use MS Office Tools.
5. To develop expertise in word processing, spreadsheet, and presentation skills.

Course Outcomes

1. Use and identify various peripheral devices of the computer.
2. Use the Windows operating system and create files and folders, Printer Setting, Mouse, and keyboard Setting.
3. Create a document in word, Check Spellings, Mail Merges Documents, and Use various features of words.
4. Create an excel sheet, use various formulas, make different types of graphs for given data.
5. Make slides and use of animation and transition effects in PowerPoint presentations.

Unit 1	Computer System Concepts	L	T	P
1.1	Computer System Concepts, Application area, advantage & disadvantage, Components of a computer system -Control unit, ALU, Input/Output, Memory, Mother Board, Generations of computers (Discussion, Practical)	-	1	1
1.2	Types of PC, Primary Vs Secondary Memory, Introduction to Types of Software: Application, System software (Discussion, Practical)	-	-	1
1.3	Computer Network LAN, WAN MAN, Programming Languages: Machine, Assembly, High Level Language, 4GL (Discussion, Practical)	-	-	1
1.4	Translators: Assemblers, Compilers and Interpreter (Discussion, Practical)	-	-	1
1.5	Introduction to AI, History, Definition, and Applications of AI, Types of AI, Definition, Scope, and Goals of AI, Advantages and Limitations of AI (Discussion, Practical)	-	-	1

Unit 2	Operating System (Windows 11)	L	T	P
2.1	Overview of Windows Operating System, Basic Operations-How to Start a computer, Login, Logoff, Shutdown (Discussion, Practical)	-	-	1
2.2	Personalizing Desktop-Desktop Background, Screen Saver, Themes, setting date & time, Task bar, Files & Folders, Create, Copy, Rename, Moving & Delete Files & Folders, Create & Using Shortcuts, Recycle Bin (Discussion, Practical)	-	1	1
2.3	Accessories: MS Paint, Notepad, Windows Media Player, Calculator, Language Settings, add, remove devices and software Programs and fonts, Enhance the performance of computer- using Disk Clean-up, using Disk Defragmenter (Discussion, Practical)	-	-	1
2.4	Introduction to Internet, Browser, WWW and URL, Features of Web Browser. (Discussion, Practical)	-	-	1
2.5	Overview of AI Productivity Tools (ChatGPT, Copilot, Gemini, Notion AI) (Discussion, Practical)	-	-	1

Unit 3	Introduction to MS Office (2013)	L	T	P
3.1	Introduction to MS Word, Features & Area of use. Working with MS Word, Menus & Commands, Ribbon, Toolbars & Buttons, Shortcut Menus, Wizards & Templates, Different Page Views and layouts (Discussion, Practical)	-	-	1
3.2	Applying various Text Enhancements- Fonts, Styles, Text Attributes, Formatting Text and Documents: Auto format, Paragraph and Page Formatting (Discussion, Practical)	-	-	1
3.3	Line spacing, Margins, Borders and Shading, Tabs and Indents, Text Editing using various features, Bullets, Numbering, Spell Check Working with Headers and Footers, Find & Replace (Discussion, Practical)	-	1	1
3.4	Mail-Merge. Tables: Creating a simple table, working with table, Conversion of text to table (Discussion, Practical)	-	-	1
3.5	Introduction to Google Docs, Smart Compose Editor and AI Summarizer (Discussion, Practical)	-	-	1

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Unit 4	Graphics in MS-Word	L	T	P
4.1	Importing graphics, Clipart, insert picture, Using Clip Art, Shapes and SmartArt in documents, using drawing features, drawing objects, text in drawing (Discussion, Practical)	-	-	1
4.2	Taking and inserting Screenshots in Documents, Using WordArt and Drop Cap features in documents. Using AI tools for grammar checking and content suggestions (Discussion, Practical)	-	-	1
4.3	MS PowerPoint: Introduction & area of use, working with MS PowerPoint, creating a New Presentation, Using Wizards (Discussion, Practical)	-	-	1
4.4	Slides & its different views, Inserting, Deleting and Copying of Slides; Using Animation and Transitions (Discussion, Practical)	-	1	1
4.5	Overview of AI Tools for Presentation (Beautiful.ai, Tome, Canva), Generate an AI-based presentation using online tools (Discussion, Practical)	-	-	1

Unit 5	MS Excel Spreadsheet	L	T	P
5.1	Basics & features, concepts of Workbook & Worksheets, Using Wizards, Various Data Types, selecting cells, Entering and editing text, Entering and editing Numbers (Discussion, Practical)	-	-	1
5.2	Removing & Resizing of Columns & Rows, entering and editing Formulas, referencing cells, moving cells, Copying Cells, Sorting Data, Inserting Rows, Inserting Columns, inserting cells, Deleting parts of a worksheet, Different Views of Worksheets(Discussion, Practical)	-	-	1
5.3	Formatting: Page setup, Cell Formatting, changing column widths and Row heights, auto format, changing font sizes and Attributes, centering text across columns, using border buttons and Commands (Discussion, Practical)	-	-	1
5.4	changing colors and shading, hiding rows and columns, Working with Data & Ranges, Column Freezing, Labels, Hiding, Splitting, merging etc. Charts in excel, working with Chart, different types of charts (Discussion, Practical)	-	-	1
5.5	Introduction to Copilot, Using AI in Excel: Data Insights, Trend Prediction, AI Formulas, and Chat-based Analysis, Using AI features like "Analyze Data" and ChatGPT for formula generation (Discussion, Practical)	-	1	1

Practical / Projects/Assignments:

1. Load Microsoft Word & type the following text and do the following tasks:
Television

How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world, there are high quality programmers that helps us to understand many fields of study, science, medicine, the arts and so on. Moreover, television benefits very old people, who can't often leave the house as well as patients in hospitals. It also offers non native speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening.

On the other hand, there are several serious disadvantages of television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the 'blood tube' for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do anything else including studying & sleeping. It's clear that the tube has a powerful influence on their lives and that its influence is often negative.

1. Save your work as "Television" on Desktop.
2. Set the heading: Font Times New Roman Size 18, align centre & Bold,
3. Set the remaining text with font Calibri & size 12
4. Underline the heading & change all letters to uppercase
5. Run the spell checker.
6. Apply indentation to the first line of the second paragraph
7. Change the line spacing of the paragraphs to 1.5.
8. Replace the word "screen" with monitor.
9. Apply a 6pt width page border to the document
10. Change the Page orientation to Landscape
 2. Type the given text in similar format using list in the word:
 1. Select the first, then hold CTRL whilst selecting the rest
 - Right click on them
 - Double click on them
 - Use the TAB button
 2. How do you get capital letters using just one finger?
 - Use the SHIFT LOCK key
 - Use the TAB key
 - Use the ESCAPE key
 - Use the CTRL key
 3. What is the short cut for copying data to the clipboard?
 - CTRL + C
 - CTRL + X
 - CTRL + Z
 - CTRL + V







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3. Create a table as shown below.

Student Name		Marks1	Marks2
First Name	Last Name		

1. Enter the detail in the table
 - a) Insert one row after Marks 2 and name its heading as Total
 - b) Calculate total of Marks1 & Marks2 and enter in Total Column
 - c) Bold the Student Name, Marks1, Marks2 ,& Total
4. Send a letter to your classmates using mail merge.
5. Write about introduction of computer and insert pictures related to it.
6. Open Microsoft Excel and perform the following
 - a. Input experimental data into Microsoft Excel worksheet.
 - b. Properly format and organize data inserted.
 - c. Perform calculations using built-in functions.
 - d. Generate simple and effective tables and graphs
 - e. Integrate both graphs and tables created in MS Excel into MS Word document.
7. Make Power Point Slides to explain various input and output devices.
8. Make Power Point Slides to show various tourist places of Madhya Pradesh.
9. Apply text and slide transitions
11. Insert image & sound file in Presentation
12. Create a project report using MS Word + AI summarizer
13. Develop a sales report and analyze it using Excel + AI insights
14. Prepare a multimedia presentation with AI design tools
15. Create a student database using MS Access and connect it to Excel
16. Use AI assistant (ChatGPT/Copilot) to automate office workflows

Suggested Readings:

1. Balagurusamy, E. (2023). *Fundamentals of computers and AI integration*. McGraw Hill India.
2. Bansal, S. (2024). *Digital literacy and AI tools for students*. PHI Learning.
3. Goel, A. (2021). *Computer fundamentals and modern computing*. Pearson India.
4. Sinha, P. K. (2022). *Computer fundamentals with AI concepts (7th ed.)*. BPB Publications.
5. Thareja, R. (2022). *Fundamentals of computers and modern AI*. Oxford University Press India.

E-Resources:

1. https://www.tutorialspoint.com/computer_fundamentals/index.html
2. https://www.tutorialspoint.com/word/word_getting_started.html
3. <http://www.apcee.gov.in/doc/04.MS%20Excel.pdf>
4. <https://www.tutorialspoint.com/powerpoint/>
5. <https://www.tutorialspoint.com/windows10/>

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HOD NMT

Semester II

(NMC03) Fundamentals of Multimedia

Theory	80	Practical	-	Internal	20	Credits	5
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Course Objectives

1. To provide a comprehensive understanding of multimedia principles and components
2. To explore the multimedia production workflow from concept to delivery
3. To develop critical awareness of multimedia design principles and communication strategies
4. To examine contemporary trends such as AI in media, short-form content, and immersive media
5. To analyze the impact and application of multimedia in various domains like education, advertising, journalism, and entertainment

Course Outcomes

1. Define and describe the structure and applications of multimedia
2. Understand multimedia elements and their role in communication
3. Explain the production pipeline from pre-production to publishing
4. Critically evaluate multimedia content based on design, narrative, and purpose
5. Identify current trends in multimedia platforms and technologies

Unit 1	Introduction to Multimedia	L	T	P
1.1	Definitions and scope of multimedia (Lecture, Discussion, Assignment)	2	1	-
1.2	Types of multimedia: linear, non-linear, interactive (Lecture, Discussion, Participation)	2	1	-
1.3	Elements of multimedia: text, audio, video, images, animation (Lecture, Discussion, Practice)	2	1	-
1.4	Multimedia delivery platforms: web, mobile, AR/VR, OTT (Lecture, Discussion, Practice, Assignment)	2	1	-
1.5	Introduction to file formats and media standards (Lecture, Discussion, Quiz)	2	1	-

Unit 2	Multimedia on the Web	L	T	P
2.1	Introduction of web site and web page, Bandwidth (Lecture, Discussion, Practice, Assignment)	2	1	-
2.2	Text on the web - Dynamic and embedded font technology (Lecture, Discussion, Practice, Assignment)	2	1	-
2.3	Audio and video on the web, buffering and streaming (Lecture, Discussion, Practice)	2	1	-

2.4	Hypermedia and Hyperlink (Lecture, Discussion, Practice)	2	1	-
2.5	Webcasting, video conferencing (Lecture, Discussion, Group activity)	2	1	-

Unit 3	Text and Graphics	L	T	P
3.1	Text - Introduction, Standards - ASCII, Unicode, Fonts (Lecture, Discussion, Practice)	2	1	-
3.2	Graphics - Introduction, Types, Color and color models, digital images (Lecture, Discussion, Practice, Assignment)	2	1	-
3.3	Image processing, Graphic file formats (Lecture, Discussion, Practice, Quiz)	2	1	-
3.4	Graphics input and output devices (Lecture, Discussion, Assignment)	2	1	-
3.5	Graphics Software (Lecture, Discussion, Practice)	2	1	-

Unit 4	Audio and Video	L	T	P
4.1	Audio - Introduction, attributes, Mono V/s Stereo audio, audio channels (Lecture, Discussion)	2	1	-
4.2	Analog V/s Digital audio, Musical Instrument Digital Interface (MIDI), File formats (Lecture, Practice)	2	1	-
4.3	Audio recording and editing - hardware and software, Podcasting, Digital Radio (Lecture, Practice)	2	1	-
4.4	Video - Introduction, Video frames and frame rate, video recording and editing - hardware and software, File formats (Lecture, Discussion, Practice)	2	1	-
4.5	Animation - Introduction, Principles, Types and Uses, Animation Software (Lecture, Discussion, Practice)	2	1	-

Unit 5	Emerging Trends in Multimedia	L	T	P
5.1	Artificial Intelligence in media creation: generative art, deepfakes, AI voice (Lecture, Discussion)	2	1	-
5.2	Short-form video storytelling (Reels, Shorts): structure and style (Lecture, Discussion, Practice)	2	1	-
5.3	Multimedia for immersive experiences: AR filters, VR, gamification (Lecture, Discussion, Practice)	2	1	-

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5.4	Motion graphics and kinetic typography (Lecture, Discussion)	2	1	-
5.5	Cloud-based design and collaborative platforms (Canva, Figma) (Lecture, Discussion)	2	1	-

Practical / Projects/Assignments:

1. To prepare a multimedia element project.
2. To prepare a project of graphics file format.
3. To develop an Audio Storytelling project.
4. To identify types of Animation.
5. To prepare a list of web elements.

Suggested Readings:

1. Banerji, A., & Ghosh, A. M. (2022). *Multimedia technologies*. McGraw Hill India.
2. Godse, A. P., & Godse, D. A. (2021). *Computer graphics and multimedia*. Technical Publications.
3. Mukhopadhyay, A. (2022). *Introduction to computer graphics and multimedia*. Vikas Publishing.
4. Parekh, R. (2021). *Principles of multimedia* (4th ed.). McGraw Hill India.
5. Thareja, R. (2023). *Multimedia and web technology*. Oxford University Press India.

E- Resources:

1. Li, Z., & Drew, S. (2004). Fundamentals of Multimedia [Ebook]. Pearson Education International.
2. Parekh, Ranjan. (2012). 2012: Principles of Multimedia (2/e)
3. https://www.strumentimusicali.net/manuali/SONY_SOUNDFORGEPRO10_ENG.pdf
4. Sony Soundforge Pro Manual
5. https://ocw.mit.edu/?utm_source

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(NMC04) Photography and Image Editing using Photoshop

Theory	60	Practical	20	Internal	20	Credits	5
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Course Objectives

1. To acquaint students with knowledge of the digital camera & camera mounting devices
2. To teach various aspects of lighting and its impact on photography
3. To learn different camera lenses and other basic photographic equipment
4. To practice and be able to move freely throughout the medium
5. To cover the beginning skills of image production and manipulation, using the industry-standard Adobe Photoshop to work with digital images for both Web and Print use

Course Outcomes

1. Understanding basic concepts and practice of Photography including understanding and use of the camera, lenses, and other basic photographic equipment
2. Demonstrate competency in identifying Photoshop interface elements
3. Construct simple documents utilizing selections, layers, and blending modes
4. Differentiate between simple graphic file formats and choose the appropriate usage for each
5. Demonstrate competency in identifying colour model

Unit 1	Basics of DSLR/SLR Camera	L	T	P
1.1	Evolution of Camera (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.2	History of Photography (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.3	Photography Camera basics, Using different Focal Length Lenses, Filters and its types (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.4	Types of DSLR/SLR camera & Camera Mounting Devices (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.5	Parts of DSLR /SLR camera: Lens, Aperture, Shutter, Camera Sensor, ISO Setting, Storage media, Flash (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 2	Aesthetics of Photography & Lighting	L	T	P
2.1	Impact of color in Photography Association of color moods hue, saturation, Color Temperature, White balance (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.2	Tone, shade, brightness, color contrast, Complimentary color, Basic lighting technique, Three-point lighting and its effects (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.3	Rule of Third, Balancing Elements, Leading lines, Lighting angles and directions (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.4	Texture, Viewpoint, Depth of field, Patterns, Color (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.5	Types of Photography lights (Lecture, Discussion, Demonstration, Presentation)	1	1	1

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Unit 3	Photography & Photoshop	L	T	P
3.1	Sports & Action Photography, Portrait Photography, Candid Photography (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.2	Product Photography, Wildlife & Nature Photography, Archaeological Photography, Architecture Photography, Aerial Photography (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.3	Using Photoshop for image editing (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.4	Workspace, Using Layers, Modes, Filters (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.5	Customizing preferences (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 4	Digital Image Editing	L	T	P
4.1	Editing Image, Colour mode in Photoshop (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.2	Making Color Adjustment (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.3	File Formats of Image (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.4	Working with Selection tools, Modifying and transforming Selections. Saving and Loading Selections (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.5	Using Drawing and Painting tools, Using Retouching tools, setting foreground and background color, Working with Layers, moving layers, Linking and Unlinking layers Working with adjustment Layers, masking Layers, Applying layer style (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 5	Effect and filter	L	T	P
5.1	Applying Filters, Creating and editing smart objects (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.2	Filter Gallery, Text editing in Photoshop (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.3	3D artwork in Photoshop (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.4	Animation in Photoshop, Printing in Photoshop (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.5	Open-source tools for design and image editing (Lecture, Discussion, Demonstration, Presentation)	1	1	1

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Practical/Projects/Assignments:

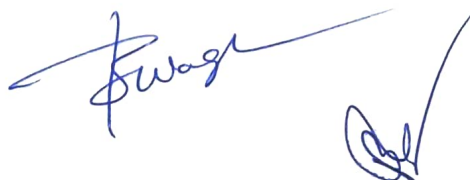
1. Create a one Image Using Multi Images.
2. Create Mask Image.
3. Create GIF Animation.
4. Prepare Filter edited image.
5. Prepare the assignment on types of photography lights.

Suggested Readings:

1. Desai, A. (2022). *Visual storytelling through photography*. SAGE India.
2. Kumar, M. (2023). *Adobe Photoshop for Indian photographers*. BPB Publications.
3. Sharma, O. P. (2021). *Practical photography in the digital age*. Hind Pocket Books.
4. Singh, R. (2024). *Mastering digital photography and editing*. Pearson India.
5. Tiwari, P. (2022). *Digital photography and image editing handbook*. MCNUJC Press.

E-Resources:

1. <https://phlearn.com/tutorial/>
2. <https://www.photoshopessentials.com/>
3. <https://www.youtube.com/@PiXimperfect>
4. https://auth.services.adobe.com/en_US/deeplink.html#/social-only
5. https://www.coursera.org/courses?query=photography&utm_source

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AI Tools for Media - II

Theory	50	Practical	30	Internal	20	Credits	4
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Course Objectives

The course aims to:

1. The course aims to: Manage large-scale investigative datasets using the Google Journalist Studio and Pinpoint ecosystem.
2. The course aims to: Develop proficiency in agentic AI workflows and multi-agent orchestration for newsroom automation.
3. The course aims to: Design integrated digital newsroom architectures and virtual editorial simulations.
4. The course aims to: Build forensic skills for detecting deepfakes and AI-generated content in a media environment.

Course Outcomes

1. The learner will be able to manage and analyze high-volume investigative datasets using Pinpoint and document intelligence tools.
2. The learner will be able to design and deploy autonomous agentic workflows for multi-step journalistic tasks and newsroom automation.
3. The learner will be able to structure an AI-first newsroom workflow including beat monitoring and automated distribution cycles.
4. The learner will be able to utilize forensic tools and metadata analysis to detect audio, video, and image deepfakes.
5. The learner will be able to navigate legal complexities including copyright, IT Rules 2026, and defamation in the AI landscape.
6. The learner will be able to implement editorial checkpoints and apply the SIFT method for ethical AI-assisted reporting.

Unit 1	Managing multi-format Data for Investigative Journalism	L	T	P
1.1	Pinpoint Indexing and Large-Scale File Management (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.2	Optical Character Recognition (OCR) for Legacy Documents (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.3	PDF Data Scraping and CSV Transformation (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.4	Advanced Search Syntax for Investigative Evidence (Lecture, Discussion, Demonstration, Presentation)	1	1	1
1.5	Managing Investigative Datasets for Newsroom Workflows (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 2	Agentic AI and Multi-Agent Orchestration	L	T	P
2.1	The Reasoning-Action Cycle in Agentic AI (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.2	Agentic (RAG) vs Traditional Retrieval Workflows (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.3	Multi-Agent Orchestration for Specialized Newsroom Tasks (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.4	Gemini Agentic Mode and Structured Output Design (Lecture, Discussion, Demonstration, Presentation)	1	1	1
2.5	Human-in-the-Loop Governance and CrewAI Introduction (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 3	The AI-First Newsroom Architecture	L	T	P
3.1	End-to-End News Cycle, Beat Monitoring and final distribution (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.2	Virtual Editorial Boards and AI Persona Simulations (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.3	Dynamic Resource Allocation for Automated Desk Tasks (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.4	AI-Driven Performance and Sentiment Analytics (Lecture, Discussion, Demonstration, Presentation)	1	1	1
3.5	Integrated Workflows for Time-Bound Media Environments (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 4	Deepfakes and Synthetic Media Forensics	L	T	P
4.1	Generative Adversarial Networks (GANs) and Diffusion Models (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.2	Deepfake-o-meter Verification for Audio and Video (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.3	Image Forensics and Metadata Analysis Tools (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.4	Hive Detector and AI-Generated Image Identification (Lecture, Discussion, Demonstration, Presentation)	1	1	1
4.5	Geolocation Drill, Deceptive Impersonation and Visual Verification Techniques (Lecture, Discussion, Demonstration, Presentation)	1	1	1

Unit 5	AI Related ICT Ethics, Laws, and Challenges	L	T	P
5.1	IT Rules 2026 and Regulatory Frameworks in India (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.2	Copyright, Licensing, and Plagiarism in AI Reporting (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.3	Risk Classification and Restricted AI Use in News (Lecture, Discussion, Demonstration, Presentation)	1	1	1
5.4	SIFT Method: Stop, Investigate, Find, and Trace (Lecture, Discussion, Demonstration, Presentation)	1	1	1

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5.5	Building Institutional Safeguards and Peer Review Systems (Lecture, Discussion, Demonstration, Presentation)	1	1	1
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Practical/Projects/Assignments:

1. Index an archive of diverse file formats in Pinpoint to create a searchable investigative database.
2. Extract text from handwritten and low-quality documents using AI-powered optical character recognition.
3. Consolidate scattered data from multiple PDF tables into a single sortable CSV file for analysis.
4. Create a multi-agent research crew that autonomously gathers and critiques news information.
5. Design a virtual editorial board simulation to debate the ethics of a controversial headline.

Suggested Readings:

1. Bansal, S. (2025). *Reporting from the heartland: Data and digital tools for the Indian journalist*. University Press.
2. Gupta, S., & Verma, R. (2026). *The AI-powered newsroom: Tools and techniques*. Indian Academic Press.
3. Li, F. (2025). *Artificial intelligence and the future of journalism*. Research Beacon Publication.
4. Phoenix, J., & Taylor, M. (2024). *Prompt engineering for generative AI*. Shroff Publishers.
5. Ramachandran, K. (2024). *Digital media and BharatGPT: The Indian perspective*. Notion Press.

E-Resources:

1. [Journalist Studio by Google](#)
2. [Google Pinpoint Help Centre](#)
3. [Deepfake-o-meter Tool](#)
4. [Content Credentials Verify](#)
5. [IndiaAI Portal](#)









(ADA04) Environmental Science and Sustainable Development

Theory	30	Practical		Internal	10	Credits	2
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Course Objective

1. To demonstrate a congenial learning of Environment Factors to students
2. To generate in students the awareness about Environmental Problems
3. To define the types of Environmental Ecosystems & its formation to students
4. To associate the knowledge of various Environmental Ethics to students
5. To illustrate to the students' problems relating to Human Population on Environment

Course Outcomes

1. Recognize various environmental factors
2. Analyze environmental problems
3. Characterize ethical issue for environmental related issue
4. Identity methods to protect environmental
5. Recognize effect to population on environmental

Unit-1	The Multidisciplinary Nature of Environmental Studies and Natural Resources	L	T	P
1.1	Natural resources and associated problems. Forest resources: Use and Over-exploitation, deforestation, (Lecture, Discussion)	1	1	
1.2	Water resources: Use and over-utilization of surface and ground water. ((Lecture, Discussion, PPTs)	1		
1.3	Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources. (PPTs & Class room lectures)	1		
1.4	Energy resources: Growing energy needs, renewable and non-renewable energy sources. (Lecture, Discussion)	1		
1.5	Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. (Lecture, Discussion)	1		

Unit-2	Ecosystems, Biodiversity and its Conservation	L	T	P
2.1	Concept, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids (Class room lectures & PPTs)	1		
2.2	Introduction, types, characteristic features, structure and function of the following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (Lecture, Discussion)	1	1	

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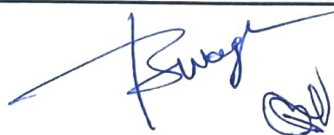
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2.3	Biodiversity introduction-Definition: genetic, species and ecosystem diversity. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values, biodiversity at global, national and local levels, India as a mega-diversity nation, Hot-spots of biodiversity (PPTs & Class room lectures)	1		
2.4	Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India (PPTs & Case study related to Kanha Wild life reserve)	1		
2.5	Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (PPTs & Class room lectures)	1		

Unit-3	Environmental Pollution	L	T	P
3.1	Definitions. Causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards (Lecture, Discussion)	1		
3.2	Solid waste Management: Causes, effects and control measures of urban and industrial wastes, Swachh Bharat Abhiyaan (PPTs & Class room Lectures)	1		
3.3	Role of an individual in prevention of pollution (PPTs & Class room lectures,)	1		
3.4	Pollution case studies (Case Study)	1		
3.5	Disaster management: floods, earthquake, cyclone and landslides (PPTs & Class room lectures)	1		

Unit-4	Social Issues and the Environment	L	T	P
4.1	From Unsustainable to Sustainable development. Water conservation, rain water harvesting, watershed management. National River Linking Project, National River Conservation Plan (PPTs & Case Studies related to watershed management)	1		
4.2	Environmental ethics: Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies (PPT, Lecture, Discussion))	1		
4.3	Wasteland reclamation, Consumerism and waste products (PPT & class room lectures)	1		
4.4	Environment Protection Act- Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act (PPT & class room lectures)	1		
4.5	Forest Conservation Act, Issues involved in enforcement of environmental legislation, public awareness (PPT, Lecture, Discussion)	1		





Unit-5	Human Population and the Environment	L	T	P
5.1	Population growth, variation among nations (PPT & class room lectures)	1		
5.2	Population explosion-Family welfare Program (Lecture, Discussion)	1		
5.3	Environment and human health (PPTs, class room lectures& GDs)	1		
5.4	Human Rights, Value Education, HIV/AIDS, Women and Child Welfare (PPTs & Class room lectures)	1		
5.5	Role of information Technology in Environment and human health. (Class room lectures)	1	1	

Practical/Projects/Assignments:

1. Project report on ill effects of environmental pollution.
2. Group Study on biotic & a biotic components of environment.
3. Perform a case study on 10 households in your vicinity and mention the type of natural and renewable resources they use or consume on a day-to-day basis.
4. Mention along with photographs and small description of major types of biotic (fauna and Flora (5 each) and a biotic component (minimum 5) that are present in your surrounding areas.
5. Prepare a short story with picture illustrations of the ill effect of environmental pollution in your surrounding areas.

Suggested Readings:

1. Bharucha, E. (2021). *Textbook of environmental studies for undergraduate courses*. Universities Press.
2. Mishra, A. (2024). *Ecology, environment, and sustainability in India*. Pearson India.
3. Rajagopalan, R. (2022). *Environmental studies: From crisis to cure*. Oxford University Press India.
4. Singh, A. (2022). *Sustainable development and environmental ethics*. Routledge India.
5. Srivastava, S. (2023). *Environmental science and sustainable development*. S.K. Kataria & Sons.

E- Resources:

1. <https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>
2. <https://www.kopykitab.com/Environmental-Studies-by-J-P-Sharma>
3. https://www.tutorialspoint.com/environmental_studies/environmental_studies_tutorial.pdf
4. UGC EVS Model Curriculum
5. Environmental Studies by J.P. Sharma

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(ADA05) English Language and Literature

Theory	30	Practical	-	Internal	10	Credits	2
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Course Objectives

1. To help learners use English Language for contemporary academic and social needs
2. To enable students to learn to use language creatively and critically
3. Develop Oral and Written Communication
4. To enable students, comprehend complex English Texts
5. To develop language skills with the literary texts

Course Outcomes

1. Comprehend language and Communication Skills in academic and social contexts
2. Cope with complex language use
3. Communicate precisely orally as well in Written Communication
4. Read and understand literary and non-literary texts
5. Understand and appreciate literary texts

Unit 1	English Grammar	L	T	P
1.1	Parts of Speech (Lecture, Discussion)	1	1	-
1.2	Direct Narratives (Lecture, Discussion)	1	-	-
1.3	Indirect Narratives (Lecture, Discussion)	1	-	-
1.4	Types of Sentences (Lecture, Discussion)	1	-	-
1.5	Tense (Lecture, Discussion)	1	-	-

Unit 2	Basic Language Skills	L	T	P
2.1	Vocabulary (Lecture, Discussion)	1	-	-
2.2	Synonyms (Lecture, Discussion)	1	1	-
2.3	Antonyms (Lecture, Discussion)	1	-	-
2.4	Prefixes (Lecture, Discussion)	1	-	-
2.5	Suffixes (Lecture, Discussion)	1	-	-

Unit 3	Oral and Written Communication Skills	L	T	P
3.1	Listening (Lecture, Discussion)	1	-	-
3.2	Speaking (Lecture, Discussion)	1	-	-
3.3	Reading (Lecture, Discussion)	1	1	-
3.4	Body Language (Lecture, Discussion)	1	-	-
3.5	Writing Formal and Informal Letters (Lecture, Discussion)	1	-	-

Unit 4	Creativity Through Language	L	T	P
4.1	Comprehension (Lecture, Discussion)	1	-	-
4.2	Paragraph Writing (Lecture, Discussion)	1	-	-
4.3	Precise Writing (Lecture, Discussion)	1	-	-
4.4	Unseen Passage (Lecture, Discussion)	1	1	-
4.5	Essay Writing (Lecture, Discussion)	1	-	-

Unit 5	Appreciating Literature	L	T	P
5.1	The Solitary Reaper - William Wordsworth (Lecture, Discussion)	1	-	-
5.2	The Portrait of a Lady- Khushwant Singh (Lecture, Discussion)	1	-	-
5.3	Where the mind is without fear- Rabindranath Tagore (Lecture, Discussion)	1	-	-
5.4	Indian Weavers- Sarojini Naidu (Lecture, Discussion)	1	-	-
5.5	A Hero- R. K. Narayan (Lecture, Discussion)	1	1	-

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Practical/Projects/Assignments:

1. Creating a Digital Profile – LinkedIn (Resume/Video Profile)
2. Word Games
3. Writing Slogans
4. Extempore and Debates
5. Writing Picture Stories

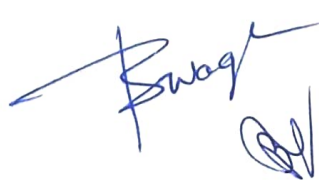
Suggested Readings:

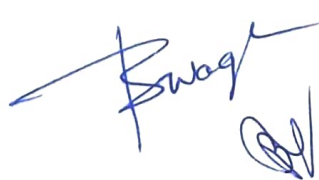
1. Agarwal, M. (2021). *Modern English communication*. Cambridge University Press India.
2. Koneru, A. (2022). *Professional speaking and writing skills*. McGraw Hill India.
3. Kumar, S., & Lata, P. (2022). *Communication skills* (3rd ed.). Oxford University Press India.
4. Popat, P. (2023). *English language and professional communication*. Pearson India.
5. Raman, M., & Sharma, S. (2021). *Technical communication: Principles and practice*. Oxford University Press.

E-Resources:

1. Basic English Grammar rules with example sentences accessed at <https://basicenglishspeaking.com/basic-english-grammar-rules/>
2. Basic English Grammar rules accessed at <https://grammar.yourdictionary.com/grammar-rules-and-tips/basic-english-grammar-rules.html>
3. English Grammar accessed at <https://www.englishgrammar101.com/>
4. Basics of English Grammar accessed at <https://www.talkenglish.com/grammar/grammar.aspx>
5. Complete Handbook of English Grammar accessed at <https://www.learngrammar.net/english-grammar>


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Co- Curricular- 1

ADA06 (A) Parliament: Practice and Procedure- I

Theory		Practical	30	Internal	10	Credits	2
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Course Objectives

1. To acquaint students with knowledge of the Indian Constitution.
2. To make students familiar with concept of Parliament.
3. To understand the concept of various practices and procedures of Indian Parliament
4. To develop understanding about powers and privileges of Parliamentary and Legislative members

Course Outcomes

1. Students will be able to understand the concept of Indian Constitution and Parliament.
2. Students will be able to understand working of Indian Parliament
3. Students will be able to understand and analyze working of State Assembly and Legislative Councils
4. Ability to apply the theory into practice.

Unit-1	Introduction to Indian Constitution	L	T	P
1.1	Introduction to Indian Constitution	-	1	1
1.2	History of Indian Constitution	-	-	2
1.3	Characteristics of Indian Constitution	-	-	2

Unit-2	Introduction to Indian Parliament	L	T	P
2.1	Introduction to Indian Parliament	-	1	1
2.2	History of Indian Parliament	-	-	2
2.3	Powers of Indian Parliament	-	-	2

Unit-3	Lok Sabha and Rajya Sabha	L	T	P
3.1	Introduction to Lok Sabha	-	1	1
3.2	Functions of Lok Sabha	-	-	2
3.3	Introduction and Functions of Rajya Sabha	-	-	2

Unit- 4	State Assemblies and Legislative Councils	L	T	P
4.1	Introduction to State Assemblies	-	1	1
4.2	Election of Members	-	-	2
4.3	Functions of State Assemblies	-	-	2

Unit 5	Different Parliamentary Systems in World	L	T	P
5.1	British Parliamentary System	-	1	1
5.2	US Parliamentary System	-	-	2
5.3	Australian Parliamentary System	-	-	2

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Practical/Projects/Assignments:

1. Role play/Skit/Mock Parliament.
2. PPT Presentation on various contemporary issues
3. Visit to Vidhan Sabha
4. Virtual tour of the Indian Parliament.
5. Any other assignment given by the concerned faculty.

Suggested Readings:

1. Basu, D. D. (2022). *Introduction to the constitution of India*. LexisNexis India.
2. Bhatkhande, V. N. (2022). *Hindustani sangeet paddhati*. Hathras Publications.
3. Gombrich, E. H., & adaptation by Indian Scholars. (2023). *Fundamentals of Indian art and aesthetics*. NCERT.
4. Kashyap, S. C. (2021). *Our parliament* (Updated ed.). National Book Trust, India.
5. Srivastava, H. C. (2021). *Raag parichay* (Revised ed.). Sangeet Sadan Prakashan.

E-Resources:

1. <https://cpgp.inflibnet.ac.in>
2. <https://www.india.gov.in/>
3. <https://legislative.gov.in/constitution-of-india/>
4. <https://sansad.in/>
5. <https://www.cci.gov.in/>

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Co- Curricular- 1

ADA06 (B) भारतीय संगीत

Theory		Practical	30	Internal	10	Credits	2
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उद्देश्य

1. विद्यार्थियों में वैदिक युग से चली आ रही संगीत परंपरा का परिचय कराना।
2. जीवन में संगीत के महत्व को समझना।
3. हिन्दुस्तानी संगीत की परिभाषाओं, धाट और अलंकार को जानना एवं अभ्यास।
4. लय, ताल, धाट, रागका परिचय एवं अभ्यास।
5. शब्द उच्चारण, राष्ट्रगान, गीत, गजल भजन का अभ्यास कराना।

शिक्षण के परिणाम

1. भारतीय संगीत की परंपरा और महत्व की समझ।
2. धाट, अलंकार, लय, ताल की सक्षिप्त जानकारी एवं अभ्यास।
3. रागयमन, विलावल, खमाजमेंधोटा।
4. ख्याल की प्रारंभिक जानकारी।
5. शब्द उच्चारण के महत्व के साथ भजन गीत, गजल, राष्ट्रगान की प्रारंभिक जानकारी।

ईकाई – 1	परिभाषाएँ	L	T	P
1.1	संगीत, स्वर, अलंकार		1	-
1.2	धाट, राग, सप्तक		1	-
1.3	आरोह, अवरोह		1	2
1.4	पकड़वादी, संवादी		-	2
1.5	अनुवादी, विवादी		-	2

ईकाई – 2	हिन्दुस्तानी संगीत	L	T	P
2.1	हिन्दुस्तानी संगीत पद्धति के दस धाट एवं उनके सांकेतिक चिन्ह।		1	2
2.2	हिन्दुस्तानी संगीत पद्धति के दस धाट एवं उनके सांकेतिक चिन्ह।		1	1
2.3	हिन्दुस्तानी संगीत पद्धति के दस धाट एवं उनके सांकेतिक चिन्ह।			1
2.4	हिन्दुस्तानी संगीत पद्धति के दस धाट एवं उनके सांकेतिक चिन्ह।			1
2.5	1 से 10 तक प्रारंभिक अलंकार लेखन		1	1

ईकाई – 3	स्वरलिपि पद्धति	L	T	P
3.1	पंडित विष्णुनारायण भात खण्डे स्वर लिपि		2	

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3.2	ताललिपि पद्धति		1	
3.3	नाद की परिभाषाएं		1	
3.4	नाद की विशेषताएं		1	
3.5	हिन्दुस्तानी संगीत पद्धति के 40 सिद्धांत		1	

ईकाई – 4	ताल परिचय	L	T	P
4.1	ताल, लय		1	
4.2	मात्रा, विभाग			2
4.3	सम, ताली, खाली			2
4.4	आवर्तन, तालकामहत्व		1	2
4.5	सरगम, लक्षणगीत, छोटखाल			2

ईकाई – 5	राग परिचय	L	T	P
5.1	राग-यमन		1	2
5.2	बिलावल			2
5.3	खमाज का सम्पूर्ण परिचय			1
5.4	ताल-दादरा			1
5.5	कहरवा, त्रिताल का सम्पूर्ण परिचय (मात्रा, बोल, विभाग एवं चिन्ह)		1	2


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प्रथम वर्ष प्रायोगिक

1. 1 से 10 तक अलंकारों का गायन
2. रागयमन, बिलावल, खमाजमें आरोह, अवरोह, पकड एवं सरगम का गायन एवं लक्षण गीत गायन
3. रागयमन, बिलावल, खमाज में छोटा ख्याल गायन (श्रा यी अंतरे सहित)
4. सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति। (दादरा, कहरवा, त्रिताल) गीत, गजल
5. सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति। (दादरा, कहरवा, त्रिताल) गीत, गजल, भजन, राष्ट्रगान, राष्ट्रगीत, मध्यप्रदेशगायन, का गायन (स्पष्ट शब्दोच्चारण एवं धुन के साथ)

संदर्भ —

1. रागपरिचय 1,2,3, हरिशचन्द्रश्रीवास्तव
2. संगीत विशारद, बसंत
3. क्रमिक पुस्तकमालि का भाग 1, विष्णुनारायण भात खंडे

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Co- Curricular- I

ADA06 (C) Lalit Kala**Course Objectives**

- 1 To understand the fundamental principles of Indian Art and Aesthetics.
- 2 To develop creative and artistic skills through visual expression.
- 3 To understand the elements and principles of art and design.
- 4 To explore traditional Indian folk-art forms and their cultural significance.
- 5 To enhance observation, drawing, colour application, and composition skills.

Course Outcomes

1. After successful completion of the course, students will be able to:
2. Understand the fundamental principles of Indian Art and Aesthetics.
3. Apply the elements and principles of art in creative compositions.
4. Demonstrate drawing, colouring, and visual communication skills.
5. Create artworks using Gond, Warli, and Madhubani art techniques.
6. Analyze and appreciate traditional Indian folk-art forms.

Unit I	Fundamentals of Indian Art	L	T	P
1.1	Rupa Bheda (Knowledge of Forms) (Lecture, Discussion, Presentation)		1	
1.2	Pramana (Proportion), Bhava (Expression) (Lecture, Discussion, Presentation)		1	1
1.3	Lavanya Yojana (Aesthetic Arrangement), Varnik Bhanga (Colour Application) (Lecture, Discussion, Presentation)		1	1
1.4	Relevance of Shadangas in Contemporary Visual Arts (Lecture, Discussion, Presentation)		1	1
1.5	Introduction to Indian Aesthetics and Visual Perception (Lecture, Discussion, Presentation)			1

Unit II	Elements of Visual Art	L	T	P
2.1	Line, Shape (Lecture, Discussion, Presentation)		1	
2.2	Form, Colour (Lecture, Discussion, Presentation)		1	2
2.3	Texture, Space (Lecture, Discussion, Presentation)		1	
2.4	Light and Shadow (Lecture, Discussion, Presentation)		1	
2.5	Colour Psychology (Lecture, Discussion, Presentation)		1	

Unit III	Principles of Design and Composition	L	T	P
3.1	Unity, Harmony (Lecture, Discussion, Presentation)		1	
3.2	Balance, Emphasis (Lecture, Discussion, Presentation)			2
3.3	Rhythm, Contrast (Lecture, Discussion, Presentation)		1	
3.4	Proportion and Scale, Visual Hierarchy (Lecture, Discussion, Presentation)			2
3.5	Design Thinking and Creative Problem Solving (Lecture, Discussion, Presentation)		1	2

Unit IV	Gond Art	L	T	P
4.1	History and Origin, Materials and Techniques (Lecture, Discussion, Presentation)		1	2
4.2	Themes and Motifs (Lecture, Discussion, Presentation)		1	2
4.3	Contemporary Gond Artists (Lecture, Discussion, Presentation)		1	2
4.4	Gond Art in Product Design and Illustration (Lecture, Discussion, Presentation)		1	
4.5	Documentation and Preservation of Indian Arts (Lecture, Discussion, Presentation)		1	

Unit V	Warli and Madhubani Art	L	T	P
5.1	History and Origin, Materials and Techniques (Lecture, Discussion, Presentation)		1	2
5.2	Themes and Symbols, Contemporary Adaptations of Warli Art (Lecture, Discussion, Presentation)		1	2
5.3	Contemporary Adaptations of Madhubani Art (Lecture, Discussion, Presentation)		1	2
5.4	Folk Art in Advertising and Visual Communication (Lecture, Discussion, Presentation)		1	
5.5	Sustainable Art Practices using Traditional Techniques (Lecture, Discussion, Presentation)		1	

Practical/Projects/Assignments:

1. Prepare an illustrated assignment on the Six Limbs of Indian Painting (Shadangas).
2. Create a composition using the Elements and Principles of Art and Design.
3. Prepare a Colour Wheel and Colour Harmony Chart.
4. Create an original Gond Painting based on nature, animals, birds, or cultural themes.
5. Create an original Warli Painting depicting village life, festivals, or social themes.

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Suggested Readings:

1. The Story of Art – E. H. Gombrich
2. Design Basics – David A. Lauer & Stephen Pentak
3. Art Fundamentals: Theory and Practice – Otto G. Ocvirk et al.
4. Colour: A Workshop for Artists and Designers – David Hornung
5. An Introduction to Indian Art – NCERT

E-Resources:**Government / Academic Resources**

1. NCERT Art Education Resources
2. e-PG Pathshala
3. SWAYAM
4. National Digital Library of India (NDLI)

Museums and Art Collections

1. National Museum, New Delhi
2. Google Arts & Culture

Learning Platforms

1. Tate Art Learning Resources
2. The Metropolitan Museum of Art Learning Resources

(NMS02)Digital Art and Graphic Design

Theory	-	Practical	30	Internal	10	Credits	2
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Course Objectives

1. To Understand visual art and graphic
2. To understand typography
3. To understand and use the principles of digital art
4. To explain the various forms of layout
5. Understanding critical thinking

Course Outcomes

1. Differentiate between digital art and design
2. Analysis and use of types in combination for design making
3. To understand the various tools and its uses in Photoshop
4. Assess the basics of layout and type used
5. To analyze the theory of critical thinking and implement the idea generated

Unit 1	Introduction	L	T	P
1.1	Evolution and early history of Digital art (Lecture, Discussion, Presentation)	-	1	1
1.2	Difference between graphic art and graphic design (Lecture, Discussion, Presentation)	-	-	1
1.3	Transition of visual digital art to commercial digital art (Lecture, Discussion, Presentation)	-	-	1
1.4	Principles of Digital art (Lecture, Discussion, Presentation)	-	-	1
1.5	Types of Digital Art and types of Digital design (Lecture, Discussion, Presentation)	-	-	1

Unit 2	Key Elements –Type	L	T	P
2.1	The evolution of typography (Lecture, Discussion, Presentation)	-	1	1
2.2	The Anatomy of Typography and Legibility (Lecture, Discussion, Presentation)	-	-	1
2.3	The Typographic Grid (Lecture, Discussion, Presentation)	-	-	1
2.4	Syntax and Communication (Lecture, Discussion, Presentation)	-	-	1
2.5	Typography on Screen (Lecture, Discussion, Presentation)	-	-	1

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Unit 3	Adobe Illustrator Basics	L	T	P
3.1	Introduction to Illustrator and Workspace Overview of Illustrator, artboards vs. canvases, opening and creating documents, units and preferences, panels and toolbars, workspace presets, zooming and navigation, using the Properties panel (Lecture, Discussion, Practical)	-	1	1
3.2	Basic Drawing and Selection Tools Selection and Direct Selection tools, Shape tools (rectangle, ellipse, polygon, star), Pen tool basics (anchor points, paths), Pencil and Curvature tools, using Smart Guides and Align panel (Lecture, Discussion, Practical)	-	-	1
3.3	Color Fundamentals and Strokes Fill and stroke, Color panel, Swatches and global colors, Eyedropper tool, Stroke panel (weight, caps, corners, dashed lines), Color modes (RGB vs. CMYK) and when to use them (Lecture, Discussion, Practical)	-	-	1
3.4	Type tool (point type and area type), basic type formatting, character and paragraph panels, converting type to outlines, type on a path (Lecture, Discussion, Practical)	-	-	1
3.5	Layers and Organization Layer panel basics, creating and naming layers, grouping and locking, arranging object stacking order, using sublayers, layer visibility management (Lecture, Discussion, Practical)	-	-	1

Unit 4	Vector Editing and Advanced Drawing	L	T	P
4.1	Advanced Pen and Path Techniques: Creating complex paths with the Pen tool, Bezier handles, converting anchor points, joining and averaging paths, simplifying and smoothing paths (Lecture, Discussion, Practical)	-	1	1
4.2	Shape Building and Pathfinder: Shape Builder tool, Pathfinder operations (unite, minus front, intersect, exclude), compound paths vs. compound shapes, trimming and dividing shapes (Lecture, Discussion, Practical)	-	-	1
4.3	Transformations and Repeat: Transform panel, Rotate/Reflect/Scale/Shear tools, Repeat and Transform Each, Align to key object, using the Move + Duplicate workflow (Lecture, Discussion, Practical)	-	-	1
4.4	Gradients, Blends, and Patterns: Gradient tool and Gradient panel (linear, radial, freeform), Blend tool basics, creating and editing seamless patterns, pattern swatches and tiling (Lecture, Discussion, Practical)	-	-	1
4.5	Brushes and Appearance: Brush types (calligraphic, scatter, art, pattern, bristle), Appearance panel, applying multiple strokes and fills, using Graphic Styles (Lecture, Discussion, Practical) (Lecture, Discussion, Presentation)	-	-	1

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Unit 5	Illustrator Production and Effects	L	T	P
5.1	Working with Images and Tracing: Placing raster images, linking vs embedding, image resolution considerations, Image Trace to convert raster to vector, trace presets and cleaning traced artwork (Lecture, Discussion, Practical)	-	1	1
5.2	Effects and Appearance: Apply and edit Illustrator effects (stylize, distort, warp, drop shadow), raster effects settings, expand appearance, using the Appearance panel for non-destructive styling (Lecture, Discussion, Practical)	-	-	1
5.3	Symbols, Artboards and Export: Creating and using Symbols, Multiple artboards management, Export options (Export As, Save for Web/Legacy, Export for Screens), file formats (AI, EPS, SVG, PDF, PNG) (Lecture, Discussion, Practical)	-	-	1
5.4	Preparing Files for Print and Web: Bleed, trim, and slug; setting up print-ready files; color profiles and proofing (Pantone spot colors); preparing assets for web and responsive design, SVG optimization basics (Lecture, Discussion, Practical)	-	-	1
5.5	Automation and Advanced Workflows: Actions and scripts basics, Variables for data-driven graphics, using Libraries and CC Assets, collaboration and package files, integrating Illustrator with Photoshop and InDesign (Lecture, Discussion, Practical)	-	-	1

Practical/Projects/Assignments:

1. To draw and define the Typographical elements.
2. From various advertisement materials collect and define the type of visual images and color combination specifically used.
3. Assignment A: Import a photo, use Image Trace to vectorize a subject, clean up the traced paths, and apply a stylized effect (e.g., halftone or posterize look). Export the final art as SVG and PDF. To design an advertising material (as asked from the subject teacher with specific objective) and note the steps used while finalizing the goal.
4. Assignment B: Draw a simple logo using shape tools and the Pen tool. Use the Align panel, apply fills and strokes, and produce one RGB and one CMYK version.
5. Preparing Files for Print and Web

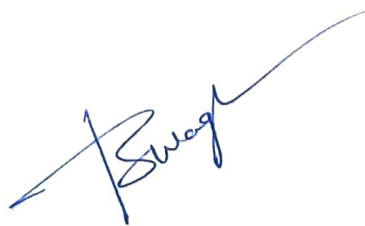
Suggested Readings:

1. Joshi, A. (2023). *Fundamentals of graphic design and digital art*. SAGE India.
2. Kumar, M. (2024). *UI/UX design process and principles: Digital art*. BPB Publications.
3. Patel, S. (2022). *Vector graphics and commercial design*. Technical Publications.
4. Sarkar, N. N. (2021). *Art and print production* (3rd ed.). Oxford University Press India.
5. Singh, V. (2025). *The complete guide to digital graphic design*. Notion Press.

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E-Resources:

1. <https://visme.co/blog/layout-design/>
2. <https://www.flux-academy.com/blog/why-is-layout-important-in-graphic-design>
3. [https://think.design/user-design-research/critical-thinking /](https://think.design/user-design-research/critical-thinking/)
4. <https://www.canva.com>
5. [Layout Design Tips \(Visme\)](#)



2ADA CO-CURRICULAR-1	Marks:40			Credits:2		
Debate and Dialogue - I	Th	Pr	Ia	ContactHrs.		
	-	30	10	L	T	P
	-			-	1/1	1/2

Course Objectives

- To improve verbal and non-verbal communication skills of the students
- To make students familiar with three important practice and procedure of debate and dialogue
- To enhance ability to create and express themselves clearly and confidently during debates, speech and while involving in dialogue in depth.
- To help students to speak confidently and persuasively in both formal and informal debates
- To increase ability to research and analyse complex topics for debate purposes
- Demonstrate proficiency in writing, presenting and engaging audience
- Understand ethical standards and considerations in debate and dialogue

Learning Outcomes

- Understand the key elements of debate, dialogue and speech
- Develop written and verbal art of communication
- Develop effective creative writing, verbal communication techniques and style
- Develop effective storytelling techniques and style
- Identify target audience and present oneself accordingly
- Ability to apply theory in practice

Unit 1		L	T	P
1.1	Debate: Meaning, definition and basics	-	1	1
1.2	Types of Debate I: Team policy, Lincoln-Douglas	-	1	1
1.3	Types of Debate II: Spontaneous argumentation, public forum &parliamentary	-	1	1
	Total hours	06		

Unit 2		L	T	P
2.1	Understanding basics of debate	-	1	1

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Program: B.A./B.Sc. (Honors) / (Research)

Syllabus for Co-curricular - 1

(D) Debate & Dialogue - I

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2.2	Key elements of debate preparation	-	1	1
2.3	Body language in debate	-	1	1
	Total hours	06		

Unit 3		L	T	P
3.1	Speech: Definition, meaning and basics	-	1	1
3.2	Types of Speech: Informative, persuasive, entertaining, demonstrative	-	1	1
3.3	Preparation methodology	-	1	1
	Total hours	06		

Unit 4		L	T	P
4.1	Dialogue: Definition, meaning and basics	-	1	1
4.2	Understanding indirect and direct dialogue	-	1	1
4.3	Key elements of effective dialogue	-	1	1
	Total hours	06		

Unit 5		L	T	P
5.1	Dialogue, debate and speech in ancient Indian history	-	1	1
5.2	Dialogue, debate and speech in Bhartiya Gyaan Parampara	-	1	1
5.3	Dialogue, debate and speech in Indian philosophy	-	1	1
	Total hours	06		

Practical/Projects/Assignments:-

- Prepare a debate on a subject approved by your mentor/professor.
- Prepare speech on a subject approved by your mentor/professor.
- Group exercise: Write a debate on a subject approved by your mentor/professor. Or prepare a debate on administration planning to impose honking in Bhopal.
- Prepare a debate on recent political development happening in a state of your choice
- Prepare a debate on recent climatic changes impacting human life.

Suggested Readings:

- Online- How to Write Better Dialogue | Reading Room | Faber Academy


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- Online- How to write Dialogue? An Essential Guide for Writers | Publishing Blog in India
- Book: Dynamic Dialogue: Letting Your Story Speak - William Bernhardt
- Writing Dialogue- Tom Chiarella
- Win Every Argument: The Art of Debating, Persuading, and Public Speaking- Mehdi Hasan
- How to Argue and Win Every Time: At Home, At Work, In Court, Everywhere, Every Day- Gerry Spence
- वाद-विवाद संवाद, नामवर सिंह, राजकमल प्रकाशन
- टंक पद जीमवतल 'दक च्त्तबजपबमए त्कीअंससंडी ज्तपचंजीप
- वाद-विवाद एवं संभाषण, श्रीमती श्रद्धा पांडे, प्रभात प्रकाशन
- अच्छा बोलने की कला और कामयाबी, डेल कारनेगी, प्रभात प्रकाशन
- द आर्ट ऑफ पब्लिक स्पीकिंग, डेल कारनेगी, अमृत बुक्स
- भाषण कला, महेश शर्मा, प्रभात प्रकाशन
- सफल वक्ता एवं वाक-प्रवीण कैसे बने, सुरेन्द्र डोगरा 'निर्दोष' वी.एस.पब्लिशर्स हैदराबाद

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HOD NMT

Department of Media Management
Offer under National Education Policy
Under Co-curricular Course
Semester II

Science of Happiness I: Foundations of Well-being

Credits: 2

Target Audience: Undergraduate Programs under NEP (Ability Enhancement Course)

Course Outcomes

After completing this course, students will be able to:

- Understand scientific and psychological foundations of happiness.
- Explain biological and neurological basis of emotions.
- Practice evidence-based well-being interventions.
- Develop emotional awareness and self-regulation.
- Build healthy interpersonal relationships.

Learning Outcome

- Students explain how emotions influence behaviour, health and relationships.
- Compare major theories of well-being and recognize the role of habits in flourishing.
- Understand how thoughts, beliefs and physiology interact.
- Use scientific tools to assess and monitor well-being.
- Practice contemplative techniques for attention and stress management.

Unit I: Foundations of Emotional Well-being (4 Hours)

- Understanding emotions and their functions
- Evolutionary purpose of emotions
- Why happiness matters
- Emotional contagion and social interconnectedness
- Cross-cultural perspectives
- Set Point Theory

Unit II: Brain, Body & Well-being (4 Hours)

- Positive neuroscience
- Brain-behaviour relationships
- Neurotransmitters
- Stress physiology
- Homeostasis
- Placebo and cognitive appraisal
- Neuroplasticity

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Unit III: Measuring Happiness & Digital Well-being (4 Hours)

- Subjective and objective well-being
- Psychological assessment scales
- Digital technology and mental health
- Biofeedback
- Self-monitoring

Unit IV: Mindfulness & Emotional Regulation (4 Hours)

- Foundations of mindfulness
- Breath awareness
- Let go practice
- Self-compassion
- Connectedness with Nature
- Reverse Recall Mindfulness Technique (RRMT)

Unit V: Positive Relationships & Resilience (4 Hours)

- Gratitude
- Empathy
- Awe
- Social connection
- Active Constructive Responding
- Trust and boundaries
- Introduction to resilience
- Cognitive reframing

Experiential Components

- Daily Gratitude Journal
- Mindfulness Practice Diary
- Subjective Happiness Scale
- Personal Well-being Project

Suggested Distribution of Readings

- Martin Seligman – *Flourish*
- Sonja Lyubomirsky – *The How of Happiness*
- Daniel Gilbert – *Stumbling on Happiness*

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- Stefan Klein – *The Science of Happiness*
- Bruce Lipton – *The Biology of Belief*
- Thich Nhat Hanh – *The Miracle of Mindfulness*
- Dalai Lama – *The Art of Happiness*

Semester II (Science of Happiness I: Foundations of Well-being)

Theme: Knowing Self

Practical/Assignment	Description	Marks
1. Happiness Journal (21 Days)	Maintain a daily journal with gratitude, emotions, mindfulness practice, sleep, and one positive experience. Submit with reflection.	5
2. Well-being Self-Assessment	Administer PERMA Profiler or Subjective Happiness Scale before and after the course. Interpret changes.	5
3. Mindfulness Practice Log	Practice 10 minutes daily for two weeks. Record observations regarding attention, emotions, distractions and learning.	10
4. Book/Movie Reflection	Review one book, TED Talk, documentary or movie related to happiness, resilience or mindfulness using psychological concepts.	10
5. Viva/Portfolio Presentation	Present key learning and personal transformation through portfolio.	10

Total = 40 Marks

Suggested Activities During Classes

- Emotional Thermometer
- Wheel of Life
- VIA Character Strength Survey
- Gratitude Letter
- Mindful Eating
- Body Scan Meditation
- Awe Walk
- Three Good Things Exercise
- Loving-Kindness Meditation

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