Bachelor of Arts: English Journalism

(Honours)/(Research)

(Three/Four Years Full-Time Undergraduate Degree PROGRAM based on

National Education Policy (NEP) 2020)

Syllabus

Effective from July 2026

Department of Journalism

Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal

Bisankhedi, Bhopal (M.P.)-462044

Website: www.mcu.ac.in, Email: journalism@mcu.ac.in

Bachelor of Arts: English Journalism (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 Graduate Degree with Honors/Research. The course is for the students who wish to understand the wide field of journalism, inculcate values of ground reporting, build professional competencies in news reporting, nurture values of creative writing with a deep knowledge on the various foundations of high-pitched long form news reporting, feature writing, news analysis, AI news rooms, news fact checking, visual and photography elements of the news world. The mixed combination of theory and practical approach of the degree offers a curriculum that is uniquely focused on developing an analytical and critical 360-degree lens to the students about the field of journalism.

Program Duration: (3 +1 year)

Seats: 30 regular

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

1 year Certificate in English Journalism

2 years Diploma in English Journalism

3 years: Degree in English Journalism

4 years BA: English Journalism (Honors)

Or 4 years BA: English Journalism (Research)

About The Program

As we all know English and journalism have long been a strong partnership worldwide and with the advent of multimedia tools and element, nothing is imperative to this university to introduce a "National Education Policy 2022" based "Four-Year Honors Degree Program" in English Journalism.

This newly introduced degree course puts a modern spin on this most enduring of relationships.

This exciting course offers a chance to bring the former together with an up-to-the-minute; multimedia version of the latter, reflecting the demands of the modern media environment.

In present turbulent economic scenario, journalists are expected to function across print, broadcast and swift growing online networks. Through this course, aspiring students will have all the opportunities to polish and their unique skills they need to compete in this fast-moving world.

Students will learn from accomplished experts, senior journalists, columnist, authors, subject experts who will give them a industry-relevant knowledge and insights. Main objective of this programme is to make them equipped with a set of complementary skills, which our young journos required in the field.

During their final year, they will have chance to put those skills into practice – by tackling a substantial internship-based project whether a portfolio of journalism or to write/translate an extended piece of critical writing in English language.

Knowing the overstatedly required in the journalism, our students will have a lively Journalism Department that is staffed by subject experts, journalists, writers and visiting faculties who have a wide experience in their respective fields. The course purposes to expertise in creating and publishing rich digital content, alongside a solid grasp of traditional skills and knowledge of newspaper, TV, Radio, social media 24X7 newsrooms. The classroom to ground zero approach of the course will teach how to present, research, interview and tell stories about societal changes that reflect the ways in which we live, work and perceive ourselves.

We also have a practical in-house production culture where under the guidance of knowledgeable and experienced faculty members students brings out newspapers, magazines, books, posters, advertisements, brochures etc.

The Makhanlal Chaturvedi National University of Journalism and Communication is an ace institute and first in entire Asia. It is an ideal place for ambitious students who want to shape themselves as journalists, build network, gain experience and boost their career prospects.

Program Objectives (POs):

The Program has been designed:

- To help students communicate effectively in spoken and written discourses through the study of English content writing.
- To equip them with training patterns in English media platforms.
- To familiarize the students with the working patterns of different media platforms worldwide.
- To provide the theoretical knowledge about aspects of English literature and enable to focus on creating own content and interpretation.
- To improve and enhance their English journalistic writing skills necessary for professionals.
- To provide understanding, skills and professional knowledge about how English language works in media communications
- To make them capable of identifying the cultural and historical significance of English literature in journalism.
- To develop skills, techniques in news gathering, news writing and news presenting
- To develop students for reporting & writing with accuracy & creativity
- To identify, analyses, interpret and describe critical ideas, theme, values that consist of literary and media text
- To equip them with necessary skill so that they can compete in today's multi-platform, digital media environment
- To enable them to apply the skills as journalist as well as communication experts in different fields.
- To develop journalistic approach and capability to work as an individual researcher through the study of English and also to critically evaluate the work of others

Program Educational Outcomes (PEOs):-

On successful completion of Bachelor of Arts: English Journalism (Honors)/ (Research), students shall be able-

- To lay emphasis on understanding of English journalism as well as English literature which can be practically useful for students in pursuing any professional career.
- To make them able to recognize the correlation of expression and importance of language skills and relevant current issues and understanding how discipline connects with the wider world.
- To make them capable to promote and publish their quality work and original creation (fiction and nonfiction) through enterprise like Start-ups.
- To implement the acquired theoretical and technical knowledge of media related areas into practice.
- Able to express thought and ideas in professional manner especially the skills of contemporary media industry
- To make students able to demonstrate acquired skills of reporting, editing along with research skills of fact checking in news industry.
- To equip students with techniques in news gathering and news writing
- To write clear, concise, accurate and interesting news stories
- To nurture graduates for diverse career pathways in journalism, digital media, and other field of mass communication

Career path you can choose after the Program

- Journalist/Editorial Assistant- Reporters and Correspondents
- Copy Writer/Script Writer/ Technical Writer/Web Writer/Specialist Writer/Media Advocacy
- Content writer/Strategist/Communication specialist/Influencer/
- Social Media Editor/Web Writer/Social Media Manager
- Fact Checker & AI Newsroom Coordinator
- Pod Caster/ Pod Caster Host/ Pod Cast Producer
- Blog and Feature Writer
- Vloggers/ Travelogue Writer
- Film/Art Critics/Food critic/
- News Anchor/Announcer/ Speech Writer/Radio News Reader
- Content Creator / Political Campaign Manager
- Author/Novelist
- Story tellers/Short story writers, poets, researchers, academic writers
- Freelancer/Columnist /Influencer/Digital and Social Media Mobiliser
- Photographer/Photo journalist/Multi-media journalist/Communicator

PROGRAME Structure of Bachelor of Arts: English Journalism

Semester	Discipline Specific Core (DSC)5 Credits	Discipline Specific Elective (DSE)5 Credits	Generic Elective (GE)5 Credits	Ability Enhancement Compulsory Courses (AECC) 2 Credits	Skill Enhancement Course (SEC)2 Credits	Projects 5 or 10 Credits	Total Credits
First	Introduction to communication Development of media ---------- AI Tools for Media - I		Under this head in 3rd to 8th semesters, student has to choose from several subjects offered by different Departments.	Social and Emotional Learning Ethics and Culture Hindi Bhasha Evam Sahitya	Computer Essentials with AI		22
Second	English Writing in India Aspects of Translation AI Tools for Media-II			Environmental Science and Sustainable Development English Language and Literature Co-curricular 1 (A) Parliament: Practice and Procedure – I (B) Bhartiya Sangeet – I (C) Lalit Kalan -I (D) Science of Happiness I: Foundations of Well-being (E) Debate and Dialogue-I	Newspaper, Tabloid and Magazine Layout Design		22
	Award of Certificate in English Journalism (If exiting After 1 Year)						44
Third	Non-fictional prose News Reporting, Writing and Long Form Writing Electronic media: Basics and Applications		(WRITING FOR SOCIAL MEDIA and Management) Choose GE1 Course From list	Innovation and Entrepreneurship			22

Fourth	Aspects of Linguistics and English Language Web Journalism and Digital Media Media Laws and Journalistic Ethics		(Lifestyle Journalism) Choose GE2 Course From list	Co-curricular-2 (A) Parliament: Practice and procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II (D) Science of Happiness II: Flourishing, Leadership & Society (E) Debate and Dialogue-II			22

Semester	Discipline Specific Core (DSC)5 Credits	Discipline Specific Elective (DSE)5 Credits	Generic Elective (GE)5 Credits	Ability Enhancement Compulsory Courses (AECC) 2 Credits	Skill Enhancement Course (SEC)2 Credits	Projects 5 or 10 Credits	Total Credits
	Award of Diploma in English Journalism (If exiting After 2 Years)						88
Fifth	History of English Literature Indian Constitution and Polity	Science and Tech Journalism OR Cinema Aesthetics and Journalism	Writing for Magazine and Reporting Choose GE3 Course From list				20
Sixth	American Literature Media Management and Public Relations	Business Journalism OR From Language to literature	Visual Communication Choose GE4 Course From list				20
	Award of Bachelor of Arts: English Journalism (If Exiting After 3 Years)						128
	For proceeding to fourth year Course there are two options. Option I - The first one is '4 Years BA: English Journalism (Honors)' only those candidates who have secured more than CGPA 7.5 in the three years of BA (EJ) shall be eligible to continue. Option II- For the second option '4 Years BA: English Journalism (Research)' In this option only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: English Journalism shall be eligible to continue.						

Option I	Option I - BA: English Journalism (Honors)Only those candidates who meet a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year (for seventh and eighth level entry) of the undergraduate PROGRAME to pursue and complete the Bachelor's (Honors/Research) degree.						
Seventh (Option I)	Communication Research	GENDER- NEUTRAL Reporting and Communication Or World literature	Choose GE5 Course From list Agro-Economy and Rural Reporting			Portfolio (Creative Writing)	20

Semester	**Discipline Specific Core (DSC)5 Credits**	**Discipline Specific Elective (DSE)5 Credits**	**Generic Elective (GE)5 Credits**	**Ability Enhancement Compulsory Courses (AECC) 2 Credits**	**Skill Enhancement Course (SEC)2 Credits**	**Projects 5 or 10 Credits**	**Total Credits**
						Writing (05)	
Eighth **(Option I)**	Literary Criticism	Intercultural Communication or HEALTH Policies, healthcare economy, public and Journalism	Choose GE6 Course From list Geopolitical Reporting and Humanitarian crisis			Internship and internship-based report (05)	**20**
Award of Bachelor of Arts English Journalism (Honours) (4 Years)							**168**
Option-II	Option II - Bachelor of Arts: English Journalism (Research) Only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: English Journalism shall be eligible. Only those students who wish to pursue for PhD Research degree may continue this option II for 4th year.						
Seventh (Option II)	Research Methodology	GENDER-NEUTRAL Reporting and Communication Or World literature	Choose GE5 Course From list Agro-Economy and Rural Reporting			Research Portfolio (5)	**20**

Eighth (Option-II)		Intercultural Communication or Health Journalism	Choose GE6 Course From list GEO-POLITICAL REPORTING and Humanitarian needs, crisis)			Dissertation (10)	**20**
	Award of - Bachelor of Arts: English Journalism (Research)(4 Years)						**168**

*** Guidelines for Dissertation will be communicated separately.**

Semester	Discipline Specific Core (DSC)5 Credits	Discipline Specific Elective (DSE)5 Credits	Generic Elective (GE)5 Credits	Ability Enhancement Compulsory Courses (AECC) 2 Credits	Skill Enhancement Course (SEC)2 Credits	Projects 5 or 10 Credits	Total Credits
1.	Introduction to communication	Science and Tech Journalism OR Cinema Aesthetics and Journalism	SOCIAL MEDIA Management and Writing	Social and Emotional Learning	Computer Essentials with AI	Portfolio (Creative writing) (05)	
2.	Development of media	Business Journalism OR From language to literature	Lifestyle Journalism	Ethics and Culture	Newspaper, Tabloid and Magazine Layout Design	Interns hip and Internship based report	
3	AI Tools for Media-I						
4.	English Writing and Literature in India	GENDER-NEUTRAL Reporting and Communication OR World literature	Writing for Magazine and Reporting	Hindi Bhasha Evam Sahitya		Research Portfolio (5)	

5.	Aspects of Translation	Intercultural Communication OR Health Journalism; Policies, Economy and Ethics	Visual Communication	Environmental Science and Sustainable Development		Dissertation (10)	
6.	AI Tools for Media						
7.	News Reporting, Writing and Long Form Writing		Agro-Economy and Rural Reporting	English Language and Literature			
8.	Non-Fictional Prose		GEO-POLITICAL REPORTING and Humanitarian Crisis	Co-curricular 1 (A) Parliament: Practice and Procedure – I (B) Bhartiya Sangeet – I (C) Lalit Kalan -I (D) Science of Happiness I: Foundations of Well-being (E) Debate and Dialogue- I			
9.	Electronic media: basics and applications			Innovation and Entrepreneurship			

10.	Aspects of Linguistics and English Language			Co-curricular-2 (A) Parliament: Practice and procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II (D) Science of Happiness II: Flourishing, Leadership & Society (E) Debate and Dialogue-II			
11.	Web Journalism and Digital Media						
12.	Media Laws and Journalistic Ethics						
13.	History of English Literature						
14.	Indian Constitution and Polity						
15.	American Literature						
16.	Media Management and Public Relations						
17.	Communication Research						
18.	Literary Criticism						
19.	Research Methodology						

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 Courses (SEC)
A	Ability Enhancement Courses (AEC)
AD	All Departments Common Courses
Code for Department offering the courses	
ADA	All Departments
CS	Department of Commuter 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)

Note :

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.

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.

The present course is based on NEP guidelines from UGC which is still in the process of up- gradation as it is being done for the first time. The proposed syllabus and course structure may undergo major changes and the University shall be fully authorized for the same.

As on the date the University is not registered in The UGC Portal for academic bank off credits hence the results shall be declared on the university website only.

SEMESTER –1

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
1EJC01	Introduction to Communication	4/4	1/1	-	5/5	80	-	20	100
1EJC02	Development of Media	5/5	-	-	5/5	80	-	20	100
1EJC03	AI Tools for Media – I	2/2	-	2/4	4/6	50	30	20	100
1ADA01	Social and Emotional Learning	1/1	1/1	-	2/2	30	-	10	40
1ADA02	Ethics and Culture	1/1	1/1	-	2/2	30	-	10	40
1ADA03	Hindi Bhasha Evam Sahitya	1/1	1/1	-	2/2	30	-	10	40
1EJS01	Computer Essentials with AI	-	1/1	½	2/3	-	30	10	40
Semester Totals		14/14	5/5	3/6	22/25	300	60	100	460

SEMESTER –2

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
2EJC4	English Writing, Literature in India	4/4	1/1	-	5/5	80	-	20	100
2EJC5	Aspects and Art of Translation	2/2	1/1	2/4	5/7	50	30	20	100
2EJC6	AI Tools for Media – II	2/2	-	2/4	4/6	50	30	20	100
2ADA4	Environmental Science and Sustainable Development	1/1	1/1	-	2/2	30	-	10	40
2ADA5	English Language and Literature	1/1	1/1	-	2/2	30	-	10	40
2ADA6	Co-curricular 1 (A) Parliament: Practice and Procedure – I (B) Bhartiya Sangeet – I (C) Lalit Kalan -I (D) Science of Happiness I: Foundations of Well-being (E) Debate and Dialogue- I	-	1/1	1/2	2/3	-	30	10	40
2EJS02	Newspaper, Tabloid and Magazine Layout Design	-	1/1	1/2	2/3	-	30	10	40
Semester Totals		10/10	6/6	6/12	22/28	240	120	100	460

SEMESTER –3

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
3EJC7	Non-Fictional Prose	4/4	1/1	-	5/5	80	-	20	100
3EJC8	News Reporting, Writing and Long Form Writing	3/3	1/1	1/2	5/6	50	30	20	100
3EJC9	Electronic Media: Basics and Applications	3/3	1/1	1/2	5/6	50	30	20	100
3EJG01	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
3ADA7	Innovation and Entrepreneurship	1/1	-	1/2	2/3	30	-	10	40
Semester Totals		14/14	5/5	3/6	22/25	260	90	90	440

GE - 1

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal 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	3	1	1	5	60	20	20	100
PRG01	Social Media Marketing	2	1	2	5	50	30	20	100
MCG01	Photo Journalism	4/4	0	1/2	5/6	60	20	20	100
JRG01	Entertainment Art & Culture Journalism	3/3	1/1	1/2	5/6	50	30	20	100
NCG01	NCC-3								100
NSG01	NSS-3								100
3EJG01	Writing for Social Media and Management	4/4	1/1	-	5/5	50	30	20	100

SEMESTER –4

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
4EJC10	Aspects of Linguistics and English Language	4/4	1/1	-	5/6	80	-	20	100
4EJC11	Web Journalism and Digital Media	3/3	1/1	1/2	5/6	50	30	20	100
4EJC12	Media Laws and Journalistic Ethics	4/4	1/1	-	5/5	80	-	20	100
4EJG02	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								
4ADA8 (A) or 4ADA8 (B) or 4ADA8 (C) or 4ADA8 (E) or 4ADA8 (D)	Co-curricular-2 (A) Parliament: Practice and procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II (D) Science of Happiness II: Flourishing, Leadership & Society (E) Debate and Dialogue-II	-	1/1	1/2	2/3	-	30	10	40
Semester Totals		13/13	4/4	4/8	22/26	230	120	90	440

GE - 2

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal 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	2	1	2	5	50	20	30	100
PRG02	Search Engine Optimization & Search Engine Marketing	1	1	3	5	50	30	20	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	50	30	20	100

NCG02	NCC-4								100
NSG02	NSS-4								100
4EJG02	Lifestyle Journalism	3/3	1/1	1/2	5/6	50	30	20	100

SEMESTER –5

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
5EJC13	History of English Literature	4/4	1/1	-	5/5	80	-	20	100
5EJC14	Indian Constitution and Polity	4/4	1/1	-	5/5	80	-	20	100
5EJE-01 (A) OR 5EJE-01 (B)	Science and Tech Journalism OR Cinema Aesthetics and Journalism	2/2	1/1	2/4	5/7	50	30	20	100
5EJG03	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
Semester Totals		13/13	4/4	3/6	20/23	260	60	80	400

GE - 3

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
CSG03	Accounting with Tally	3/3	0	2/4	5/7	60	20	20	100
NMG03	AI and Robotics	5/5	0	0	5/5	80	0	20	100
EMG03	Development Communication	2	1	2	5	50	20	30	100
PRG03	Creative Communication	2	1	2	5	50	30	20	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	50	30	20	100
NCG03	NCC-5								100
NSG03	NSS-5								100
5EJG03	Writing for Magazine and Reporting	3/3	1/1	1/2	5/6	50	30	20	100

SEMESTER –6

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
6EJC15	American Literature	3/3	1/1	1/2	5/6	80	-	20	100
6EJC16	Media Management and Public Relations	4/4	1/1	-	5/5	80	-	20	100
6EJE-2(A)	Business Journalism	3/3	1/1	1/2	5/6	50	30	20	100
	OR								
6EJE-2(B)	From Language to literature	4/4	1/1	-	5/5	80	-	20	100
6EJG04	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								
Semester Totals		13/13	4/4	3/6	20/28	230 OR 260	90 OR 60	80	400

GE - 4

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal 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	2	1	2	5	50	20	30	100
PRG04	Event & Experiential Marketing	2	2	1	5	50	30	20	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	50	30	20	100
NCG04	NCC-6								100
NSG04	NSS-6								100
6EJG04	Visual Communication	3/3	1/1	1/2	5/6	50	30	20	100

Option I - BA: English Journalism (Honours)

Only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: English Journalism shall be eligible.

Option-I: Semester –VII for 4 Years BA: English Journalism (Honours)

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
7EJC17	Communication Research	3/3	1/1	1/2	5/6	50	30	20	100
7EJE-3(A)	GENDER- NEUTRAL Reporting and Communication	3/3	1/1	1/2	5/6	50	30	20	100
7EJE-3(B)	OR World literature	4/4	1/1	-	5/5	80	-	20	100
7EJG05	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								
7EJV01	Creative Writing (Portfolio)	-	1/1	4/8	5/9	-	80	20	100
		9/9	4/4	7/14	20/28	150 OR 180	170 OR 140	80	400

GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal 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	2	1	2	5	50	20	30	100
PRG05	Digital PR	1	2	2	4	50	30	20	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	50	30	20	100
7EJG05	Agro-Economy and Rural Reporting	3/3	1/1	1/2	5/6	50	30	20	100

Option-I: Semester-VIII for '4 Years BA: English Journalism (Honours)'

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
8EJC18	Literary Criticism	4/4	1/1	-	5/5	80	-	20	100
8EJE4(A)	Intercultural Communication OR	4/4	1/1	-	5/5	80	-	20	100
8EJE4(B)	Health Journalism: Policies, Economy and Ethics	4/4	1/1	-	5/5	80	-	20	100
8EJG06	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
8EJV02	Internship and Internship based Report	-	1/1	4/8	5/9	-	80	20	100
						180 OR 210	140 OR 110	80	400

GE - 6

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal 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	2	1	2	5	50	20	30	100
PRG06	Web Advertising	1	2	2	5	50	30	20	100
MCG06	Media Business Management	4/4	1/1	0	5	80	0	20	100
JRG06	Parliamentary Reporting	3/3	-	2/4	5/7	50	30	20	100
8EJG06	Geopolitical Reporting and Humanitarian Crisis	3/3	1/1	1/2	5/6	50	30	20	100

Option II - Bachelor of Arts: English Journalism (Research)

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

Option-II: Semester –VII for '4 Years BA: English Journalism (Research)'

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
7EJC19	Research Methodology	3/3	1/1	1/2	5/6	50	30	20	100
7EJE5(A)	Gender-Neutral Reporting and Communication	3/3	1/1	1/2	5/6	50	30	20	100
	OR								
7EJE5(B)	World literature	4/4	1/1	-	5/5	80	-	20	100
7EJG05	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								
7EJC20	Research Portfolio (5)	-	1/1	4/8	5/9	-	80	20	100
						150 OR 180	170 OR 140	80	400

GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Practical Marks	Internal 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	2	1	2	5	50	20	30	100
PRG05	Digital PR	1	2	2	4	50	30	20	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	50	30	20	100
7EJG05	Agro-Economy and Rural Reporting	3/3	1/1	1/2	5/6	50	30	20	100

Option-II: Semester –VIII for‘4 Years BA: English Journalism (Research)’

Subject Code	Subject Name	L	T	P	Load	Theory Marks	Practical Marks	Internal Marks	Total Marks
		Credits/Hours							
8EJE4(A)	Intercultural Communication OR	4/4	1/1	-	5/5	80	-	20	100
8EJE4(B)	Health Journalism : Policies, Economy and Ethics	3/3	1/1	1/2	5/6	50	30	20	100
8EJG06	Generic Elective: Refer Table Below and Choose any One Subject (5 Credits)								100
8ERC21	Dissertation (10)	-	2/2	8/16	10/18	-	160	40	200
						130 OR 100	190 OR 220	80	400

GE - 6

Course Code	**Course Name**	**L**	**T**	**P**	**Load**	**Theory Marks**	**Practical Marks**	**Internal 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	2	1	2	5	50	20	30	100
PRG06	Web Advertising	1	2	2	5	50	30	20	100
MCG06	Media Business Management	4/4	1/1	0	5	80	0	20	100
JRG06	Parliamentary Reporting	3/3	-	2/4	5/7	50	30	20	100
8EJG06	Geopolitical Reporting and Humanitarian Crisis	3/3	-	2/4	5/7	50	30	20	100

SEMESTER-1

1EJC01: INTRODUCTION TO COMMUNICATION	Marks:100			Credits: 5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives;

- To introduce students to key media concepts, forms, texts and systems and their importance for social life.
- To make them explores the breadth of the study of the media.
- To make them asks; how significant are the media and their study, and why?
- To build students on own experiences as media consumers and users.
- To encourage students to critically reflect on how the study of the media has historically been forged through argument and contestation across diverse scholarly approaches.
- To develop an insight on the scenario of media technology, audience and content.
- To impart knowledge about Indian Perspective of Communication.

Learning Outcomes:

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

Unit-1	BASICS OF COMMUNICATION (Total hours- L+T+P= 15 hrs)	L	T	P
1.1	Essentiality of Communication in Society (Lecture, Class Room Discussion)	2	-	-
1.2	Communication: Concept, Definition, Scope, Process and Elements (Lecture, Class Room Discussion)	3	-	-
1.3	Functions of Communication and Mass Communication, Characteristics of Mass and Mass Society (Lecture, Class Room Discussion)	3	-	-
1.4	Types of Communication: Intra- Personal, Inter-Personal, Group and Mass Communication (Lecture, Class Room Discussion)	5	-	-
1.5	Barriers of communication (Lecture, Class Room Discussion)	2	-	-
	Total Hours	15		

Unit-2	MEDIA AND AUDIENCE (Total hours- L+T+P= 15 hrs)	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: Social Media platforms, Applications and Digital Media. 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	-
2.5	Audience Characteristics: Audiences as Public, as Market, Media Effects and Audience, Media Content and Audience (Lecture, Class Room Discussion Group Activity)	2	1	-
	Total Hours	15		

Unit-3	COMMUNICATION MODELS (Total hours- L+T+P= 15 hrs)	L	T	P
3.1	Aristotle's Model, Harold D Laswell'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 (Lecture, Class Room Discussion)	2	1	-
	Total Hours	15		

Unit-4	COMMUNICATION THEORIES (Total hours- L+T+P= 15 hrs)	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	-	-
	Total Hours	15		

Unit-5	**NEW INFORMATION TECHONOLOGY AND COMMUNICATION (Total hours- L+T+P= 15 hrs)**	**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	-
	Total Hours	15		

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. Keval J. Kumar (1994) Mass Communication In India. Jaico Publishing House, Mumbai, India. (New Ed.)
2. Larry L. Barker (1978) Communication Prentice-Hall, USA.
3. James Lull (2000) Media, Communication, Culture. Blackwell Publishers, UK.
4. Kamlesh Mahajan (1990) Communication and Society-The Emerging Human Concerns. Classical Publishing Company, Delhi, India.
5. Denis Mcquail (2010). Macquail's Mass Communication Theory. Thousand Oaks,
6. United States: Sage.
7. James W. Tankard Jr. and Werner J Severin (2003) Communication Theories: Origin, Methods, Uses in the Mass Media. New York: Longman.
8. Wilbur Schramm (1973). Men, Message, and Media. New York, Harper and Row.
9. Jessamy Perriam and Simon Carter (2021) Understanding Digital Societies. Sage Publishing.
10. Uma Narula, Mass Communication: Theory and Practice. HAR-ANAND Publications.
11. केवल जे. कुमार : भारत में संचार, जैको पब्लिशिंग हाउस, मुंबई।
12. डॉ. गोविन्द प्रसाद एवं पाण्डेय अनुपम : समाचार एवं जनसंचार, डिस्कवरी प्रकाशन हाउस, प्रा. लि., नई दिल्ली।
13. नन्द भारद्वाज : संस्कृति, जनसंचार और बाजार, सामयिक प्रकाशन, नई दिल्ली।
14. डॉ. श्रीकांत सिंह : संप्रेषण, प्रतिरूप, समताद्वांत, भारती प्रकाशक एवं वितरक, फैजाबाद, उत्तरप्रदेश।

1EJC02: DEVELOPMENT OF MEDIA	Marks:100			Credits: 5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	5/5	-	-

Course Objectives:

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

Learning Outcome:

- Students will able to explain birth and growth of Indian Press.
- They will get thorough understanding or contribution of Indian press in the freedom struggle and able to share it.
- Students will be able to understand Indian News Agencies.
- Student will be able to understand objectives of Doordarshan.
- 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	2	1	0
1.2	Hickey's Bengal Gazette	2	1	0
1.3	Brief history of prominent newspapers: The Hindu, Hindustan Times, Times of India, Amrit Bazar Patrika	2	1	0
1.4	Brief introduction and contribution of eminent journalist Raja Ram Mohan Roy, Jugal Kishore Shukla, Bhartendu Harish Chandra	2	1	0
1.5	Contribution of Indian media in social awakening (renaissance) social reforms	2	1	0
	Total Hours	15		

Unit-2	**Press and Freedom Movement**	**L**	**T**	**P**
2.1	Role of press in freedom movement.	2	1	0
2.2	Contribution of eminent journalist Lokmanya Bal Gangadhar Tilak, Mahatma Gandhi, Baburao Vishnu Paradkar, Ganesh Shankar Vidyarthi, Makhanlal Chaturvedi, Madhav Rao Sapre.	2	1	0
2.3	Introduction to Press council and Press Commission	2	1	0
2.4	Brief History of language press -Urdu, Bangla, Malayalam, Tamil, Marathi.	2	1	0

2.5	Eminent journalist of post-independence period Prabhas Joshi, Rajendra Mathur, Dharmveer Bharti, Rahul Barpute. Press During Emergency, Present scenario of Indian Press.	2	1	0
	Total Hours.	15		

Unit -3	Introduction to News Agencies and Radio	L	T	P
3.1	Brief history of AIR- Pre Independence Period, Post - Independence Period	2	1	0
3.2	Commission and Committees- Joshi Committee, Varghese Committee & Chanda Committee. Prasar Bharti Nigam – Objective, Structure and Function.	2	1	0
3.3	FM Broadcasting, Local Broadcasting, Interactive Radio Satellite Broadcast (Sky Radio)	2	1	0
3.4	Organization of AIR – News service division, external service division, Public Service and Commercial Radio, familiarization with studio and equipment	2	1	0
3.5	Introduction to News Agencies-PTI, UNI, Hindustan Samachar, Samachar Bharti, ANI	2	1	0
	Total Hours.	15		

Unit -4	Introduction to Doordarshan	L	T	P
4.1	Objectives of Doordarshan, Role of DD in National Development (SITE project and Educational TV)	2	1	0
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.	2	1	0
4.3	Characteristics of television as a medium of Communication	2	1	0
4.4	Difference and comparison of television with other media	2	1	0
4.5	Prasar Bharati Nigam- Objective Structure and Function.	2	1	0
	Total Hours.	15		

Unit- 5	Introduction to Film and Social Media	L	T	P
5.1	Cinema-Definition and scope, Introduction to Indian Cinema	2	1	0
5.2	Types of Indian Cinema- Popular& Parallel, Importance of Cinema in Indian Society.	2	1	0
5.3	Cinema as a medium of communication.	2	1	0
5.4	Introduction to Social Media, Types of Social Media, Indian Social, Media Platforms.	2	1	0
5.5	Social Media as an effective medium of communication. Importance of Social Media Contemporary Society.	2	1	0
	Total Hours.	15		

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

Suggestive Readings:

1. Natrajan J, The Publication Division, History of Indian Journalism
2. Gupta V S & Veer Bala Agrawal, Concept Publishing Company, New Delhi, Hand Book of Journalism & Mass Communication
3. Fang E. Erving, Focal Press, History of Mass Communication: Six Information Revolutions
4. Keavl J Kumar,Jaico Publication, New Delhi, Mass Communication and India
5. Villanilam J V, NBT, New Delhi, Growth and Development of Mass Communication India

1EJC03: AI TOOLS FOR MEDIA-I	Marks:100			Credits: 4		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	2/2	0	2/4

COURSE OBJECTIVES

The course aims to:

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

COURSE OUTCOMES (COs)

- The learner will be able to implement prompt engineering scripts and human-in-the-loop workflows for high-quality media content generation.
- The learner will be able to perform real-time fact-checking and multi-modal content generation using Perplexity and other citation engines.
- The learner will be able to develop grounded informational circuits using Notebook LM to eliminate external hallucinations in investigative reporting.
- The learner will be able to synthesize localized audio briefings and long-form reports using regional voice features and Indian AI platforms.
- The learner will be able to design custom AI behaviours 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)	2	-	-
1.2	Applications of Gemini, Claude, and ChatGPT in Journalism: Understanding the Content Engine	2	2	-
1.3	Identifying AI Hallucinations, Bias in Training Data, and Interpreting Confidence Scores	2	-	-
1.4	AI Forensic Detection and Content Provenance using High-accuracy Tools like GPTZero	2	-	2
1.5	Prompt Engineering: Essential Script Ingredients and Mastering Human-in-the-Loop Workflows	3	-	-
	Total Hours.	15		

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	2	-	-
2.2	Generative AI Tools for Multi-modal Capabilities: Creating Text, Images, and Videos	3	-	-
2.3	Automated News Summaries, Headline Generation, and Script Outlines	2	2	-
2.4	Integration of Multimedia Elements in AI-driven Digital Narratives	-	-	2
2.5	Workflow Automation for Real-time Content Creation and Verification	2	2	-
	Total Hours.	15		

UNIT-3	Notebook LM for Media Research	L	T	P
3.1	Basic Features of Notebook LM: Adding Sources and Building Closed Circuits of Information	2	-	-
3.2	Grounding AI in Primary Sources to Eliminate External Hallucination	3	-	-
3.3	Creating Audio Overviews, Podcasts, and Long-form Reports from Uploaded Sources	2	2	-
3.4	Source Citation Management and Advanced Information Mapping Tools	-	-	2
3.5	Generating Media Assets: Mind Maps, Flashcards, Quizzes, and Info graphics	2	2	-
	Total Hours.	15		

UNIT-4	Investigative Reporting and Regional AI	L	T	P
4.1	Advanced Media Applications: Fact-checking AI Responses Against PDFs and Transcripts	2	-	-

4.2	Managing Large Datasets and Complex Content for Investigative Reporting	**3**	**-**	**-**
4.3	Implementing Regional Voice Features for Localized Audio Briefings and Community News	**2**	**2**	
4.4	Applications of Indian Generative AI: Exploring BharatGPT in Media			**2**
4.5	Integrating Localized AI Tools for Diverse Language Reporting in India	**2**	**2**	
	Total Hours.	**15**		

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	**2**	**-**	**-**
5.2	Applications of Google AI Studio: Gemini API Basics and System Instructions	**2**	**2**	**-**
5.3	Customizing AI Behavior: Developer-level Control Without Coding for Media Contexts	**2**	**-**	
5.4	Model Tuning: Aligning Creative Generation with Factual Consistency for Data Journalism	**2**		**2**
5.5	Training AI for Specific Formats: JSON, Tables, and Creating Custom Media Bots	**3**		
	Total Hours.	**15**		

Suggested Tools & Technologies

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

- ChatGPT / Gemini / Perplexity (free, CAI)
- Krutrim / Hanooman (free, Bharatiya GAI)
- Notebook LM (free, Google - grounded AI)
- Google AI Studio (free, API & media bots)
- Claude AI (free tier, writing & analysis)

SUGGESTED PRACTICAL LIST

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

- Draft efficient prompt scripts for diverse newsroom personas by strictly applying the RCTC (Role, Context, Task, Constraint) framework.

- Execute a "Human-in-the-Loop" workflow to iteratively refine raw AI drafts into publishable editorial content.
- Generate a multi-modal news consisting of a text-based report, an AI-generated image prompt, and a structured video storyboard.
- Automate the creation of news summaries and headlines from raw press releases using structured instruction sets.
- Construct a "closed circuit" of information in NotebookLM by uploading a curated set of PDFs, transcripts, and field notes.
- Synthesize reports and summaries that are strictly grounded in your primary sources to eliminate external AI hallucinations.
- Produce a professional Audio Overview (Podcast) from long-form investigative documents using grounded information.
- Create interactive mind maps, flashcards, and infographics directly from your uploaded source material.
- Fact-check AI-generated responses against specific page numbers and quotes from your uploaded documents to ensure 100% accuracy.
- Generate localized audio briefings using the Regional Voice feature to cater to community-specific reporting needs.
- Evaluate the cultural and linguistic accuracy of BharatGPT for India-specific media use cases compared to global models.
- Navigate the Google AI Studio interface to explore Gemini API capabilities and model parameters.
- Extract and output news data in structured formats like JSON and tables for data journalism applications.
- Design a custom Media Bot to autonomously tag, classify, and summarize incoming news feeds based on your newsroom's specific beats.
- Perform a forensic text analysis using GPTZero to distinguish between human-made and AI-generated media content.

Books:

- Artificial Intelligence in Journalism by Seth C. Lewis, Oxford University Press
- Generative AI for Media Professionals by Brandon Roberts, Sage Publications
- The AI-Powered Newsroom by S. Gupta and R. Verma, Indian Academic Press
- Data Journalism with AI by Paul Bradshaw, Routledge
- Digital Media and BharatGPT: The Indian Perspective by K. Ramachandran
- Ethics for the Digital Age by Janet Jones
- Exploring the Intersection of Artificial Intelligence and Journalism: The Emergence of a New Journalistic Paradigm. Routledge India. (Essential for understanding AI's role in the Indian media ecology). — Biswal, S. K., & Kulkarni, A. J. (2024)
- Prompt Engineering: The Art of Asking: Master Generative AI Tools Like ChatGPT & MidJourney. Notion Press. (A practical guide to prompt templates for content creators). Palaghat, Y. S. (2024)
- Artificial Intelligence and the Future of Journalism. Research Beacon Publication. (Covers global and Indian practices in algorithmic literacy). — Li Dr Fangni (2025)

- Fundamentals of Artificial Intelligence. (A comprehensive NEP-aligned textbook featuring specific chapters on Gemini, Perplexity, and Prompt Engineering). — Universities Press (2026)
- Prompt Engineering for Generative AI. O'Reilly/Shroff Publishers, Phoenix, J., & Taylor, M. (2024) Artificial Intelligence in Indian Media: Law, Ethics, and Practice: Dr Pawan Duggal (Universal Law Publishing, 2025/2026)
- Digital Journalism in India: From Print to AI: Prof. Ujjwal K. Chowdhury (SAGE India, 2025)
- The Indian AI Revolution: BharatGPT, Krutrim, and the Future of Indic LLMs Editors: V. Rajaraman & Shailesh Kumar (PHI Learning, 2026)
- Reporting from the Heartland: Data and Digital Tools for the Indian Journalist: Samarth Bansal (Self-published/University Press, 2025)
- BharatGPT (CoRover.ai) Whitepapers & Developer Guides Source: CoRover.ai Official Documentation (2025/2026)
- The State of AI in Indian Newsrooms (Annual Report) Publisher: Google News Initiative (India) / Reuters Institute (India Chapter)
- AI ane Patrakarita (Gujarati/Hindi Edition) Publisher: Gujarat Sahitya Academy / National Book Trust (2026)

DIGITAL & E-RESOURCES

- Google AI Studio Documentation (Technical Guide): https://aistudio.google.com/
- Google AI Studio Handbook: https://aistudio.google.com/app/prompts/new_chat
- NotebookLM Official Guide: https://notebooklm.google.com/
- Prompt Engineering Guide: https://www.promptingguide.ai/
- Journalist Studio by Google: https://journaliststudio.google.com/
- NotebookLM Help Centre: https://support.google.com/notebooklm/ – Official tutorials on "Grounding" and the "Audio Overview" feature for podcasters.
- OpenAI Cookbook: https://cookbook.openai.com/ – Example scripts for media developers using GPT-4 for JSON output and data extraction.
- YouTube - Google Cloud Tech: Tutorials on "Generative AI for Developers.
- IndiaAI Portal: https://indiaai.gov.in/ Government resources on national AI standards and research papers on AI in local languages.
- Google AI Documentation & AI Studio Guides – Google Developers
- OpenAI Documentation & Prompt Engineering Guides
- UNESCO (2023) – Guidelines for AI in Journalism
- Data Journalism Training Modules from PTI
- NotebookLM Official Support (Tool Portal): https://notebooklm.google.com/
- GPTZero: AI Detection for Media (Forensic Tool): https://gptzero.me/
- Perplexity AI: Citation Based Research (Fact-checking Tool): https://www.perplexity.ai/
- SWAYAM: Artificial Intelligence for Journalists (Course Video): https://swayam.gov.in/

1ADA01: SOCIAL AND EMOTIONAL LEARNING	Marks:40			Credits: 2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objectives:

- To understand the concept of emotional and social intelligence and learn ways of developing them.
- To understand and establish the role of emotional learning in life and existence of self and its dependency with Nature.
- To introduce the basic concepts of the learning such as self and social awareness
- To inculcate the skills among the students to learn from emotions and practice self-management
- To inculcate the relationship skills among students for taking responsive decisions.
- To aware about unsupervised learning, misinformation and social learning.
- To develop the socio-emotional approach of learning among students.

Learning Outcome:

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

UNIT-1	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 (Ramayna, Bhagvatgita etc.)	1	-	-
1.3	Philosophers (Aurobindo, J. Krishnamurthy, Mahirshi Raman and NisargdattaMaharaj)	2	1	-
	Total Hours.	06		

UNIT-2	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	-	-
	Total Hours.	06		

UNIT-3	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 behaviour	2	-	-
3.3	Techniques to manage emotions and social conflict	1	-	-
	Total Hours.	06		

UNIT- 4	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 communicator	1	1	-
	Total Hours.	06		

UNIT – 5	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	-	-
	Total Hours.	06		

Assignments:

- Prepare chart / poster on human learning.
- Make a poster presentation on different social and emotional experiences.
- 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.
- Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.

- Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
- Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
- 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.
- Exercises to have inner observation for self-knowing while in stress or in emotions and to develop skills of self-management.
- 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.
- 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.

Suggestive Readings :

- A.N.Tripaty (2003). Human Values, New Age International Publishers.
- Adams, S. R., & Richie, C. (2017). Social emotional learning and English language learning: A review of the literature.
- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
- Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books.
- Bajpai.B.L. (2004). Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted.
- Baron and Byrne. Social Psychology.
- Bertrand Russell. Human Society in Ethics and Politics
- C.T. Morgan, R.A. King, J. R. Weisz, JSchopler (2011). Introduction to Psychology.
- Corliss Lamont: Philosophy of Humanism.
- Daniel Goleman (1995). Emotional Intelligence. Bantam Books.
- Daniel Goleman (2017). Emotional Intelligence and Social Intelligence: The New Science of Human Relationships.
- Plutchik, R. (2001). The nature of Emotions.
- VanAusdal, K. (2019). Collaborative classrooms support social-emotional learning.
- अरूण कुमार सिंह, समाज मनोविज्ञान की रूपरेखा, मोतीलाल बनारसीदास।
- एम.पी. पंडित, (2000) श्री अरविन्द, आधुनिक भारत के निर्माता, प्रकाशिन विभाग, सूचना और प्रसारण मंत्रालक,भारत सरकार।
- श्री पूरन चंद्र जोशी (2009) परिवर्तन और विकास के सांस्कृतिक आयाम, राजकमल प्रकाशन।
- श्री श्यामाचरण दुबे (2016) मानव और संस्कृति, राजकमल प्रकाशन।
- श्री अखिलानन्द, हिन्दु साइकोलॉजी।

1ADA02: ETHICS AND CULTURE	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

COURSE OBJECTIVES:

- To introduce students to basic Human Ethics.
- To highlight the role of Ethics in Life.
- To improve emotional and Spiritual Quotient of students.
- To make students aware of Culture.
- To improve Cultural Quotient of students.

LEARNING OUTCOME:

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

UNIT-1	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 (I) 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	-	-
	Total Hours.	06		

UNIT-2	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	-	-
	Total Hours.	06		

UNIT-3	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	-	-
	Total Hours.	06		

UNIT-4	Study of Culture	L	T	P
4.1	The Idea of Culture, Perspectives of Indian Culture and Value System: *Dharma, Karma, Vasudhaiv Kutumbkam, Sarve bhavantu sukhinh, Shashwat dharma*	2	-	-
4.2	Indic philosophy in values and culture, *Deh; mann; buddhi; atman,* Happiness and Success	1	-	-
4.3	Hindu-Buddhist ethics, Integral Humanism (*Pt. Deen Dayal Upadhyay*), *Hind Swaraj*	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	-	-
	Total Hours.	06		

UNIT-5	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	-	-
	Total Hours.	06		

ASSIGNMENTS:

- Make a poster presentation on different Indian cultural anecdotes.

- Prepare case study on Mahabharata and contemporary relevance, Bhopal Gas tragedy, Chernobyl tragedy, Satyam Case, Celebrities and drug abuse etc (800-100 words).
- Conduct small practical to assess morality, ethics, Indic values among masses.
- Prepare project on Indology, Ramayana and ethical relevance, Mahabharata and socio- cultural relevance.
- Prepare a street play on human socio-professional ethics or Indian culture.

SUGGESTIVE READINGS:

- A.N.Tripaty, Human Values, New Age International Publishers, 2003
- Bajpai. B.L., Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted, 2004
- Berger, A. (2012). Media and Society: A Critical Perspective.
- Bertrand Russell, Human Society in Ethics and Politics
- Corliss Lamont, Philosophy of Humanism
- Gerber S. Scherer and H.Hefner D. (2016).Social Capital in Media Societies.: The Impact of Media use and media structure capital. International Communication Gazette, Vol. 78 (6), pp 493-513
- Ramanujan, A.K. (1999) Folk Tales of India, edited by Brenda Beck and Peter J. Klaus, Chicago: Univ. of Chicago Press.
- Schiffman, Harold. (1996) Linguistic Culture and Language Policy, London and New York: Routledge.
- Van, G. (2017). Part-1: What is Culture and how does it Affect our Daily Lives? HUFFPOST.

E-Resources

- https://hvpenotes.blogspot.com/2017/01/chapter-v-understanding-human
- https://aktu.ac.in/hvpe/PDF Presentations/PDF English Presentation/HVPE
- https://www.digitalg1.com/courses/kve301-kve401-uhvpe/kve301-kve401
- http://www.huffingpost.com/gabriella-van-rij/part-1-what-is-culture-and-how-does-it-affect-our-daily-lives_b_9607312

1ADA03: हिंदी भाषा एवं साहित्य (HINDI BHASHA AVAM SAHITYA)	Marks:40			Credits:2		
	Th	Pr	aI	Contact Hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

पाठ्यक्रम के उद्देश्य:

- हिंदी भाषा का सामान्य परिचय और उसके संचार के पक्षों का ज्ञान कराना।
- हिंदी भाषा और साहित्य के प्रचलित स्वरूपों का संचार की दृष्टि से परिचय कराना।
- हिंदी भाषा का अन्य भाषाओं के साथ संबंधों का ज्ञान कराना।
- हिंदी के प्रयोजनमूलक स्वरूप का प्रशिक्षण प्रदान करना।

व्यावहारिक हिंदी के वाचन और अधिगम के परिणाम:

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

इकाई–1	हिंदी भाषा के तत्त्व और उनका बोध	L	T	P
1.1	भाषा और संप्रेषण, हिंदी की लिपि, वर्तनी	1	1	-
1.2	हिंदी की ध्वनियाँ, हिंदी रूप रचना	2	-	-
1.3	देवनागरी लिपि और उसकी विशेषताएँ	1	-	-
1.4	हिंदी की उपभाषाएँ	1	-	-
	Total Hours.	06		

इकाई–2	हिंदी भाषा और साहित्य की संरचना	L	T	P
2.1	हिंदी की शब्दावली, हिंदी का मानक: व्याकरण (सामान्य परिचय)	2	-	-
2.2	हिंदी भाषा और साहित्य का संक्षिप्त इतिहास: सामान्य परिचय	1	-	-

2.3	हिंदी में विभिन्न विषयों का बोधन	1	-	-
2.4	हिंदी पद्य के विकास का सामान्य परिचय	2	-	-
	Total Hours.	06		

इकाई–3	व्यावहारिक हिंदी और लेखन	L	T	P
3.1	मुहावरे, लोकोक्तियाँ और कहावतें	2	-	-
3.2	हिंदी का सामाजिक संदर्भ, संवाद शैली	1	-	-
3.3	सरकारी पत्राचार तथा टिप्पणी और प्रारूपण	1	1	-
3.4	अनुवाद करने का व्यावहारिक ज्ञान	1	-	-
	Total Hours.	06		

इकाई–4	हिंदी का प्रयोजनमूलक स्वरूप	L	T	P
4.1	प्रयोजनमूलक भाषा और हिंदी के विविध रूप	1	-	-
4.2	प्रयोजनमूलक हिंदी, सामान्य हिंदी और पारिभाषिक शब्दावली	2	-	-
4.3	हिंदी भाषा का अन्य भाषाओं के संबंध, हिंदी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का ज्ञान	2	-	-
4.4	संपर्क भाषा हिंदी, हिंदी का अंतरराष्ट्रीय संदर्भ	1	-	-
	Total Hours.	06		

इकाई–5	हिंदी गद्य	L	T	P
5.1	हिंदी गद्य का विकास, हिंदी गद्य की विविध विधाएँ	2	-	-
5.2	हिंदी कहानी और उपन्यास : स्वरूप और विकास	1	-	-
5.3	समकालीन हिंदी लेखन	1	-	-
5.4	हिंदी एकांकी और नाटक : एक सामान्य परिचय	2	-	-
	Total Hours.	06		

सत्रीय कार्य:

- कम से कम 20 ऐसे हिंदी शब्दों को लिखें जिसमें कुछ ध्वनियों के बदल जाने के कारण अर्थ-भेद होता है।
- निम्नलिखित शब्दों को शब्दकोशीय क्रम में रखिए—भक्ति, अंग, महानता, त्योहार, संस्कृति, पूर्वी, पढ़ना, बड़ा, मानव, प्रकृति, ऋतु, मुख्य, फसल, पंक्तियाँ, महापुरुष, पूजा, भावना, ब्याज, जिक्र, तरक्की।
- हिंदी की समस्त उपभाषाओं की सूची बनाएँ एवं उस पर संक्षिप्त टिप्पणी लिखें।
- हिंदी में खेल, अर्थव्यवस्था और विज्ञान विषयों पर पाँच-पाँच समाचार लेखन करें।
- कम से कम पाँच अलग-अलग विषयों (अनुशासनों) पर बीस-बीस पारिभाषिक शब्दावली की सूची बनाएँ।

संदर्भ ग्रंथ:

1. डॉ. भोलानाथ तिवारी (सं.): *हिंदी की ध्वनि संरचना*, साहित्य सहकार, कृष्णानगर, दिल्ली।
2. रामचंद्र वर्मा, *अच्छी हिंदी*, इलाहाबाद।
3. वासुदेव नंदन प्रसाद, *आधुनिक हिंदी व्याकरण और रचना*, भारती भवन, पटना।
4. द्विवेदी हजारी प्रसाद, *साहित्य सहचर*, लोक भारती प्रकाशन, इलाहाबाद।
5. कृष्णकुमार गोस्वामी, *प्रयोजनमूलक हिंदी और कार्यालयीन हिंदी*, कलिंग प्रकाशन, 1982, नई दिल्ली।
6. राकेश शर्मा एवं नीलमणि शर्मा (2019), *राजभाषा हिंदी : कल, आज और कल*, द क्रिएटिव आर्ट, दक्षिण-पूर्वी दिल्ली–110044।
7. गोपाल राय (2020), *हिंदी भाषा का विकास*, राजकमल प्रकाशन, अक्षर, नई दिल्ली।
8. डॉ. हरदेव बाहरी, *हिंदी उद्भव, विकास और रूप*, किताब महल प्रकाशन, नई दिल्ली।

1EJS01: COMPUTER ESSENTIALS WITH AI	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

COURSE OBJECTIVES:

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

COURSE OUTCOMES:

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

UNIT–I
• Computer System Concepts, Application area, advantage & disadvantage, Components of a computer system -Control unit, ALU, Input/Output, Memory, Mother Board, Generations of computers, Types of PC, Primary Vs Secondary Memory, Introduction to Types of Software: Application, System software, Computer Network LAN, WAN MAN, • Programming Languages: Machine, Assembly, High Level Language, 4GL, Translators : Assemblers, Compilers and Interpreter. Introduction to AI, History, Definition, and Applications of AI, Types of AI, Definition, Scope, and Goals of AI, Advantages and Limitations of AI.

UNIT-II
• Operating System (Windows 11): Overview of Windows Operating System, Basic Operations-How to Start a computer, Login, Logoff, Shutdown, 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. • 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. • Introduction to Internet, Browser, WWW and URL, Features of Web Browser. • Overview of AI Productivity Tools (ChatGPT, Copilot, Gemini, Notion AI)

UNIT–III
• Introduction to MS Office (2013), 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, Applying various Text Enhancements- Fonts, Styles, Text Attributes, Formatting Text and Documents: Auto format, Paragraph and Page Formatting, 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, Mail-Merge. Tables: Creating a simple table, working with table, Conversion of text to table. Introduction to Google Docs, Smart Compose Editor and AI Summarizer.

UNIT–IV
• Graphics in MS-Word: Importing graphics, Clipart, insert picture, Using Clip Art, Shapes and SmartArt in documents, using drawing features, drawing objects, text in drawing. Taking and inserting Screenshots in Documents, Using WordArt and Drop Cap features in documents. Using AI tools for grammar checking and content suggestions. • MS PowerPoint: Introduction & area of use, Working with MS PowerPoint, Creating a New Presentation, Using Wizards; Slides & its different views, Inserting, Deleting and Copying of Slides; Using Animation and Transitions, • Overview of AI Tools for Presentation (Beautiful.ai, Tome, Canva), Generate an AI-based presentation using online tools

UNIT–V
• MS Excel Spreadsheet Basics & features, concepts of Workbook & Worksheets, Using Wizards, Various Data Types, Selecting cells, Entering and editing text, Entering and editing Numbers, 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. • 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, 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, • 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.

Books and References

- Windows 8.1 Plain and Simple by Joli Ballew, Nancy Muir, PHI
- MCSA Microsoft Windows 8.1 Complete Study Guide: Exams 70-687, 70-688, Jeffrey R. Shapiro, Darril Gibson, Wiley India
- Windows 8.1 For Dummies By Andy Rathbone, Wiley India
- Office 2013 in Simple Steps, Kogent Learning Solutions Inc., Wiley India
- Microsoft Office:2013 Edition Inside Out, Bott Ed, Siechert, Carl, Prentice Hall Of India (PHI)
- Learning Microsoft Office 2013, Paperback by Ramesh Bangia, Khanna Book Publishing
- Microsoft Learn Portal: AI Features in Microsoft 365
- https://cbseacademic.nic.in/web_material/Curriculum25/publication/srsec/843_AI_Student_HandbookXI.pdf
- Fundamentals of Computers, Paperback by Reema Thareja, Oxford University Press.
- Computers Today, A. Ravichandran, Khanna Book Publishing.
- Handbook of Computer Fundamentals by Nasib Singh Gill, Khanna Publishers.

Practical Questions:

Q. 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 if often negative.

- Save your work as “Television” on Desktop.
- Set the heading : Font Times New Roman Size 18, align centre& Bold,
- Set the remaining text with font Calibri & size 12
- Underline the heading & change all letters to uppercase
- Run the spell checker.
- Apply indentation to the first line of the second paragraph
- Change the line spacing of the paragraphs to 1.5.
- Replace the word “screen” with monitor.
- Apply a 6pt width page border to the document
- Change the Page orientation to Landscape

Q. Type the given text in similar format using list in the word:

- Select the first, then hold CTRL whilst selecting the rest
- Right click on them
- Double click on them
- Use the TAB button

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

What is the short cut for copying data to the clipboard?

- CTRL + C
- CTRL + X
- CTRL + Z
- CTRL + V

Q. Create a table as shown below.

Student Name		Marks1	Marks2
First Name	Last Name		

Enter the detail in the table

- Insert one row after Marks 2 and name its heading as Total
- Calculate total of Marks1 & Marks2 and enter in Total Column
- Bold the Student Name, Marks1, Marks2 ,& Total

Q. Type the following text MS-word in Hindi using UNICODE

हँसी शरीर के स्वास्थ्य का शुभ सवांद देने वाली है। वह एक साथ ही शरीर और मन को प्रसन्न करती है। पाचन शक्ति बढाती है, रक्त को चलती है और अधिक पसीना लाती है। हँसी एक शक्तिशाली दवा है। एक डॉक्टर कहता है कि वह जीवन कि मीठी मदिरा है। डॉक्टर ह्युड कहता है कि आनंद से बड़कर बहुमूल्य वस्तु मनुष्य के पास और कोई नहीं। कारलाइल एक राजकुमार था। संसार त्यागी हो गया था वह कहता है कि जो जी से हँसता है, वह कभी बुरा नहीं होता। जी से हँसो, तुम्हे अच्छा लगेगा। अपने मित्र को हँसाओ, अव अधिक प्रसन्न होगा। शत्रु को हँसाओ, तुम से कम घर्णा करेगा। एक अनजान को हँसाओ, तुम पर भरोसा करेगा। उदास को हँसाओ, उसका दुःख घटेगा। एक निराश को हँसाओ, उसकी आशा बढेगी। एक बूढ़े को हँसाओ, वह अपने को जवान समझने लगेगा। एक बालक को हँसाओ, उसके स्वास्थ्य में वृद्धि होगी। वह प्रसन्न और

प्यारा बालक बनेगा। पर हमारे जीवन का उद्देश्य केवल हँसी ही नहीं है, हमको बहुत काम करने हैं। तथापि उन कामों में, कष्टों में और चिंताओं में एक सुँदर आतंरिक हँसी, बड़ी प्यारी वस्तु भगवान ने दी है।

Q. Send a letter to your classmates using mail merge.

Q. Write about introduction of computer and insert pictures related to it.

Q. Open Microsoft Excel and perform the following

- Input experimental data into Microsoft Excel worksheet.
- Properly format and organize data inserted.
- Perform calculations using built-in functions.
- Generate simple and effective tables and graphs
- Integrate both graphs and tables created in MS Excel into MS Word document.

Q. Make Power Poi**nt Slides to explain various input and output devices**

Q. Make Power Point Slides to show various tourist places of Madhya Pradesh.

Q. Apply text and slide transitions

Q. Insert image & sound file in Presentation

Q. Create a project report using MS Word + AI summarizer

Q. Develop a sales report and analyze it using Excel + AI insights

Q. Prepare a multimedia presentation with AI design tools

Q. Create a student database using MS Access and connect it to Excel

Q. Use AI assistant (ChatGPT/Copilot) to automate office workflows

SEMESTER - 2

2EJC4- ENGLISH WRITING, LITERATURE IN INDIA	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objective: -

- To acquaint students with the essentials of English writings in India.
- To make students understand the different literary works of prominent English writers in the world.
- To introduce students to different genres in English.
- To provide students with knowledge of poetry and prose.
- To provide students with knowledge of Drama and Novel.

Learning Outcomes: -

- The student will understand the concept of English writers in India.
- Develop critical thinking about prose, poetry and drama.
- Comprehend the concept of English literature.

UNIT-1	History & Evolution of English in India	L	T	P
1.1	History of English language in India.	1	-	-
1.2	English in the Indian Subcontinent	1	-	-
1.3	The origin of English in India	1	1	-
1.4	Three Language formula	1	-	-
1.5	Future of English in India	1	-	-
	Total Hours.	06		

UNIT-2	The Pioneers- 1	L	T	P
2.1	Raja Rammohan Roy's Prose writing	1	-	-
2.2	Henry Derozio	1	-	-
2.3	Toru Dutt, Ram Sharma &Romesh Chunder	1	-	-
2.4	Behramrji Malabari, Nagesh Vishwanath Pai	1	1	-
2.5	Rabindranath Tagore	1	-	-
	Total Hours.	06		

UNIT-3	Evolutions of canons in Indian English writing	L	T	P
3.1	Canon- making in the era of Premchand, Mulk Anand, Raja Rao, RK Narayan	1	-	-
3.2	Feminism: Indian English Writers	1	-	-
3.3	The Dalit Canon	1	-	-
3.4	Indian English Literature and Nationalism	1	-	-
3.5	Decolonizing the Minds.	1	-	-
	Total Hours.	06		

UNIT-4	The Pioneers-2	L	T	P
4.1	Aurobindo Ghosh, Kamla Das, Nissim Ezekiel	2	-	-
4.2	Sarojini Naidu, Anita Desai	1	-	-
4.3	Nirad C Chaudhary, Girish Karnad	2	-	-
4.4	Vikram Seth, Shashi Tharoor, Rohinton Mistry and Salman Rushdie	1	-	-
4.5	Arvind Adiga, Amitav Ghosh, Kiran Desai	2	-	-
	Total Hours.	06		

UNIT-5	Short Introduction- Poetry, Novel and Drama	L	T	P
5.1	Background to Indian English Poetry	1	-	-
5.2	Indian English Novel	1	-	-
5.3	Indian English Drama Short Introduction	1	-	-
5.4	Indian non-fictional Prose writing	1	-	-
5.5	Indian Folk Literature; A short introduction	1	-	-
	Total Hours.	06		

Practical/Projects/Assignments:

- Write a short biography on any pioneers of Indian English writers.
- Prepare a PPT on Non-Fictional prose.
- Make a poster on Dalit canons in English writing.

Suggested reading

- "The Penguin Book of Indian Writing" edited by Salman Rushdie and Elizabeth West (1990)
- "A Handbook of English Literature" by P.N. Sinha (2001)
- "Indian English: Literature Since Independence" by R.K. Dhawan (1991)
- "Indian English Literature: Perspectives and Perceptions" edited by Amrita Ghosh (2010)
- "An Outline History of Indian English Literature" by M.K. Naik (1984)
- "Modern Indian English Fiction" by O.P. Mathur (1991)
- "Indian Writing in English" by M.K. Naik (1982)
- "New Perspectives on Indian English Writings" edited by Rajeshwar Mittapalli (2012)
- "English Literature and Cultural Studies" by Surindar Singh Narula (2005)

2EJC5-ASPECTS AND ART OF TRANSLATION	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	2/2	1/1	2/4

Course Objectives

- Students will learn about different forms of media translations.
- Students will be able to understand and decode the various theories and tools in Contemporary translation.
- Students will learn about paraphrase, poetic and prosaic and creative translation.

Learning Outcomes

- Familiarize students with the practices and functions of translation in global media communication.
- To make them understand how media and translation frameworks can help shed light on selected translation forms and practices
- To enable them to analyse and critically assess the linguistic, semiotic and discoursal features of selected media texts
- To enable them evaluate the cultural and ideological implications of media translation activities

UNIT-1	Translation: meaning and importance	L	T	P
1.1	Definition of translation	2	-	-
1.2	Relevance of translation	2	-	1
1.3	Areas of Translation	2	1	1
1.4	Types of Translation	2	-	1
1.5	Translation and globalization	3	-	-
	Total Hours	15		

UNIT-2	General understanding of how to translate	L	T	P
2.1	Communicative translation as a replacement of form and m	3	1	1
2.2	Transliteration as the failure of translation	1	-	1
2.3	Perceptive skill in translation,	2	-	1
2.4	poetic and prosaic translation	1	-	2
2.5	the broad and narrow aspects of translation	1	1	-
	Total Hours	15		

UNIT-3	Types of Translation	L	T	P
3.1	Formal and word to word translation	2	1	-
3.2	Semantic Translation and focus on Meaning in Translation:	2	1	1
3.3	Translation as Paraphrase	2	1	-

3.4	Creative translation	2	-	-
3.5	Poetic and Dramatic Translation	3	-	-
	Total Hours	15		

UNIT – 4	**Theories and Trends in Translation**	**L**	**T**	**P**
4.1	Historical Theories of Translation	2	1	1
4.2	Bible Translations, Translations of Epics, Scriptures and stories in Mythology.	2	1	-
4.3	Modern Theories in Translation	1	1	-
4.4	Changing trends and ideas in translation	2	-	2
4.5	Difference in Theoretical and Pragmatic Translations	1	1	-
	Total Hours.	15		

UNIT-5	**Future and Strategies in Translation**	**L**	**T**	**P**
5.1	Synonyms and Accuracy levels in Translation	3	1	-
5.2	Translation in Social Media	3	1	-
5.3	Translation in Re-Scripting for different audience	2	-	-
5.4	Importance of Translation as Original Writing	2	-	-
5.5	Writing project	1	1	1
	Total Hours	15		

PRACTICAL/PROJECTS/ASSIGNMENTS: -

- TRANSLATE ANY POEM OF YOUR CHOICE (ENGLISH – HINDI) VICE-VERSA.
- Translate the gist of any holistic book (English-Hindi) vice-versa.
- Tranlate any Business, Sports, Political article.

SUGGESTIVE READINGS:-

- The Routledge Handbook of Translation and Media, Esperança Bielsa.
- Found in Translation: How Language Shapes Our Lives and Transforms the World" by Nataly Kelly and Jost Zetzsche.
- Translation: A Very Short Introduction" by Matthew Reynolds:
- Translation in Practice: A Symposium" edited by Gill Paul:
- The Translation Studies Reader" edited by Lawrence Venuti.
- The elements of typographic style. Point Roberts, WA: Hartley & Marks. Cross, N. (2011).
- Design thinking: Understanding how designers think and work. Berg. Dabner, D., Stewart, S., & Vickress, A. (2017).
- Graphic design school: the principles and practice of graphic design. John Wiley & Sons

2EJC6: AI TOOLS FOR MEDIA-II	Marks:100			Credits:4		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	2/2	-	2/4

Course Objective

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

Course Outcomes

- The learner will be able to manage and analyze high-volume investigative datasets using Pinpoint and document intelligence tools.
- The learner will be able to design and deploy autonomous agentic workflows for multi-step journalistic tasks and newsroom automation.
- The learner will be able to structure an AI-first newsroom workflow including beat monitoring and automated distribution cycles.
- The learner will be able to utilize forensic tools and metadata analysis to detect audio, video, and image deepfakes.
- The learner will be able to navigate legal complexities including copyright, IT Rules 2026, and defamation in the AI landscape.
- 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	2	-	1
1.2	Optical Character Recognition (OCR) for Legacy Documents	2	-	1
1.3	PDF Data Scraping and CSV Transformation	2	-	1
1.4	Advanced Search Syntax for Investigative Evidence	2	1	-
1.5	Managing Investigative Datasets for Newsroom Workflows	2	1	-
	Total Hours.	15		

UNIT-2	AGENTIC AI AND MULTI-AGENT ORCHESTRATION	L	T	P
2.1	The Reasoning-Action Cycle in Agentic AI	2	-	1
2.2	Agentic (RAG) v/s Traditional Retrieval Workflows	2	1	-
2.3	Multi-Agent Orchestration for Specialized Newsroom Tasks	2	-	1
2.4	Gemini Agentic Mode and Structured Output Design	2	-	1
2.5	Human-in-the-Loop Governance and Crew AI Introduction	2	1	-
	Total Hours.	15		

UNIT-3	**The AI-First Newsroom Architecture**	L	T	P
3.1	End-to-End News Cycle, Beat Monitoring and final distribution	3	-	1
3.2	Virtual Editorial Boards and AI Persona Simulations	2	1	-
3.3	Dynamic Resource Allocation for Automated Desk Tasks	2	-	1
3.4	AI-Driven Performance and Sentiment Analytics	2	-	1
3.5	Integrated Workflows for Time-Bound Media Environments	2	-	-
	Total Hours.	15		

UNIT-4	**Deepfakes and Synthetic Media Forensics**	L	T	P
4.1	Generative Adversarial Networks (GANs) and Diffusion Models	2	1	-
-4.2	Deepfake-o-meter Verification for Audio and Video	2	-	1
4.3	Image Forensics and Metadata Analysis Tools	2	-	1
4.4	Hive Detector and AI-Generated Image Identification	2	-	1
4.5	Geolocation Drill, Deceptive Impersonation and Visual Verification Techniques	2	-	1
	Total Hours.	15		

UNIT-5	AI Related ICT Ethics, Laws, and Challenges	L	T	P
5.1	IT Rules 2026 and Regulatory Frameworks in India	2	-	-
5.2	Copyright, Licensing, and Plagiarism in AI Reporting	3	1	-
5.3	Risk Classification and Restricted AI Use in News	2	-	-
5.4	SIFT Method: Stop, Investigate, Find, and Trace	3	-	1
5.5	Building Institutional Safeguards and Peer Review Systems	2	-	1
	Total Hours.	15		

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

- Google Pinpoint (free, document AI search)
- n8n / Make.com (free, Agentic AI workflows)
- Deepware Scanner (free, deepfake detection)
- ElevenLabs (free tier, AI voice generation)
- HeyGen (free tier, AI avatar video)

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

- Index an archive of diverse file formats in Pinpoint to create a searchable investigative database.
- Extract text from handwritten and low-quality documents using AI-powered optical character recognition.
- Consolidate scattered data from multiple PDF tables into a single sortable CSV file for analysis.
- Create a multi-agent research crew that autonomously gathers and critiques news information.
- Design a virtual editorial board simulation to debate the ethics of a controversial headline.
- Automate routine newsroom desk tasks including metadata tagging and image resizing.
- Verify the authenticity of a viral video clip using the deepfake-o-meter and artifact analysis.
- Trace the digital provenance of a news photograph using reverse image search and metadata tools.
- Detect synthesized speech patterns in a suspected audio deepfake.
- Draft a compliant AI disclosure label for a piece of synthetically generated news information.

Books:

- Exploring the Intersection of Artificial Intelligence and Journalism. Routledge India. Biswal, S. K., & Kulkarni, A. J. (2024)
- Prompt Engineering: The Art of Asking. Notion Press. Palaghat, Y. S. (2024)
- Artificial Intelligence in Indian Media: Law, Ethics, and Practice. Universal Law Publishing. Duggal, P. (2026)
- Digital Journalism in India: From Print to AI. SAGE India. Chowdhury, U. K. (2025)
- Reporting from the Heartland: Data and Digital Tools for the Indian Journalist. University Press. Bansal, S. (2025)
- The Indian AI Revolution: BharatGPT, Krutrim, and the Future of Indic LLMs. PHI Learning. Rajaraman, V. & Kumar, S. (2026)
- National Strategy for Artificial Intelligence. Government of India. NITI Aayog (2025)
- IT Rules Amendment 2026: A Gazette Commentary. Government of India. MeitY

Online Resources:

- Journalist Studio: https://journaliststudio.google.com/
- Google Pinpoint Help Centre: https://support.google.com/pinpoint/
- Deepfake-o-meter Tool: https://deepfake-o-meter.org/
- Content Credentials Verify: https://www.contentcredentials.org/verify
- IndiaAI Portal: https://indiaai.gov.in/
- MeitY Digital India Act Resources: https://www.meity.gov.in/
- Reuters Institute Digital News Reports: https://reutersinstitute.politics.ox.ac.uk/

2ADA 04: ENVIRONMENTAL SCIENCE AND SUSTAINABLE DEVELOPMENT	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objective

- To demonstrate learning of Sustainable Environment factors
- To generate the awareness about Environmental Problems
- To define the types of Environmental Ecosystems & its formation to students
- To associate the knowledge of various Environmental Ethics to students
- To illustrate to the student's problems relating to Human Population on Environment

Course Outcomes

- Students will be able to recognize various environmental factors analyze environmental problems, characterize ethical issue for environmental related issues.
- They will be able to identity methods to protect environmental issues, law and other pertaining problems and come up with a proper solution, recognize effect to population on environmental. T

UNIT-1	The Multidisplinary Nature of Environmental Studies and Natural Resources	L	T	P
1.1	Natural resources and associated problems. Forest resources: Use and Over- exploitation, deforestation, (class room lectures, research, videos, documentaries, discussions, field exercise, PPTs, etc)	1	1	-
1.2	Water resources: Use and over-utilization of surface and ground water. (class room lectures, research, videos, documentaries, discussions, field exercise, PPTs, etc)	1	-	-
1.3	Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources. (research, class room lectures, videos, documentaries, discussions, field exercise, PPTs, etc)	1	-	-
1.4	Energy resources: Growing energy needs, renewable and non-renewable energy sources. (PPTs, Class room lectures, discussions, videos, documentaries, research, field exercise, etc)	1	-	-
1.5	Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. (field exercise, PPTs, Class room lectures, videos, documentaries, discussions, etc)	1	-	-
	Total Hours.	06		

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 (field exercise, discussions, PPTs, Class room lectures, discussions, field exercise, videos, documentaries, etc)	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) (PPTs, field exercise, discussions, Class room lectures, videos, documentaries, etc)	1	1	-
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, field exercise, discussion, Class room lectures, videos, documentaries, etc)	1	1	-
2.4	Climate Change, Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India (Case study related to Kanha Wild life reserve or any other WLS or National Park, PPTs, Class room lectures, discussion, field exercise, videos, documentaries, etc)	1	-	-
2.5	Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (PPTs, Class room lectures, discussion, field exercise, videos, documentaries etc)	1	-	-
	Total Hours.	06		

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 (PPTs, field exercise, discussions, Class room lectures, videos, documentaries, etc)	1	1	-
3.2	Solid waste Management: Causes, effects and control measures of urban and industrial wastes (PPTs, Class room lectures, discussions, videos, documentaries, discussions, field exercise, etc)	1	-	-
3.3	Role of an individual in prevention of pollution (PPTs, Class room lectures, videos, documentaries, discussion, field exercise, etc)	1	-	-

3.4	Pollution case studies (Case Study)	1	-	-
3.5	Disaster management: floods, earthquake, cyclone and landslides (PPTs, field exercise, discussions, Class room lectures, videos, documentaries, etc)	1	-	-
	Total Hours.	06		

UNIT-4	**Social Issues and the Environment**	**L**	**T**	**P**
4.1	From Unsustainable to Sustainable development. Water conservation, rain water harvesting, watershed management. (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	1	-	-
4.3	Wasteland reclamation, Consumerism and waste products (PPT & class room lectures, discussions)	1	-	-
4.4	Environment Protection Act- Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act (Class room lectures, discussion)	1	1	-
4.5	Forest Conservation Act, Issues legislation, Public awareness (PPT, class room lecture) involved in Enforcement of environmental	1	-	-
	Total Hours.	06		

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 (PPTs). Impact on gender.	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	Caring, Concern & Climate Change. Role of Information Technology, use of AI in Environment and human health. (Class room lectures)	1	-	-
	Total Hours.	06		

Practical / Projects / Assignments:

- A 1200 words or more in-depth long form story about one environmental issue of your area/place where you were born. Photos, graphics, data, illustrations, AI creations, AI based research, AI data based stories will be added advantage.
- Project report on ill effects of environmental pollution.
- Group Study on biotic & a biotic components of environment.
- 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.
- Mention along with photographs and small description of major types of biotic (fauna and Flora (5 each) and a biotic components (minimum 5) that are present in your surrounding areas.
- Prepare a short story with picture illustrations of the ill effect of environmental pollution in your surrounding areas.
- Mention the legal Acts to Prevent and Control Pollution.
- Mention the role of media towards prevention, control and awareness towards future environmental pollution impacts and consequences.

Suggested Readings:

- Srivastava, Smriti.(2009). Environmental Studies. New Delhi:S.K. Kataria& Sons
- Dhankar, Rajesh.(2006). Environmental Studies. New Delhi: Daya Books Pvt. Ltd.
- Kanagasabai, S.(2010). Environmental Studies. NewDelhi: PHI Learning Pvt. Ltd
- Bagad,Anjali.(2009). Environmental Studies. New Delhi: Technical Publications.
- E- Resources:
- https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf
- https://www.kopykitab.com/Environmental-Studies-by-J-P-Sharma
- https://www.tutorialspoint.com/environmental_studies/environmental_studies_tutorial.pdf
- https://www.ametuniv.ac.in/exam_attachment/Question%20Bank/UG/Marine-Bio Technology/EVS.pdf

E-Resource :

- www.earthjournalismnetwork.org
- www.mongabay.com
- https://internews.org/
- https://www.wwfindia.org/
- https://www.nature.com/
- http://www.heifer.org
- http://earthtrends.wri.org
- www.earthjournalismnetwork.org
- www.mongabay.com
- http://www.wbcsd.ch/newscenter/media.htm
- http://www.wri.org/wri/business/tomorrows_markets_toc.html
- http://pubs.wri.org/pubs_pdf.cfm?PubID=3758

2ADA 05: ENGLISH LANGUAGE AND LITERATURE	Marks: 40			Credits:2		
	T	P	I	Contact Hrs		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objectives:

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

Course Outcomes

- Comprehend language and Communication Skills in academic and social contexts
- Cope with complex language use
- Communicate precisely orally as well in Written Communication
- Read and understand literary and non literary texts
- 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	-	-
Total Hours		06		
Teaching Method: Lectures, Practical, Exercises				

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	-	-
Total Hours		06		
Teaching Method: Lectures, Practical, Exercises				

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	-	-
	Total Hours	06		

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	-	-
Total Hours		06		
Teaching Method: Lectures, Practical,Exercises, Expert Lecture				

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	-
Total Hours		06		

Practical/Projects/Assignments:

- Creating a Digital Profile – LinkedIn (Resume/Video Profile)
- Word Games
- Writing Slogans
- Role Play
- Extempore and Debates
- Writing Picture Stories

Suggested Readings:

- Parul Popat. Communication Skills . Pearson Education: 2015
- Professional Speaking skills, Aruna Koneru, Oup, 2015
- Scanlon, Jaimie, et al. Q: Skills for success. Listening and Speaking.2 Oxford University Press, 2015
- Meena Agarwal, English Communication, 2016, Edition 1, ISBN-13: 978- 9351676737
- How to Speak and Write Correctly, Joseph Devlin, 2017, Edition 1, CreateSpace Independent Publishing Platform, ISBN-13: 978-1974637218
- Oxford English Dictionary and Thesaurus
- Collected Poems of William Wordsworth
- The Portrait of a Lady- Khushwant Singh
- Where the mind is without fear- Rabindranath Tagore
- Indian Weavers- Sarojini Naidu 11. A Hero- R. K. Narayan E-Resources:
- Basic English Grammar rules with example sentences accessed at https://basicenglishspeaking.com/basic-english-grammar-rules/
- Basic English Grammar rules accessed at https://grammar.yourdictionary.com/grammarrules- and-tips/basic-english-grammar-rules.html
- English Grammar accessed at https://www.englishgrammar101.com/
- Basics of English Grammar accessed at https://www.talkenglish.com/grammar/grammar.aspx
- Complete Handbook of English Grammar accessed at https://www.learngrammar.net/english-grammar
- Listening for Pronunciation Practice accessed at http://orelt.col.org/module/unit/1- listening-pronunciation-practice
- Phonetics: The Sounds of Language https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf

2ADA- 06 CO- CURRICULAR- 1 (A) PARLIAMENT: PRACTICE AND PROCEDURE-I	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To acquaint students with knowledge of the Indian Constitution.
- To make students familiar with concept of Panchayat, role of Panchayat Pradhan, Legislative Assembly, Parliament.
- To understand the concept of various practices and procedures of Indian Parliament
- To develop understanding about powers and privileges of Parliamentary and Legislative members

Learning Outcomes

- Students will be able to understand the concept of Indian Constitution and Parliament.
- Students will be able to understand working of Indian Parliament
- Students will be able to understand and analyze working of State Assembly and Legislative Councils
- 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
	Total Hours.	06		

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
	Total Hours.	06		

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
	Total Hours.	06		

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
	Total Hours.	06		

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
	Total Hours.	06		

Practical/Projects/Assignments:

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

Suggested Readings:

- Kaul M.N and Shakdher S.L, Practice and Procedure of Parliament, Lok Sabha Secretariat, New Delhi, Seventh Edition
- Khosla Madhav, The Constitution of Most Surprising Democracy, Oxford
- Basu Dr. Durga Das, Introduction of Indian Constitution, Lexis Nexis, 2019
- Rules of Procedure and Conduct of Business in the Council of States, Rajya Sabha Secretariat, New Delhi,2013.
- Chaudhary Sujit, Khosla Madhav and Mehta Pratap Bhanu, The Oxford Hand book of the Indian Constitution, Oxford University Press U.K,2016
- Role of Rajya Sabha in Indian Parliamentary Democracy, Rajya Sabha Secretariat, New Delhi,2019
- Narain Dr. Yogendra, Role and Relevance of Rajya Sabha in Indian Polity, Rajya Sabha Secretariat, New Delhi.
- Kashyap Subhash C., Our Parliament, National Book Trust, India
- Handbook for Members of Rajya Sabha, Rajya Sabha Secretariat, New Delhi, 2010
- Bakshi PM, Constitution of India, Universal Law Publishing, 2017
- De Rohit, A Peoples Constitution, Princeton University Press,2018.

E-resources:

- https://eparlib.nic.in
- https://epgp.inflibnet.ac.in
- http://Indias-Founding-Moment-Constitution-Surprising-ebook/

Co-Curricular- 1
(B) Bhartiya Sangeet- I

उद्देश्य

- विद्यार्थियों में वैदिक युग सी चली आ रही संगीत परंपरा का परिचय कराना।
- जीवन में संगीत के महत्व को समझना।
- हिन्दुस्तानी संगीत की परिभाषाओं थाट और अलंकार को जानना एवं अभ्यास।
- लय, ताल, थाट, राग का परिचय एवं अभ्यास।
- शब्द उच्चारण, राष्ट्रगान, गीत, गजल भजन का अभ्यास कराना।

शिक्षण के परिणाम

- भारतीय संगीत की परंपरा और महत्व की समझ।
- थाट, अलंकार, लय, ताल की सक्षिप्त जानकारी एवं अभ्यास।
- राग यमन, विलावल, खमाज की प्रारंभिक जानकारी।
- राग यमन, विलावल, खमाज में घोटा ख्याल।
- शब्द उच्चारण के महत्व के साथ भजन गीत, गजल, राष्ट्रगान की प्रारंभिक जानकारी।

ईकाई – 1	परिभाषायें	L	T	P
1.1	संगीत, स्वर, अलंकार	-	1	1
1.2	थाट, राग, सप्तक	-	-	1
1.3	आरोह, अवरोह	-	-	1
1.4	पकड, वादी, सेवादी	-	-	1
1.5	अनुवादी, विवादी	-	-	1

ईकाई –2		L	T	P
2.1	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।	-	1	1
2.2	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।	-	-	1
2.3	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।	-	-	1
2.4	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।	-	-	1
2.5	प्रारंभिक 05 अलंकारों का लेखन ।	-	-	1

ईकाई –3		L	T	P
3.1	पंडित विष्णु नाराण भातखण्डे स्वर लिपि	-	1	1
3.2	नाल लिपि पद्धति	-	-	1
3.3	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति	-	-	1
3.4	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति	-	-	1
3.5	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति	-	-	1

ईकाई –4		L	T	P
4.1	ताल, लय	-	1	1
4.2	मात्रा, विभाग	-	-	1
4.3	सम, ताली, खाली	-	-	1
4.4	आवर्तन, ताल का महत्व	-	-	1
4.5	सरगम, लक्षणगीत, घोराख्याल	-	-	1

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

भारतीय संगीत प्रायोगिक

- प्रारंभिक पांच अलंकारों का गायन ।
- राग यमन, बिलावल, खमाज में आरोह, अवरोह, पकड एवं सरगम का गायन एवं लक्षणगीत गायन
- राग यमन, बिलावल, खमाज में छोटा ख्याal गायन (श्रायी अंतरे सहित)
- सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति । (दादरा, कहरवा, त्रिताल) गीत, गजल
- सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति । (दादरा, कहरवा, त्रिताल) गीत, गजल ,भजन, राष्ट्रगान, राष्ट्रगीत, मध्यप्रदेश गायन, का गायन (स्पष्ट शब्दोच्चारण एवं धुन के साथ)

संदर्भ–

- राग परिचय 1,2,3, हरिशचन्द्र श्रीवास्तव
- संगीत विशारद, बसंत
- क्रमिक पुस्तक मालिका भाग 1, विष्णु नारायण भातखंडे

2ADA- 06 CO- CURRICULAR- 1 (C) LALIT KALA-I	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

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

Course Outcomes

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

Unit-1	Fundamentals of Indian Art	L	T	P
1.1	Rupa Bheda (Knowledge of Forms) (Lecture, Discussion, Presentation)	1	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	-	1

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

Unit-3	Principles of Design and Composition	L	T	P
3.1	Unity, Harmony (Lecture, Discussion, Presentation)	1	1	
3.2	Balance, Emphasis (Lecture, Discussion, Presentation)	1	1	
3.3	Rhythm, Contrast (Lecture, Discussion, Presentation)	1		1
3.4	Proportion and Scale, Visual Hierarchy (Lecture, Discussion, Presentation)	1	1	
3.5	Design Thinking and Creative Problem Solving (Lecture, Discussion, Presentation)	1		1

Unit-4	Gond Art	L	T	P
4.1	History and Origin, Materials and Techniques (Lecture, Discussion, Presentation)	1	1	
4.2	Themes and Motifs (Lecture, Discussion, Presentation)	1	1	
4.3	Contemporary Gond Artists (Lecture, Discussion, Presentation)	1		1
4.4	Gond Art in Product Design and Illustration (Lecture, Discussion, Presentation)	1	1	
4.5	Documentation and Preservation of Indian Arts (Lecture, Discussion, Presentation)	1		1

Unit-5	Warli and Madhubani Art	L	T	P
5.1	History and Origin, Materials and Techniques (Lecture, Discussion, Presentation)	1	1	
5.2	Themes and Symbols, Contemporary Adaptations of Warli Art (Lecture, Discussion, Presentation)	1	1	
5.3	Contemporary Adaptations of Madhubani Art (Lecture, Discussion, Presentation)	1		1
5.4	Folk Art in Advertising and Visual Communication (Lecture, Discussion, Presentation)	1	1	
5.5	Sustainable Art Practices using Traditional Techniques (Lecture, Discussion, Presentation)	1		1

Practical/Projects/Assignments:

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

Suggested Readings:

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

E-Resources:

- Government / Academic Resources
- NCERT Art Education Resources
- E-PG Pathshala
- SWAYAM
- National Digital Library of India (NDLI)
- Museums and Art Collections
- National Museum, New Delhi
- Google Arts & Culture
- Learning Platforms
- Tate Art Learning Resources
- The Metropolitan Museum of Art Learning Resources

2ADA-06 CO-CURRICULAR-1 (E) DEBATE AND DIALOGUE-I	Marks:100			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
		30	10	-	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	Debate	L	T	P
1.1	Meaning, definition and basics	-	1	1
1.2	Types of Debate I: Team policy, Lincoln-Douglas	-	-	2
1.3	Types of Debate II: Spontaneous argumentation, public forum & parliamentary	-	-	2
	Total Hours	06		

UNIT-2	Understanding, Building body language	L	T	P
2.1	Understanding basics of debate	-	1	1
2.2	Key elements of debate preparation	-	-	2
2.3	Body language in debate	-	-	2
	Total Hours	06		

UNIT-3	Dynamics of Debate	L	T	P
3.1	Speech: Definition, meaning and basics	-	1	1
3.2	Types of Speech: Informative, persuasive, entertaining, demonstrative	-	-	2
3.3	Preparation methodology	-	-	2
	Total Hours	06		

UNIT-4	Dynamics of Dialogue	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	Effective and Impactful Dialogue	L	T	P
4.1	Dialogue, debate and speech in ancient Indian history	-	1	1
4.2	Dialogue, debate and speech in Bhartiya Gyaan Parampara	-	1	1
4.3	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.

References:

- Online- How to Write Better Dialogue | Reading Room | Faber Academy
- 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
- THE WORLD'S 100 GREATEST SPEECHES Paperback – Terry O'Brien
- The Penguin Book of Modern Speeches -Brian MacArthur

2ADA-06 CO-CURRICULAR-1 (D) SCIENCE OF HAPPINESS I: FOUNDATIONS OF WELL-BEING	Marks:100			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P

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-1	Foundations of Emotional Well-being (4 Hours)
1	Understanding emotions and their functions
2	Evolutionary purpose of emotions
3	Why happiness matters
4	Emotional contagion and social interconnectedness
5	Cross-cultural perspectives
6	Set Point Theory

Unit-2	Brain, Body & Well-being (4 Hours)
1	Positive neuroscience
2	Brain-behaviour relationships
3	Neurotransmitters
4	Stress physiology
5	Homeostasis
6	Placebo and cognitive appraisal
7	Neuroplasticity

Unit-3	Measuring Happiness & Digital Well-being (4 Hours)

1	Subjective and objective well-being
2	Psychological assessment scales
3	Digital technology and mental health
4	Biofeedback
5	Self-monitoring

Unit-4	**Mindfulness & Emotional Regulation (4 Hours)**
1	Foundations of mindfulness
2	Breath awareness
3	Let go practice
4	Self-compassion
5	Connectedness with Nature
6	Reverse Recall Mindfulness Technique (RRMT)

Unit-5	**Positive Relationships & Resilience (4 Hours)**
1	Gratitude
2	Empathy
3	Awe
4	Social connection
5	Active Constructive Responding
6	Trust and boundaries
7	Introduction to resilience
8	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
- 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-2

2ADA-06 CO-CURRICULAR-1 (E) SCIENCE OF HAPPINESS I: FOUNDATIONS OF WELL-BEING THEME: KNOWING SELF	Marks: 40	Credits:2

S.No.	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**

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 Meditatio

2EJS02 – NEWSPAPER, TABLOID AND MAGAZINE LAYOUT DESIGN	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- Introduction to sketching and drawing
- Introduce the basics concepts and fundamental principles of graphic design.
- Explain the rules for making visually appealing and aesthetical design.
- Develop visual thinking.
- Familiarize the students with graphic design software programs such as Adobe Illustrator, InDesign and Photoshop.
- Expose to wider application of design in media, advertisement and entertainment industry.

Learning Outcomes

- Students will get the ability to understand the new media much better and hence become employable in any media industry.
- Student will have hands-on skill about various designing software and thus they become more skillful and employable.

UNIT-1	Principle and theories of Design	L	T	P
1.1	Introduction, Meaning and purpose of Design	2	-	-
1.2	Elements of Design- Line, Shapes, Direction, Size, Color and Texture.	2	-	1
1.3	Color basics: Considering the tone of project and choosing the correct color palette,	2	1	1
1.4	Layout and Grid Systems	2	-	1
1.5	Differentiating illustrated magazines, ads, signs, logos, brochures, movie posters, digital platforms, etc.	3	-	-
	Total Hours	15		

UNIT-2	Designing Process	L	T	P
2.1	Developing Creative brief, Building the concept	3	1	1
2.2	Stages of Content Planning	1	-	1
2.3	Steps involving in publishing a press ad	2	-	1
2.4	Analysis the design of any three-news magazine	1	-	2
2.5	Analysis the design of different news paper	1	1	-
	Total Hours	15		

UNIT-3	Layout	L	T	P
3.1	Front page: its importance and use (Newspaper)	2	1	-
3.2	Analysis of Front page of English Newspaper and tabloid, Front page of Hindi Newspaper and tabloid	2	1	1
3.3	Creating dummy pages of any English newspaper and tabloid, Hindi newspaper and tabloid.	2	1	-
3.4	Magazine Front Cover.	2	-	-
3.5	Magazine Front Cover. Importance & Impact.	3	-	-
	Total Hours	15		

UNIT – 4	Style	L	T	P
4.1	Understanding the Layout of newspaper, tabloid & magazine	2	1	1
4.2	Editorial Page- design and elements of newspaper, tabloid and magazine	2	1	-
4.3	Entertainment Section, Science-tech – Design and elements	1	1	-
4.4	Sports Page, Special Sections – design and elements. Classified – design and structure	2	-	2
4.5	Changing perspectives – Magazine, newspaper and tabloid	1	1	-
	Total Hours.	15		

UNIT-5	Designing Software and Usages	L	T	P
5.1	Basics of Adobe Illustrator: Document types and templates, Configuring the user interface,	3	1	-
5.2	Basics of Adobe, InDesign. Emerging AI tools and applications.	3	1	-
5.3	Bleed and Slug	2	-	-
5.4	Various tools: Selection, type, line, pen, etc. Grouping, ungrouping and Rotating, Layer	2	-	-
5.5	Working with multiple pages and magazine spread.	1	1	1
	Total Hours	15		

PRACTICAL/PROJECTS/ASSIGNMENTS:-

- Prepare e-newspaper or tabloid or magazine. Give name of the newspaper or tabloid or magazine and develop its stylesheet. Use your own long form story while preparing a newspaper or tabloid or magazine. Give appropriate headline, slug/intro, photo/graphs/datas/use AI tools, bullet points, etc.
- Prepare a Poster for any of Departmental activity.

SUGGESTIVE READINGS:-

- Ambrose, G., & Harris, P. (2009). The fundamentals of graphic design. Bloomsbury Publishing. Bringhurst, R. (2004).
- The elements of typographic style. Point Roberts, WA: Hartley & Marks. Cross, N. (2011).
- Design thinking: Understanding how designers think and work. Berg. Dabner, D., Stewart, S., & Vickress, A. (2017).
- Graphic design school: the principles and practice of graphic design. John Wiley & Sons

SEMESTER-3

3 EJC7 NON-FICTIONAL PROSE	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To give students knowledge about Non-fiction writing.
- To enable student to understand non-fiction prose.
- To enable student to write non-fiction prose.
- To give knowledge about history of non-fiction writing.
- To develop a basic idea of prescribed text.

Learning Outcomes

- A good understanding of non-fiction writing.
- Students get ability to understand the concept of non-fictional prose.
- Student learned about various non-fictional writers like, Francis Bacon, John Milton and John Stuart Mill.
- Students get idea of non-fictional writing in various era.

UNIT-1	Introduction to Non-fictional writing	L	T	P
1.1	Informal and Literary non-fiction	2	-	-
1.2	Features of non-fictional writing	2	-	1
1.3	Modes of non-fiction writing	2	1	1
1.4	Types of non-fiction writing	2	-	1
1.5	Elements, Reality and Imagination	3	-	-
	Total Hours.	15		

Unit-2	KINDS OF NON-FICTION WRITING	L	T	P
2.1	Biography- significant biographers	3	1	1
2.2	Autobiography- Famous Autobiographies	1	-	1
2.3	Memoir- Famous Memoires	2	-	1
2.4	Diary- famous diary writers	1	-	2
2.5	Letters, Testimonies and Pamphlets	1	1	-
	Total Hours.	15		

Unit-3	History of non-fiction writing	L	T	P
3.1	Non-Fiction before-during Anglo-Norman	2	1	-

3.2	Non-Fiction before-during Caucasian period	2	1	1
3.3	Non-Fiction writing in the age of Revival	2	1	-
3.4	Non-Fiction in the Elizabeth Era	2	-	-
3.5	Non-Fiction in the Puritan Era	3	-	-
	Total Hours.	15		

UNIT – 4	**Non-Fiction Writer**	L	T	P
4.1	Non-Fiction in the restoration period – John Dryden	2	1	1
4.2	Non-Fiction in the Romantic Period – Charles Lamb	2	1	-
4.3	Non-Fiction in the Victorian Period- John Ruskin	1	1	-
4.4	The Contemporary non-fiction (Short Introduction)	2	-	2
4.5	Graham Greene, Maya Angelou and Umberto eco	1	1	-
	Total Hours.	15		

Unit-5	**A Very brief Summary of Prescribed Text**	L	T	P
5.1	Francis Bacon- Of Adversity	3	1	-
5.2	John Milton- Areopagitica	3	1	-
5.3	Jonathan Swift – The Battle of Books	2	-	-
5.4	J.S. Mill – The Subjection of Women	2	-	-
5.5	Thomas Caryle- The Hero as Poet	1	1	1
	Total Hours	15		

PRACTICAL/PROJECTS/ASSIGNMENTS:-

- Write a feature on any Social Topic (700 words).
- Write a Story after a field visit, where you have seen any grave scarcity of basic amenities (500 Words).
- Write a sketch on any prominent non-fiction writer of your choice.

Suggestive Readings:-

- "The Elements Of Style" By William Strunk Jr. And E.B. White:
- "On Writing: A Memoir Of The Craft" By Stephen King: Part Memoir, Part Writing Guide, Stephen King Shares His Personal Journey As A Writer And Offers Practical Tips And Techniques For Aspiring Authors.
- "The Immortal Life Of Henrietta Lacks" By Rebecca Skloot
- "Sapiens: A Brief History Of Humankind" By Yuval Noah Harari:.
- "The Power Of Habit: Why We Do What We Do In Life And Business" By Charles Duhigg
- "Quiet: The Power Of Introverts In A World That Can't Stop Talking" By Susan Cain.
- "The Sixth Extinction: An Unnatural History" By Elizabeth Kolbert.

- "Thinking, Fast And Slow" By Daniel Kahneman.
- "The Devil In The White City: Murder, Magic, And Madness At The Fair That Changed America" By Erik Larson

3EJC8 NEWS REPORTING, WRITING AND LONG FORM STORY WRITING	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

Course Objectives

- To introduce students to news, its practice, theories and concepts.
- To make them learn what news is, where it is found, how it is gathered, how it is written and disseminated.
- To make them focus on the core journalistic skills of reporting and interviewing.
- To impart theoretical and practical knowledge about news reporting and writing.
- To enable student to write news for print media
- To develop news sense
- To give knowledge about various reporting field

Learning Outcomes

- A good understanding of news reporting, their principles and techniques.
- Students will get ability to covering events and news writing and become employable in various media houses.
- Students will be able to work in ideation team of a newsroom of any media houses
- Students will be able to do news analysis and hence will have more opportunities in the industry.

UNIT-1	Introduction to news	L	T	P
1.1	News: Importance, Concept and definition	2	-	-
1.2	Elements and structure of News.	2	-	1
1.3	Types of News (Soft News, Hard News, Human Interest Story etc.)	2	1	1
1.4	Identifying news values (timeliness, proximity, significance, etc.), News judgment skills	2	-	1
1.5	Change of Information into News, Co-relation Differentiation and Transformation of Information	3	-	-
	Total Hours.	15		

UNIT-2	Basics of News Writing	L	T	P
2.1	Fundamentals of News Writing	2	-	-
2.2	Structure and elements of a news story (inverted pyramid, headline, lead, etc.	2	-	1
2.3	Grammar, punctuation, and AP Style guidelines	2	1	1
2.4	Clear, concise, and objective news writing.	2	-	1
2.5	Writing news articles for print and online platforms	3	-	-
	Total Hours.	15		

UNIT-3	**News Gathering Techniques**	L	T	P
3.1	Conducting effective interviews	2	-	-
3.2	Developing research and information-gathering skills	2	-	1
3.3	Using online and offline sources for news research	2	1	1
3.4	Clear, concise, and objective news writing.	2	-	1
3.5	Fact-checking and verifying information	3	-	-
	Total Hours.	15		

UNIT-4	**News Reporting, Writing and Long Form**	L	T	P
4.1	Reporting on breaking news events and news reporting	2	-	-
4.2	Investigative journalism techniques, writing and long form style	2	-	1
4.3	Developing news stories from concept to completion and long form	2	1	1
4.4	Analyzing data and statistics for news reporting, writing and long form	2	-	1
4.5	Using multimedia tools for news reporting, writing and long form	3	-	-
	Total Hours.	15		

UNIT-5	**News Reporting, Indepth Writing and Long Form writing in Digital Age**	L	T	P
5.1	Digital landscape in news reporting	2	-	-
5.2	Techniques for online research and data mining	2	-	1
5.3	Utilizing social media as a news gathering tool	2	1	1
5.4	Writing for online platforms: SEO, hyperlinks, multimedia integration	2	-	1
5.5	Ethical considerations in online news reporting	3	-	-
	Total Hours.	15		

PRACTICAL/PROJECTS/ASSIGNMENTS:-

- News Reporting (field visits) and News Writing – 20 News (Sports, Cultural Event, Political Event, Seminar, Special Lecture, Crime, Technology, Traffic Issues, Hospital etc.)
- Long form: Generate atleast five news story ideas, discuss them with your mentor. Write a long form news story on one of them. Word count: 1800 -2000 words.
- Attend Press Conference and write the news/press note (at least 3 Press Conference)
- News Analysis – 5 News (Related to Sports, Political, Financial, Science and Culture)
- Workshop on story idea generation – 2-3 Hours
- News Room Visit (News Paper, Electronic Channel and Radio) and its review.

SUGGESTIVE READINGS:-

- Agrawal, V. B., & Gupta, V. S. (2001). Handbook of journalism and mass communication. New Delhi: Concept Publishing Company
- Pro. Kiran, Hand book of print media, Makhanlal Chaturvedi National University of Journalism and Communication
- Trikha, N.K, Reporting, Makhanlal Chaturvedi National University of Journalism and Communication
- Stein, P.& Burnett (2000), News writer's Handbook: An Introduction to Journalism, Blackwell Publishing.
- Itule & Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication .
- Flemming and Hemmingway(2005), An Introduction to journalism, Vistaar Publications.
- Joseph and Sharma (2006). The Media and Women's Issues, Second Edition, SAGE Publication Pvt. Ltd..
- Joseph M.K (2007). Outline of Reporting, Anmol Publications, India
- Newswriting and Reporting: James M. Neal & Suzanne S. Brown, Blackwell, reprinted in India by Surjeet, 2007.

E-RESOURCE :-

- https://www.bbc.co.uk/academy/hi
- www.aljazeera.com
- www.theguardian.com
- www.newsweek.com
- http://www.newswriters.in/
- https://www.scotbuzz.org/2017/12/patrakarita-ke-vibhinn-kshetra.html
- https://www.scribd.com/doc/23738974/7-Reporting-Editing-Techniques
- http://cij.co.in/index.php
- http://www.dailywritingtips.com/the-art-of-writing-news/
- http://handbook.reuters.com/?title=Reporting_and_Writing_Basics
- http://www.thehoot.org
- https://reutersinstitute.politics.ox.ac.uk/
- https://www.openschoolofjournalism.com/distance-education-program/courses/embedded-journalism- jg140
- https://www.independent.co.uk/news/media/opinion/embedded-journalism-a-distorted-view-of-war- 2141072.html

3EJC9 - ELECTRONIC MEDIA: BASICS AND APPLICATIONS	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVES

- To introduce students to broadcasting, beginning with the form and professional practice of journalism.
- To make them learn how to make effective journalism in an electronic format.
- To make them acquire the required skills and techniques of electronic journalism.
- To provide the students an in-depth understanding of the concept, role and value of strategic broadcasting and broadcast journalism in India.
- To enhance the ability of the students in Radio Journalism and radio programming.
- To train them in the art of television journalism and equip them with the skills and practices of television PROGRAME production.

LEARNING OUTCOMES

- Students will be able to enhance the knowledge on the functioning of Television, Radio and Online Media.
- Students get an idea on the technical knowledge of electronic media.
- Students will be able to Write Script for Radio and Television.

UNIT-1	INTRODUCTION TO ELECTRONIC MEDIA	L	T	P
1.1	Definition and scope of electronic media	2	-	-
1.2	Broadcast in India- A Retrospect	2	1	-
1.3	Comparison of broadcasting, radio, television, and digital media	2	1	-
1.4	Role and impact of electronic media in society	3	1	-
1.5	Formats and Writing process in Electronic Media	2	1	-
	Total Hours	**15**		

UNIT-2	Electronic Media Production	L	T	P
2.1	Radio Newsroom, Employee and Working Process.	2	1	-
2.2	Collection and Writing of Radio News, Formats of News based programes.	2	1	-
2.3	Preparation of News Bulletin and Editing of News.	2	-	2
2.4	Traits of News Reporter and News Editor	2	1	-

2.5	FM Local and Ham Radio, Web Radio, Radio Vision, World Space Radio.Community Radio, Podcast	2	-	-
	Total Hours	15		

UNIT-3	T.V. BROADCASTING (INCLUDING INTERACTIVE TV)	L	T	P
3.1	Brief History & Characteristics of T.V. B' casting in India and the World, P.C. Joshi Committee	2		
3.2	SITE Experiment.	2	1	-
3.3	General Activities of a T.V. Centre,	1	1	-
3.4	Expansion and Reach of T.V. Media.	1	1	1
3.5	PROGRAME Pattern of Different D.D. Cannels, Private News Channels. Newsroom for social media channels (YouTube etc)	3	1	1
	Total Hours	15		

UNIT -4	SCRIPT WRITING (NEWS, FEATURES AND SPECIAL STORIES)	L	T	P
4.1	Script: Concept and Objectives.	2	-	-
4.2	Script Writing and Presentation (Voice Quality, Modulation & Pronunciation)	2	1	2
4.3	Steps of Script Writing	1	1	2
4.4	Formats of Script Writing	1	-	1
4.5	Writing for Anchoring & Comparing includes Announcements	2	-	-
	Total Hours	15		

UNIT-5	ONLINE/WEB JOURNALISM	L	T	P
5.1	Concept of Web Journalism	2	1	-
5.2	Internet and its functions	2	1	-
5.3	Search and Conceptualization of online Material	2	1	-
5.4	Major Newspapers, Magazines and their E-paper on internet and Internet TV.	2	1	-
5.5	Writing project: Data Collection and its use in Web Journalism.	2	1	-
	Total Hours	15		

Practical/Project/Assignments:

- Write five small short news (subjects: Class XII results announcement, FIFA World Cup, Crime, Political and release of a mega film starring Nawazuddin Siddique, Piyush Mishra, Shahrukh Khan, Amitabh Bachchan, Alia Bhat, Deepika Padukone, Kareena Khan Kapoor, Katrina Kaif). Give two catchy headlines to each category (between 10-14 words), News story one para (between 24 to 30 words)
- Prepare a brief report on famous TV script writers of India and their writing style.
- Prepare one script on 5 minutes for radio program.
- Prepare one script on 5 minutes for TV program.
- Write a video script for any documentary (10 min)s showcasing achievement of the government in past five year.

Suggested Readings:

- Understanding Media: The Extensions of Man" by Marshall McLuhan (1964)
- "The Medium is the Massage: An Inventory of Effects" by Marshall McLuhan and Quentin Fiore (1967)
- Convergence Culture: Where Old and New Media Collide" by Henry Jenkins (2006)
- The Language of New Media" by Lev Manovich (2001)
- Remediation: Understanding New Media" by Jay David Bolter and Richard Grusin (1999)
- The Internet of Money" by Andreas M. Antonopoulos (2016)
- Media, Society, World: Social Theory and Digital Media Practice" by Nick Couldry and Damian Steward (2012)
- Cognitive Surplus: Creativity and Generosity in a Connected Age" by Clay Shirky (2010)
- "New Media: A Critical Introduction" by Martin Lister, Jon Dovey, Seth Giddings, Iain Grant, and Kieran Kelly (2009)
- The Shallows: What the Internet Is Doing to Our Brains" by Nicholas Carr (2010)

E-Resources:

- https://www.researchgate.net/publication/262123454_Mixed_Signals_Radio_Broadcasting_Policy_in_India
- https://www.mediacollege.com/
- https://www.ibfindia.com/
- http://allindiaradio.gov.in/Default.aspx
- http://www.ddindia.gov.in/
- http://www.newsonair.com/
- http://prasarbharati.gov.in/

3ADA-07 : INNOVATION AND ENTREPRENEURSHIP	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	30	-	10	1/1	-	½

COURSE OBJECTIVE

- To describe students regarding Entrepreneurship & its Management.
- To explain the student's difference between Entrepreneurs & Managers.
- To outline the students about importance of E.D. PROGRAMEs.
- To illustrate student's Practical problems related to Transportation.
- To determine various Project Appraisal methods to the students.

LEARNING OUTCOMES

- Students would be able to develop the concept of Entrepreneurship Management.
- By analyzing the importance of E.D PROGRAMEs, students would be able to integrate the various factors leading to success of Entrepreneurship.
- Student would be able to summarize various concepts leading to Small Businesses & would learn to integrate them into a concrete Business Approach.
- Applying Transportation concepts would enable the students to find out the Optimum way to solve the problems.

Unit-1	Entrepreneurship	L	T	P
1.1	Entrepreneurship: Nature & Scope (Class room lectures & PPT)	1	-	-
1.2	Role & Importance in Indian economy (PPT & class room lectures)	1	-	-
1.3	Traits of Entrepreneurs (PPT)	1	-	-
1.4	Entrepreneurs' vs Professional Managers (Role Play, PPT)	1	-	1
1.5	Problems faced by Entrepreneurs (Class room Lectures)	1	-	-
	Total Hours	06		

Unit-2	Environmental analysis	L	T	P
2.1	Factors affecting External Environment (PPT)	1	-	1
2.2	Significance & Role of Environmental Infrastructure Network (PPT & Class room Lectures)	1	-	-
2.3	Environmental Analysis (class room lectures)	1	-	-
2.4	E.D PROGRAMEs (E.D.P) (PPT , Class room lectures)	1	-	-
2.5	Problems of E.D.P (Class room Lectures)	1	-	-
	Total Hours	06		

Unit-3	**Transportation problems**	**L**	**T**	**P**
3.1	North West Corner method (practical)	1	-	-
3.2	Matrix Minima & VAM Method (practical)	1	-	-
3.3	Degenerating (practical)	1	-	-
3.4	MODI method (practical)	1	-	1
3.5	Assignment Problems (practical)	1	-	-
	Total Hours	06		

Unit-4	**Project Appraisal**	**L**	**T**	**P**
4.1	Project & Project Reports (PPTs)	1	-	1
4.2	Search for Business Idea (PPTs & Class room Lectures)	1	-	-
4.3	Projects& Classifications : Idea into Reality (PPTs)	1	-	-
4.4	Identification of Projects, Project Design & Network Analysis (PPTs &group discussions)	1	-	-
4.5	Project Appraisal & Plant Layout (Class Room Lectures)	1	-	-
	Total Hours	06		

Unit-5	**Types of organizations**	**L**	**T**	**P**
5.1	Small Industry Setup (Class room Lectures)	1	-	-
5.2	Types of Organization: Sole Proprietorship, Partnership , Joint Stock Company, Co-operative Organization, Merits , Limitations , Suitability (PPTs & class room lectures)	1	-	1
5.3	Organizational Locations (Role Play , Class room lectures)	1	-	-
5.4	Steps in Starting a Small industry (PPTs)	1	-	-
5.5	Incentives & subsidies available , Export Possibilities (PPTs)	1	-	-
	Total Hours	06		

Practical / Projects / Assignments:

- Case Studies: Related to real life entrepreneurs (Kabadiwala.com)
- Practical solving of transportation problems.
- Suggested Readings:
- Burns, Paul.(2016). Entrepreneurship & Small Business Development. New Delhi: Palgrave Macmillan Publishers
- Chakraborty, K.(2006). Entrepreneurship & Small Business Development. New Delhi: Mittal Publishers
- Charantimath, Poornima.(2005). Entrepreneurship & Small Business Development. New Delhi: Pearson education
- Khanka, S.K. (2006). Entrepreneurial Development . New Delhi: S.Chand publishing
- Nirjhar, A. (2011) . Entrepreneurial Development. New Delhi: Sanbun Publishers

E-resources:

- https://www.slideshare.net/esmatullahamini1/entrepreneurial-developmentbook-pdf
- http://ncert.nic.in/ncerts/l/lebs213.pdf
- http://164.100.133.129:81/econtent/Uploads/Entrepreneurship_Development.pdf

3EJ(G01) – WRITING FOR SOCIAL MEDIA AND MANAGEMENT	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- The objective of this course is to provide students with an understanding of the principles, practices, and challenges of social media.
- This course also emphasizes on the understanding of ethical consideration in Social Media world.
- Additionally, the course aims to explore emerging trends and technologies for the use of social media as powerful communication tool.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- By the end of the course, students will be able to write effectively and persuasively for various social media platforms, adapting their writing style to suit the specific requirements and audiences of each platform.
- Students will gain an understanding of social media strategy, including content planning, scheduling, and campaign development, enabling them to contribute to or manage social media marketing efforts effectively

UNIT-1	Introduction to Social Media	L	T	P
1.1	Meaning and concept of Social Media	2	-	-
1.2	Importance of Social Media	4	-	-
1.3	Elements and types of Social Media	4	-	-
1.4	Understanding Social Media Bubble	2	-	-
1.5	Role of social media i modern communication	3	-	-
	Total Hours	15		

UNIT-2	Social Media: Structure and Style	L	T	P
2.1	Understanding the working of various social media platforms	2	1	-
2.2	Creating accounts for various social media platform	2	1	-
2.3	Current trends in social media writing	1	1	1
2.4	Difference between User and Creator	1	1	2

2.5	Basic editing of social media posts.	1	-	1
	Total Hours	15		

UNIT-3	**Writing for social media handles**	**L**	**T**	**P**
3.1	Writing captions for Instagram and facebook posts	2	-	-
3.2	Writing for linkedin	2	1	-
3.3	Writing for twitter	1	1	2
3.4	Concept and use of hash tags to boost reach	1	-	2
3.5	Basic editing for uploading multimedia files on social media	2	-	1
	Total Hours	15		

UNIT-4	**Tools of social Media handling**	**L**	**T**	**P**
4.1	Introduction to social media analytic tools	2	-	-
4.2	Key metrics of social media, (reach, engagement and promotion) & target audience	2	1	-
4.3	Understanding two-step verification for social media	2	1	1
4.4	Understanding use of AI, ChatGPT, Deepfake etc to boost social media management	2	-	1
4.5	AI coverage, AI accountability, AI Systems	2	-	1
	Total Hours	15		

UNIT-5	**Monetization, Free and paid content**	**L**	**T**	**P**
5.1	How monetization works in social media	2	-	-
5.2	Google AdSense- verification and approval	2	1	-
5.3	Difference between free and paid content	2	1	1
5.4	Cautions while monetizing social media account	1	1	2
5.5	Ethical consideration in Social Media and accountability	2	-	-
	Total Hours	15		

Practical/Project –

1. Curate a collection of relevant articles, posts, or videos from various sources and create an annotated list explaining why each piece is valuable for a particular social media audience.
2. Create a content calendar for a hypothetical business or organization. Include a month's worth of posts across multiple social media platforms. This project should cover different types of content, posting schedules, and strategies for each platform.

Suggested books

- "Contagious: How to Build Word of Mouth in the Digital Age" by Jonah Berger (2013)
- "Jab, Jab, Jab, Right Hook: How to Tell Your Story in a Noisy Social World" by Gary Vaynerchuk (2013)
- "The Art of Social Media: Power Tips for Power Users" by Guy Kawasaki and Peg Fitzpatrick (2014)
- "Influence: The Psychology of Persuasion" by Robert Cialdini (1984)
- "Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath (2007)
- "The Content Code: Six Essential Strategies to Ignite Your Content, Your Marketing, and Your Business" by Mark W. Schaefer (2015)
- "Crushing It!: How Great Entrepreneurs Build Their Business and Influence—and How You Can, Too" by Gary Vaynerchuk (2018)
- "Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content" by Ann Handley (2014)
- "Social Media Marketing All-in-One For Dummies" by Jan Zimmerman and Deborah Ng (2017)
- "The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly" by David Meerman Scott (2017)
- "Likeable Social Media: How to Delight Your Customers, Create an Irresistible Brand, and Be Generally Amazing on Facebook (And Other Social Networks)" by Dave Kerpen (2015)
- "Contemporary Advertising and Integrated Marketing Communications" by William Arens and Michael Weigold (2020)
- "Social Media: Strategies To Mastering Your Brand" by David Kelly (2016)

SEMESTER - 4

4EJC10 - ASPECTS OF LINGUISTICS AND ENGLISH LANGUAGE	Marks:100			Credits:2		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- This course emphasis on understanding the process of language acquisition and its stages.
- Students will study the rules and patterns of sound production and sound system in language.
- Students will explore the theory and research on language acquisition.
- Students will examine the language variation and its connection to identity construction.

Course Outcomes:

- Students will heighten their awareness of correct usage of grammar in writing and speaking
- Students will improve their speaking ability both in terms of fluency and comprehensibility
- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading
- Students will strengthen their ability to write academic papers, essays and summaries using the process approach and use the skill in journalism.

Unit-1	Concept of language	L	T	P
1.1	Language and system of sound	1	-	-
1.2	Characteristics of language	1	-	-
1.3	Definition and function of language	1	-	-
1.4	Basic language skills: listening, speaking, reading and writing	1	-	1
1.5	Types of listening and writing skills	1	-	-
	Total Hours	06		

Unit-2	Theories of acquisitions	L	T	P
2.1	Behavourism by BF Skinner	1	-	1
2.2	Universal grammar by Noam Chomsky	1	-	-
2.3	Locke's Tabula Rasa or "Blank State"	1	-	-
2.4	Stephen Krashen's Monitor Model	1	-	-

2.5	Schumann's Acculturation Model	1	-	-
	Total Hours	06		
Unit-3	**History of Indian Language**	**L**	**T**	**P**
3.1	Origin of English, Consolidation, Old, Middle, Modern English	1	-	-
3.2	Changes in English Sounds	1	-	-
3.3	Changes in English spelling	1	-	-
3.4	Changes in vocabulary	1	-	1
3.5	Changes in grammar	1	-	-
	Total Hours	06		

Unit-4	**English Language and Thoughts**	**L**	**T**	**P**
4.1	English Phonetics	1	-	1
4.2	English Phonology (PPTs & Class room Lectures)	1	-	-
4.3	English Morphology	1	-	-
4.4	English Syntex	1	-	-
4.5	Stylistics	1	-	-
	Total Hours	06		

Unit-5	**The Spread of English Language**	**L**	**T**	**P**
5.1	International Varieties of English	1	-	-
5.2	Standard English	1	-	1
5.3	American English	1	-	-
5.4	Australian, New Zealand and Carrabin English	1	-	-
5.5	Indian English	1	-	-
	Total Hours	06		

Project/Assignmentss/ Practical

- Write a fiction on life of those who live in dense forest areas with any timepiece.
- Write a note on development and degradation/improvement in ant local dialect, also point out those words which have been imported from any foreign language.
- Make a PPT on development of modern English language; America, Australia, New Zealand, Carrabin and India. (make a comparative study)

Suggestive Readings:

- "The Language Instinct: How the Mind Creates Language" by Steven Pinker (1994)
- "An Introduction to Language" by Victoria Fromkin, Robert Rodman, and Nina Hyams (2013)
- "The Cambridge Encyclopedia of the English Language" by David Crystal (1995)
- "Syntax: A Generative Introduction" by Andrew Carnie (2012)
- "The Power of Babel: A Natural History of Language" by John McWhorter (2003)
- "How Languages are Learned" by Patsy M. Lightbown and Nina Spada (2013)
- "Semantics: A Coursebook" by James R. Hurford, Brendan Heasley, and Michael B. Smith (2007)
- "Sociolinguistics: An Introduction to Language and Society" by Peter Trudgill (2000)
- "Introducing Phonology" by David Odden (2005)
- "Linguistics: An Introduction to Language and Communication" by Adrian Akmajian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish (2017)

4EJC11 - WEB JOURNALISM AND DIGITAL MEDIA	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVES:

- To make students enable in telling stories through multiple digital avenues, and have the confidence to learn new techniques and skills as the digital news ecosystem continues to evolve.
- To develop a critical perspective among students on visual and data-driven storytelling.
- To make them understand key concepts relating to the flow of information in the digital world.
- To impart professional knowledge to students on how to use social media tools to engage and develop audiences while understanding the dynamics – including the pitfalls – of social networks for newsgathering and storytelling.
- To introduce students to the environment in which digital media developed and became the dominant form of journalism,
- To invite them to investigate its development and operation in detail.
- To make them acquaint with New Media and Multimedia Content and its area of use.
- To acquire the knowledge of Web Journalism and its applications.
- To enhance Students' skills in Animation, Web pages and Web Content

LEARNING OUTCOMES:

- Students can understand the use of News Media and Multimedia Technology and its contents.
- Able to understand the Web Journalism.
- Understanding the Basics of Animation and Web Pages.

UNIT-1	Web Media	L	T	P
1.1	Introduction of New Communication Medium Mobile Internet and Computer Mediated Communication	2	-	-
1.2	Concept, characteristics elements of Web media	4	-	-
1.3	Convergence of media	4	-	-
1.4	Understanding the pros and cons of digital media	2	-	-
1.5	Required technical & other understanding and preparation for Digital Media creator	3	-	-
	Total Hours	15		

UNIT-2	UNDERSTANDING WEB PAGES	L	T	P
2.1	Introduction to Front Pages	2	1	-
2.2	Basic structure of Website	2	1	-
2.3	Basic tags of HTML	1	1	1
2.4	Understanding Script Languages (VB Script, JavaScript)	1	1	2
2.5	Preparing a website for the practical purpose	1	-	1
	Total Hours	15		

UNIT-3	MULTIMEDIA	L	T	P
3.1	Introduction to Multimedia	2	-	-
3.2	Elements of Multimedia Text, Images, Audio, Animation	2	1	-
3.3	Editing in audio and video formats	1	1	2
3.4	Introduction to Digital Audio, Audio Editing and Popular applications: Introduction to podcasting and radio reporting, handheld recorders, microphones and the Hindenburg editing software.	1	-	2
3.5	Introduction to Video Editing and Popular applications	2	-	1
	Total Hours	15		

UNIT-4	Writing for online media	L	T	P
4.1	Writing for social media – Twitter, Facebook, Instagram etc. Introduction to digital storytelling formats – Instagram, TimelineJS, JuxtaposeJS, memes, and more – with a focus on best practices, formats, platform, style, and tools.	2	-	-
4.2	Writing for Websites- online research, tags, hypertexts, plagiarism.	2	1	-
4.3	Introduction to Flash Tools & Menus and Interface of Flash	2	1	1
4.4	Symbol, Time line, Library, Property	2	-	1
4.5	Animation Problems Format & Flash player	2	-	1
	Total Hours	15		

UNIT-5	CONTENT CREATION AND SEO MANAGEMENT	L	T	P
5.1	Importance of Content and Content creation	2	-	-
5.2	Web media users (audience) and their need	2	1	-
5.3	Writing For web: Basic Principles , From writing to publishing	2	1	1
5.4	SEO : Basics and applications	1	1	2
5.5	Preparation and Presentation of SEO friendly web content for departmental web portal.	2		
	Total Hours	15		

PRACTICAL ASSIGNMENTS:

- Design and prepare a layout of a news portal on WordPress, Blogger. Present different sections for responsible usage for the news items of different categories and expressing a strong commitment towards news, photos, highlighting rich content values such as accuracy, credibility, and public trust for a wide global audience.
- Preparing and writing contents for Web Journalism.
- PPT on New Media in classroom.
- Make a Basic webpage.
- Make a program (10 Min Podcast) for Internet TV.

Suggested Readings:

- "Journalism Online" by Mike Ward (2011)
- "The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age" by Paul Bradshaw (2013)
- "Out of Print: Newspapers, Journalism and the Business of News in the Digital Age" by George Brock (2013)
- "Digital Journalism" by Janet Jones (2018)
- "Journalism in the Age of Virtual Reality: How Experiential Media Are Transforming
- News" by D. Raycheva (2021)
- "Journalism Ethics at the Crossroads: Democracy, Fake News, and the News Crisis" by Valerie Belair-Gagnon (2020)
- "Data Journalism Handbook" by Jonathan Gray, Liliana Bounegru, and Lucy Chambers (2012)
- "Digital Media Ethics" by Charles Ess (2014)

4EJC12 - MEDIA LAWS AND JOURNALISTIC ETHICS	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- To introduce students to the regulation, codes of practice and professional ethics of journalism.
- To create conceptual understanding about the Press its role and functioning in society.
- To introduce students to legal and ethical aspects of the Press, its values and responsibility.
- To inculcate understanding of media laws in students.
- To make the students aware of legal and ethical aspects of media and its values.
- To make students aware of the current amendments and future challenges in the media.

LEARNING OUTCOMES:

- Students will be capable to understand the legal aspects of Indian media.
- Students will be able to understand laws and regulations of media.
- Students will be capable to understand Media Ethics and its adaptation in media profession.

UNIT-1	Media Laws: Concept and History	L	T	P
1.1	Concept of laws in Media	2	-	-
1.2	History of Media Legislation in India	4	-	-
1.3	Freedom of Media and Expression	4	-	-
1.4	Constitution of India: summary	2	-	-
1.5	Need of Laws in Media	3	-	-
	Total Hours	15		

UNIT-2	Media Laws: Before Independence	L	T	P
2.1	Licensing Act 1857, Press Books registration Act 1867, Censorship of Press Act 1799	2	1	-
2.2	Vernacular Press Act, 1878	2	1	-
2.3	Indian press Act, 1910	1	1	1
2.4	Official secrets Act, 1923	1	1	2
2.5	Sedition & Related laws in India	1	-	1
	Total Hours	15		

UNIT-3	Media laws: After Independence	L	T	P
3.1	Working Journalists Act, The Press Council Act, 1978	2	-	-
3.2	Contempt of Court and related laws	2	1	-
3.3	Law of Obscenity (Section 292-294 IPC)	1	1	2
3.4	Prevention of Atrocities Act 1989	1	-	2
3.5	Famous cases involving Media professionals	2	-	1
	Total Hours	15		

UNIT-4	Defamation, Privacy and Intellectual Property	L	T	P
4.1	Concept of Defamation, Libel and Slander in context of Journalism	2	-	-
4.2	Right to Privacy, Right to Information Act 2005, with its background	2	1	-
4.3	Invasion in Privacy and consent issues. IT ACT 66A, 66B, 66C, 66D and 336	2	1	1
4.4	Copyright Act, Meaning of Intellectual property	2	-	1
4.5	Intellectual property rights in Digital Age	2	-	1
	Total Hours	15		

UNIT-5	Emerging issues and Ethical challenges	L	T	P
5.1	Media ethics in digital Era	2	-	-
5.2	Misinformation, fake news and Disinformation	2	1	-
5.3	Bias, Conflict of interest and transparency	2	1	1
5.4	Journalism Ethics and self-regulation	1	1	2
5.5	Objectivity versus fairness in Journalism.	2	-	-
	Total Hours	15		

Practical/ Projects/ Assignments:

- Write about three famous cases, where news reporting turned out to be fake news. Write about two famous cases of media professionals where misreporting came under fire in absence of fact.
- Student presentations- the student will present some of the topics as instructed by concern faculty.
- Write an essay on the role and functions of press council.
- Prepare a clipping file with at least 10 reports published in newspapers/ magazines related to any aspect of media laws and ethics and writing a summary report on that.

Suggested Readings:

- "Media Law and Ethics" by Roy L. Moore and Michael D. Murray (2019)
- "Media Ethics: Issues and Cases" by Philip Patterson and Lee Wilkins (2017)
- "Free Speech and Unfree News: The Paradox of Press Freedom in America" by Sam Lebovic (2016)
- "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel (2014)
- "The Media and the Law" by Kevin Williams and Tony Prosser (2017)
- "Journalism Ethics: A Philosophical Approach" by Christopher Meyers (2017)
- "Media Law for Journalists" by Ursula Smartt (2018)
- "Journalism Ethics at the Crossroads: Democracy, Fake News, and the News Crisis" by Valerie Belair-Gagnon (2020)
- "Media Law: A User's Guide for Film and Programme Makers" by Stuart Kuttne.

4EJG02 - LIFESTYLE JOURNALISM	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVES

- To develop skills in a range of journalistic forms relating to Arts and Lifestyle Journalism, focusing on primary and secondary research, building narratives and promoting your work on social media.
- To develop skills among students about writing, reviewing, profile writing and reported features for print and online,
- The objective of this course is to provide students with a comprehensive understanding of lifestyle journalism, including its principles, techniques, and ethical considerations.
- To introduce students to legal and ethical aspects of the Press, its values and responsibility.
- By the end of the semester, students will be able to critically analyze and produce engaging lifestyle content across various media platforms.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- By the end of the semester, students will be able to critically analyze and produce engaging lifestyle content across various media platforms.
- Understand the fundamental concepts and principles of lifestyle journalism.
- Apply research skills to gather information and conduct interviews for lifestyle articles.
- Demonstrate proficiency in writing, presenting and engaging and informative lifestyle articles.
- Develop skills in multimedia storytelling, including photography and videography for lifestyle journalism.
- Analyze and critique lifestyle content from different media sources.
- Apply ethical standards and considerations in lifestyle journalism.
- Students will learn about how lifestyle journalism is covered in various national newspapers, magazines, broadcasters and websites.

UNIT-1	Introduction to Lifestyle Journalism	L	T	P
1.1	Introduction to Lifestyle Journalism; understanding reporting, writing and presenting on pathway supports to explore creative disciplines and popular culture in areas such as art, food, fashion, music, photography, film and travel.	2	-	-
1.2	Overview of lifestyle journalism and its significance: An overview of lifestyle journalism and its significance through various techniques used by prominent lifestyle scribes at International, nation and local media.	4	-	-
1.3	Understanding lifestyle journalism niches and target audiences.	4	-	-
1.4	Principles of Lifestyle Journalism; How it is different from other form	2	-	-

	of news writing.			
1.5	Understanding storytelling techniques in lifestyle journalism: How to tell stories about societal changes that reflect the ways in which we live, work and perceive ourselves.	3	-	-
	Total Hours	15		

UNIT-2	**Writing Engaging Lifestyle Articles**	**L**	**T**	**P**
2.1	Structuring a lifestyle article for maximum impact: Particular attention is given to issues of globalization, consumption, representation, diversity, travel, aesthetics, and taste. You'll also explore issues of creativity and experimentation in journalism,	2	1	-
2.2	Writing captivating (crunchy and catchy) headlines and introductions.	2	1	-
2.3	Multimedia Storytelling in Lifestyle Journalism	1	1	1
2.4	Basics of lifestyle photography and composition, short term video making; In this unit, you'll develop in-demand skills in mobile video journalism, learning how to shoot, edit and embed eye-catching short-form video for social media to build engagement with online audiences.	1	1	2
2.5	Integrating multimedia elements into lifestyle articles.	1	-	1
	Total Hours	15		

UNIT-3	**Analyzing Lifestyle Content & Ethical Considerations in Lifestyle Journalism**	**L**	**T**	**P**
3.1	Evaluating lifestyle journalism from various media sources; profile, Programs, feature articles and blogs appeared on various platforms like print, online, television and social media websites.	2	-	-
3.2	Identifying successful and unsuccessful lifestyle articles.	2	1	-
3.3	Applying critical thinking skills to analyze content	1	1	2
3.4	Understanding importance of ethics in lifestyle reporting.	1	-	2
3.5	Navigating sensitive topics and maintaining journalistic integrity.	2	-	1
	Total Hours	15		

UNIT-4	**Lifestyle Journalism Niches**	**L**	**T**	**P**
4.1	Exploring different lifestyle journalism niches (food and travel Writing)	2	-	-
4.2	Exploring different lifestyle journalism niches (fashion, Music and Film)	2	1	-

4.3	Identifying target audiences and their preferences.	2	1	1
4.4	Analyzing successful examples of lifestyle journalism in specific niches	2	-	1
4.5	Writing an engaging article for department.	2	-	1
	Total Hours	15		

UNIT-5	**Exploring new trends and technologies in lifestyle journalism.**	**L**	**T**	**P**
5.1	Emerging Trends and Technologies in Lifestyle Journalism	2	-	-
5.2	Adapting to changes in audience preferences and consumption patterns.	2	1	-
5.3	Understanding the role of social media in lifestyle journalism.	2	1	1
5.4	Best practices for using social media as a lifestyle journalist.	1	1	2
5.5	Leveraging social media platforms for story discovery and audience engagement.	2	-	-
	Total Hours	15		

Practical/Project –

- Prepare a PPT on Multimedia Storytelling.
- Prepare a Vlog (Field Visit, Food review, Travel).
- Write a travelogue Article based on your last travel.

Suggestive readings

- "Lifestyle Journalism: Theoretical Foundations and Practical Applications" edited by Folker Hanusch and Justin Walden (2013)
- "Lifestyle Journalism in the Digital Age: Theory and Practice" edited by Tim Holmes and David Holmes (2014)
- "The Business of Fashion: Designing, Manufacturing, and Marketing" by Leslie Davis Burns and Kathy K. Mullet (2012)
- "Fashion Journalism: History, Theory and Practice" by Peter McNeil and Sanda Miller (2014)
- "Lifestyle Journalism and the Media Economy: Markets, Practices and Cultures" edited by Bob Franklin and David Murphy (2019)
- "Lifestyle Journalism in Transition: Emerging Journalism Practices and Journalistic Cultures" edited by Ansgard Heinrich and Nete Nørgaard Kristensen (2017)
- "Taste, Consumption and Markets: An Interdisciplinary Exploration" edited by Alan Warde and Lydia Martens (2000)
- "The Meaning of Style" by Dick Hebdige (1979)
- "The Elements of Style" by William Strunk Jr. and E.B. White (1959)
- "Food Journalism: A Practical Guide" by Stephen Quinn and Kim Fletcher (2004)

4ADA- 06 CO- CURRICULAR- 2 (A) PARLIAMENT: PRACTICE AND PROCEDURE-II	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

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

Learning Outcomes

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

Unit-1	**Introduction to Indian Constitution** (Total hours- L+T+P=6hrs)	L	T	P
1.1	Preamble	-	1	1
1.2	Fundamental Rights	-	-	2
1.3	Directive Principles of State Policy	-	-	2

Unit-2	**Introduction to Indian Parliament** (Total hours- L+T+P=6hrs)	L	T	P
2.1	Working of Indian Parliament	-	1	1
2.2	Committee of Indian Parliament	-	-	2
2.3	Budget	-	-	2

Unit-3	**Lok Sabha and Rajya Sabha** (Total hours- L+T+P=6hrs)	L	T	P
3.1	Working of Lok Sabha & Rajya Sabha	-	1	1
3.2	Passing of Bill in Lok Sabha & Rajya Sabha	-	-	2
3.3	Election of Members in of Rajya Sabha & Lok Sabha	-	-	2

Unit- 4	**State Assemblies and Legislative Councils** (Total hours- L+T+P=6hrs)	L	T	P
4.1	Introduction to Legislative Councils	-	1	1
4.2	Elections of members in Legislative Council	-	-	2
4.3	Functions of Legislative Council	-	-	2

Unit 5	**Different Parliamentary Systems in World** (Total hours- L+T+P=6hrs)	L	T	P
5.1	Japan Parliamentary System	-	1	1
5.2	Canada Parliamentary System	-	-	2
5.3	Germany Parliamentary System	-	-	2

Practical/Projects/Assignments:

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

Suggested Readings:

- Kaul M.N and Shakdher S.L, Practice and Procedure of Parliament, Lok Sabha Secretariat, New Delhi, Seventh Edition
- Khosla Madhav, The Constitution of Most Surprising Democracy, Oxford
- Basu Dr. Durga Das, Introduction of Indian Constitution, Lexis Nexis, 2019
- Rules of Procedure and Conduct of Business in the Council of States, Rajya Sabha Secretariat, New Delhi,2013.
- Chaudhary Sujit, Khosla Madhav and Mehta Pratap Bhanu, The Oxford Hand book of the Indian Constitution, Oxford University Press U.K,2016
- Role of Rajya Sabha in Indian Parliamentary Democracy, Rajya Sabha Secretariat, New Delhi,2019
- Narain Dr. Yogendra, Role and Relevance of Rajya Sabha in Indian Polity, Rajya Sabha Secretariat, New Delhi.
- Kashyap Subhash C., Our Parliament, National Book Trust, India
- Handbook for Members of Rajya Sabha, Rajya Sabha Secretariat, New Delhi, 2010
- Bakshi PM, Constitution of India, Universal Law Publishing, 2017
- De Rohit, A Peoples Constitution, Princeton University Press,2018.

E-resources:

- https://eparlib.nic.in
- https://epgp.inflibnet.ac.in
- http://Indias-Founding-Moment-Constitution-Surprising-ebook/

Co-Curricular- 2

(B) भारतीय संगीत- II

उद्देश्य

- संगीत के मूल तत्वों को समझना।
- सुगम संगीत की विभिन्न विधाओं जैसे गीत, भजन, गजल शैलियों इत्यादि से संगीत में आये हुए विभिन्न सैद्धान्तिक एवं वैचारिक महत्व पर चिंतन।
- संगीत का सैद्धान्तिक और व्यावसायिक क्षेत्रों में प्रदर्शन, नियोजन को जानना।
- हिन्दी चित्रपट संगीत की समझ विकसित करना।
- अन्य विषयों के साथ भारतीय संगीत को जोड़कर शोध के लिए भारतीय संगीत का प्रारंभिक ज्ञान देना।

शिक्षण के परिणाम

- अलंकारों, राग काफी, भैरव, भैरवी की जानकारी।
- सुगम संगीत की भिन्नो शैलियों से परिचित होना।
- भारतीय चित्रपट को जानना एवं प्रमुख संगीतकारों की शैलियों की समझना।
- भारतीय चित्रपट संगीत में प्रसिद्ध पार्श्वगायकों के योगदान को जानना।
- ताल एवं वाद्य यंत्रों की प्रारंभिक समझ ।

ईकाई-1		L	T	P
11.	प्रारंभिक अलंकारों का लेखन 20से 10	-	2	2
1.2	राग काफी, भैरव, भेरवी का सम्पूर्ण परिचय	-	-	6

ईकाई-2		L	T	P
2.1	सुगम संगीत परिभाषा एवं विशेषताएँ	-	2	2
2.2	सुगम संगीत शैलियॉ गीत, गजल, भजन प्रसिद्ध कवियों), शायर की 5-5 (रचनायें	-	-	6

ईकाई-3		L	T	P
3.1	चित्रपट का अर्थ, परिचयन एवं इतिहास	-	2	-
3.2	हिन्दी चित्रपट संगीत में शास्त्रीय संगीत का प्रयोग करने वाले प्रमुख संगीतकार	-	2	4

ईकाई-4		L	T	P
4.1	पार्श्वगायन का अर्थ, हिन्दी चित्रपट संगीत में पार्श्वगायन का प्रारंभ	-	2	
4.2	हिन्दी चित्रपट संगीत के प्रमुख गायकगायिकाएँ परिचय एवं योगदान / द रफीमोहम्म), मन्नाडे, मुकेश, किशोर कुमार, भारत रत्न लता मंगेशकर, आशा भोसले, गीता दत्त, सुमन कल्याण पुरकर	-	2	4

ईकाई-5		L	T	P
5.1	सुगम संगीत में प्रयुक्त होने वाले तालों का परिचय एवं प्रयोग तालतीव्रा-, कटरवा दादरा, रूपक, झपताल, तीनताल	-	1	6
5.2	सुगम संगीत में वाथवृंद का प्रयोग, महत्व एवं प्रमुख वाद्य	-	1	2

भारतीय संगीत
(सुगम गायन)
द्वितीय वर्ष - प्रायोगिक

- प्रारंभिक 10 से 20 अलंकारों का गायन
- राग-काफी, भैरव, भैरवी में आरोह-अवरोह-पकड
- सरगम, लक्षणगीत, छोटारख्याल- 5-5 आलाप तानों सहित प्रस्तुत करना ।
- सुगम संगीत/फिल्मा संगीत की दो रचनायें स्वेच्छा से प्रस्तुत करना ।
- हिन्दी चित्रपट संगीत के प्रसिद्ध पार्श्व गायक/गायिकाओं में से किसी एक की स्तरीय रचना (शब्द रचना) की प्रस्तुति।
- बाह्य परीक्षक की इच्छानुसार सुगम संगीत की किसी एक शैली को प्रस्तुत करना।
- सैद्धान्तिक प्रश्नचपत्र के तालों को हाथ से (ताली/खाली) प्रदर्शित करना

संदर्भ -

- हिन्दुस्तानी संगीत पद्धति भाग-1/2 लेखक - वि.ना. भातखण्डे
- राग परिचय- भाग1/2/3/4 लेखक- हरिशचन्द्र श्रीवास्तव
- संगीत विशारद- लेखक वसंत
- गूगल/नेट/यू-ट्यूब/स्थापित पार्श्वय गायकों/गायिकाओं के गीत।

।

4ADA- 06 CO- CURRICULAR- 2 (C) LALIT KALA-II	Marks:40			Credits:2		
	Th	Pr	Ia	Credit/ hours		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To familiarize students with the methods and techniques of drawing and sketching.
- To develop observation skills through the study of nature and surroundings.
- To understand natural and man-made forms through artistic exploration.
- To introduce students to colours, colour application, and various artistic media.
- To develop creative skills through design, printing, painting, and craft activities.

Course Outcomes

- Demonstrate basic drawing and sketching skills using appropriate techniques.
- Apply perspective, colour, and composition principles in visual artworks.
- Create decorative and geometric design compositions.
- Demonstrate skills in block printing, fabric painting, and surface design.
- Create three-dimensional forms using clay and other materials.

UNIT- 1	Drawing and Nature Study	L	T	P
1.1	Introduction to Drawing and Nature Study, Sketching and Perspective Drawing (Lecture, Discussion)	1	-	2
1.2	Colour Rendering Techniques, Study of Plants, Trees, and Flowers (Lecture, Discussion)	1	-	2
1.3	Study of Fruits and Vegetable (Lecture, Discussion)	1	-	1
1.4	Outdoor Sketching and Observation Drawing (Lecture, Discussion)	1	1	-
1.5	Introduction to Light and Shadow Rendering (Lecture, Discussion)	1	-	1

UNIT- 2	Design	L	T	P
2.1	Decorative Design (Lecture, Discussion)	1	-	2
2.2	Geometrical Design (Lecture, Discussion)	1	-	2
2.3	Poster Design (Lecture, Discussion)	1	-	1
2.4	Logo Design (Lecture, Discussion)	1	1	-
2.5	Calligraphy (Lecture, Discussion)	1	-	1

UNIT- 3	Block Printing and Fabric Painting	L	T	P
3.1	Introduction to Block Printing (Lecture, Discussion)	1	-	2
3.2	Vegetable Printing, Wooden Block Printing (Lecture, Discussion)	1	-	2
3.3	Fabric Painting (Cushion Covers, Dupattas, Tote Bags) (Lecture, Discussion)	1	-	1
3.4	Stencil Printing Techniques (Lecture, Discussion)	1	1	-
3.5	Surface Pattern Design for Textiles (Lecture, Discussion)	1	-	1

UNIT-4	Clay Modelling and Three-Dimensional Art	L	T	P
4.1	Introduction to Clay Modelling (Lecture, Discussion)	1	-	2
4.2	Simple Forms (Fruits, Vegetables, Flowers) (Lecture, Discussion)	1	-	2
4.2	Birds and Animals, POP Relief Work (Lecture, Discussion)	1	-	1
4.4	Decorative Utility Objects (Lecture, Discussion)	1	1	-
4.5	Eco-Friendly Sculpture and Craft (Lecture, Discussion)	1	-	1

UNIT- 5	Paper Craft	L	T	P
5.1	Book Jacket Design (Lecture, Discussion)	**1**		**2**
5.2	Paper Craft Mobile (Lecture, Discussion)	**1**		**2**
5.3	Calendar Design, Greeting Card Design (Lecture, Discussion)	**1**		**1**
5.4	Paper Packaging Design (Lecture, Discussion)	**1**	**1**	
5.5	Recycled Paper Craft Products (Lecture, Discussion)	**1**		**1**

Practical/Projects/Assignments:

- Create a Perspective Drawing showing one-point or two-point perspective.
- Prepare a Nature Study Sheet including plants, flowers, fruits, and vegetables with colour rendering.
- Design a Poster or Logo on a social, environmental, or cultural theme.
- Create a Block Printing or Fabric Painting composition using traditional or contemporary motifs.
- Develop a Clay Modelling project depicting animals, birds, or decorative objects.
- Design and create a Paper Craft product such as a Book Jacket, Calendar, Greeting Card, or Packaging Design.

Suggested Readings:

- Drawing on the Right Side of the Brain – Betty Edwards
- Perspective Made Easy – Ernest R. Norling
- The Natural Way to Draw – Kimon Nicolaïdes
- Design Basics – David A. Lauer & Stephen Pentak
- Water Colour Landscapes Step by Step – Milind Mulick
- A for Ajrakh: The A to Z of Block Printing – Nina Sabnani

E-Resources:

- SWAYAM
- e-PG Pathshala
- National Digital Library of India (NDLI)
- Google Arts & Culture
- National Museum, New Delhi

4ADA- 06 CO- CURRICULAR- 2 (E) DEBATE & DIALOGUE-II	Marks:40			Credits:2		
	Th	Pr	Ia	Contact Hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To describe the key elements of debate, dialogue and speech
- To impart theoretical and practical knowledge on debate, dialogue and speech
- To enable students to prepare themselves for debate, dialogue and speech
- Emphasis is given on skill training in information gathering, processing and delivering.
- Updating them with the challenges and various issue encountered on field

Learning Outcomes:-

- Students will have the knowledge to represent them on different platforms with analytical
- and critical point of view
- Will develop a critical thinking on various contemporary issues
- Students get knowledge about the idea, media and society

Unit-1	**Purpose (Total hours- L+T+P=6hrs)**	L	T	P
1.1	Understanding the purpose, rules of the debate	1	1	-
1.2	Dos and don'ts of debater	1	1	-
1.3	Understanding the target audience	1	-	1

Unit-2	**Preperation (Total hours- L+T+P=6hrs)**	L	T	P
2.1	Preparation methodology	1	1	-
2.2	Art of presentation/performance	1	1	-
2.3	Confusion part of debate	-	1	1

Unit-3	**Delivery Mechanism** (Total hours- L+T+P=6hrs)	L	T	P
3.1	Speech delivery mechanism	1	-	1
3.2	Performing speech in different platforms	-	1	1
3.3	Speech & language disorders	1	1	-

Unit- 4	Dialogue Writing (Total hours- L+T+P=6hrs)	L	T	P
4.1	Important elements of dialogue writing	1	1	-
4.2	Tips for dialogue writing	1	1	-
4.3	Exercise of dialogue writing	-	1	1

Unit 5	Debate Generator (Total hours- L+T+P=6hrs)	L	T	P
5.1	Dialogue, debate and speech in Indian spirituality	1	1	
5.2	Dialogue, debate and speech in Indian arts	1	1	
5.3	AI Debate Generator	-	1	1

Practical/Projects/Assignments:

- Present a speech on a subject of your choice approved by your mentor/professor.
- Select a subject approved by your mentor/professor, present your opinion, engage with others.
- Present yourself as a TV anchor.
- Present yourself as a reporter covering a news development.

Suggested readings:

- How to Argue and Win Every Time: At Home, At Work, In Court, Everywhere, Every Day- Gerry Spence
- THE WORLD'S 100 GREATEST SPEECHES Paperback – Terry O'Brien
- The Penguin Book of Modern Speeches -Brian MacArthur
- A Panorama of Indian Philosphy- R. C. Pandeya
- Bhartiya Gyan Parampara- DR.RAJESH KUMAR VYAS

4ADA- 06 CO- CURRICULAR- 2 (D) SCIENCE OF HAPPINESS II: FLOURISHING, LEADERSHIP & SOCIETY	Marks: 40	Credits:2

Course Outcomes

- Students will be able to
- Apply happiness science in workplaces and communities.
- Develop leadership based on emotional intelligence.
- Design well-being interventions.
- Understand societal and environmental determinants of well-being.
- Create a lifelong flourishing plan.

Learning Outcome

- Apply positive psychology principles to organizations.
- Develop habits that support innovation and optimal performance.
- Develop long-term resilience and adaptive coping.
- Demonstrate emotionally intelligent leadership skills.
- Understand the relationship between policy, sustainability and human flourishing.

Well-being, Emotional Intelligence & Leadership in Organizations (8 Hours)	
UNIT- 1	Positive organizational scholarship
	Psychological safety
	Human-centred productivity
	Humour, play and workplace well-being
	Emotional Intelligence
	Compassionate leadership
	Team dynamics
	Emotional climate
	Decision-making

Creativity, Flow & Cognitive Vitality (4 Hours) Sessions 5–6	
UNIT- 2	Flow Theory Creativity Intuition
	Flexible thinking
	Cognitive overload

Resilience & Growth (4 Hours) Sessions 7–8	
UNIT- 3	Stress adaptation
	Post-traumatic growth
	Growth mind-set
	Grit
	Cognitive reappraisal

Well-being, Society & Sustainability (4 Hours) Sessions 9–10	
UNIT- 4	Gross National Happiness
	Well-being Economy
	Community flourishing
	Nature connectedness
	Environmental wellness
	Sustainable development

Life Design & Applied Happiness (4 Hours) Sessions 11–12	
UNIT- 5	Ikigai
	Purpose
	Meaningful goal setting
	Work-life integration
	Personal happiness blueprint
	Designing a campus/community well-being intervention

Learning Outcome

Create a scientifically informed personal and community well-being plan.

Experiential Components

- Community Well-being Project
- Nature Connection Activity
- Campus Happiness Audit
- Leadership Reflection Portfolio
- Group Well-being Intervention
- Final Happiness Blueprint Presentation

Suggested Distribution of Readings

- Mihaly Csikszentmihalyi – Flow
- Daniel Kahneman – Thinking, Fast and Slow
- Dacher Keltner – Awe
- Stephen Covey – The 7 Habits of Highly Effective People
- Bhutan Studies publications on Gross National Happiness
- Michio Kaku – The Future of Humanity

SEMESTER-4

SCIENCE OF HAPPINESS II: FLOURISHING, LEADERSHIP & SOCIETY THEME: CREATING WELL-BEING AROUND US	Marks: 40	Credits:2

S.No.	Practical/Assignment	Description	Marks
1	Campus Well-being Audit	Assess one aspect of campus well-being (green spaces, student stress, inclusion, social connection, digital habits etc.) and submit recommendations.	**10**
2.	Community Happiness Project	Plan and implement a small intervention (gratitude wall, happiness booth, kindness campaign, mindfulness session, nature walk, laughter activity, digital detox etc.).	**10**
3	Leadership Reflection Portfolio	Reflect on emotional intelligence, conflict management, empathy and leadership experiences during the semester.	**5**
4	Happiness Blueprint Presentation	Present a personal flourishing plan including health, relationships, purpose, career, finances and contribution to society.	**5**
		Total =	**30**

Optional Minor Assignments (Faculty can choose any two)

- Digital Detox Challenge (7 Days)
- Sleep Hygiene Tracker
- Nature Connectedness Diary
- Random Acts of Kindness Challenge
- Gratitude Visit
- Social Media Well-being Analysis
- Interview an Inspiring Person on Happiness
- Family Happiness Tree
- Mindful Photography Project
- One Week Without Complaining Challenge
- Strength Spotting Exercise
- Flow Experience Report
- Personal Values Mapping
- Ikigai Worksheet
- Awe Mapping Exercise
- Happy Story Telling

S.No.	Suggested Assessment Rubric Criteria (Applicable to Both Semesters)	Marks
1	Completion & Timeliness	5
2.	Reflection & Self-awareness	10
3	Scientific Understanding	5
4	Creativity & Application	10
5	Presentation & Communication	10
	Total =	40

Capstone Suggestion

- Rather than a traditional practical examination, conclude each semester with an e-Portfolio.
- Students compile all journals, reflections, assessment results, photographs of activities, and
- project reports into a digital portfolio. This serves as evidence of experiential learning and
- aligns well with NEP 2020's emphasis on competency-based assessment.
- This structure is similar to experiential assessment models used in well-being and positive
- psychology courses at universities such as the University of Pennsylvania Positive
- Psychology Center and Greater Good Science Center, where reflective practice and real-
- world application are integral to learning outcomes.

SEMESTER – 5

5EJC13 - HISTORY OF ENGLISH LITERATURE	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- Studying History of English Literature helps to develop transferable skills including conducting research, honing analysis and critical reasoning, asserting judgment, building a critique, offering an interpretation, and time management.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Follow career as a journalist, an English teacher, content writer, paralegal, marketing and public relations in various organisations.
- Other common careers include librarianship, archiving, bookselling, information and research, tourism, events management, social work, youth work, probation work.

UNIT-1	Understanding Poetry	L	T	P
1.1	Kinds of Poetry, Anglo Saxon Poetry, 14th Century Poetry, Elizabethan sonneteers and Lyric poetry, Some Poetic term	2	-	-
1.2	Metaphysical Poetry, Cavalier and Caroline Poets, 18th century versus Satire.	4	-	-
1.3	Graveyard School of Poetry, Precursors of the romantic movement, Romantic revival	4	-	-
1.4	Victorian Poetry, Pre-Raphaelite poetry, Georgian poetry.	2	-	-
1.5	Modern Poetry, War Poetry, Symbolist and Surrealist Movement in Poetry and Literature contemporary Poets.	3	-	-
	Total Hours	15		

UNIT-2	Understanding Drama	L	T	P
2.1	Morality Play, Miracle Plays, Mystery Plays. Shakespeare's contemporaries and successors.	2	1	-
2.2	Jacobian Drama.	2	1	-
2.3	Restoration comedy (comedy of manners), Restoration Tragedy, Heroic Tragedy.	1	1	1

2.4	Eighteenth century Sentimental comedy, Revival of Drama in the late 15th century	1	1	2
2.5	Modern Versus Drama, Contemporary Drama, Some Dramatic term.	1	-	1
	Total Hours	15		

UNIT-3	**Understanding Novel**	**L**	**T**	**P**
3.1	Picaresque Novels, Women Novelists up to Jane Austen, Women Novelists of the Victorian era	2	-	-
3.2	Gothic Novels or The Novel of Terror	2	1	-
3.3	Romantic Novels, Epistolary Novels, Autobiographical Novels.	1	1	2
3.4	Victorian novels, Historical Novels, Regional Novels.	1	-	2
3.5	Modern Psychological Novels, Political Novels, Realistic Novels.	2	-	1
	Total Hours	15		

UNIT-4	**Understanding Prose**	**L**	**T**	**P**
4.1	Anglo Saxon Prose, Renaissance Prose (Sixteenth Century Prose)	2	-	-
4.2	Seventeenth Century Prose	2	1	-
4.3	Eighteenth Century Prose and Periodicals..	2	1	1
4.4	Romantic Prose, Victorian Prose	2	-	1
4.5	Modern Prose, Contemporary Prose	2	-	1
	Total Hours	15		

UNIT-5	**Understanding Criticism**	**L**	**T**	**P**
5.1	16th and 17th century criticism	2	-	-
5.2	17th century Criticism	2	1	-
5.3	18th century Criticism	2	1	1
5.4	Romantic Criticism, Victorian Criticism.	1	1	2

5.5	Trends in Twentieth century criticism	2	-	-
	Total Hours	15		

Practical/Project –

- Write a detail analytical note on poetry of John Keats and Percy Bysshe Shelley by explaining real meaning of Poem' Ode to the Grecian Urn and Ode to the Nightingale.
- Write detailed note on Precursors of the romantic movement by analysis on William Cowper's romanticism that consists in his direct and realistic look-out of life.
- Do a case study on trend in modern criticism

Suggestive readings

- "The Norton Anthology of English Literature" edited by Stephen Greenblatt (2018)
- "A Short History of English Literature" by Michael Alexander (2015)
- "The Oxford Illustrated History of English Literature" edited by Pat Rogers (2001)
- "The Cambridge History of English Literature" edited by Robert DeMaria Jr., Heesok Chang, and Samantha Zacher (2013)
- "A History of English Literature" by Robert Huntington Fletcher (2019)
- "The Norton Anthology of English Literature: Volume 1" edited by M.H. Abrams and Stephen Greenblatt (2018)

5EJC14 –INDIAN CONSTITUTION AND POLITY	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- Understanding the Constitution: Students will gain a thorough understanding of the historical background, salient features, and key components of the Indian Constitution, including its preamble, fundamental rights, directive principles of state policy, and the structure of government.
- Constitutional Institutions: Students will become familiar with the roles, powers, and functions of various constitutional institutions, such as the President, Prime Minister, Parliament, Judiciary, Election Commission, and Comptroller and Auditor General (CAG).
- Fundamental Rights and Duties: Students will explore the fundamental rights guaranteed by the Constitution and understand the importance of individual rights and responsibilities in a democratic society.
- Democratic Processes: Students will examine the processes and mechanisms of democratic governance in India, including the electoral system, political parties, federalism, and the relationship between the central and state governments.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- To develop a thorough understanding of the Constitution of India and its key provisions.
- To examine the functioning and roles of various constitutional institutions in India.
- To analyze the democratic processes, political parties, and electoral system in India.
- To understand the significance of fundamental rights and duties in a democratic society.
- To critically evaluate constitutional amendments and judicial interpretation in India.

UNIT-1	Introduction to the Indian Constitution:	L	T	P
1.1	Historical background, Constituent Assembly, and salient features	2	-	-
1.2	Preamble and the basic structure of the Constitution.	4	-	-
1.3	Fundamental Rights: Significance, classification, and limitations.	4	-	-
1.4	Right to Equality: Equality before the law	2	-	-
1.5	Prohibition of discrimination, and affirmative action.	3	-	-
	Total Hours	15		

UNIT-2	Right To Freedom and DSPs	L	T	P
2.1	Right to Freedom: Freedom of speech and expression,	2	1	-
2.2	Assembly, association, and movement	2	1	-
2.3	Right to Life and Personal Liberty: Prohibition of torture, privacy rights, and death penalty.	1	1	1
2.4	Directive Principles of State Policy: Principles and their significance in socio- economic development.	1	1	2
2.5	Fundamental Duties: Constitutional provisions and their importance	1	-	1
	Total Hours	15		

UNIT-3	Official Hierarchy	L	T	P
3.1	Union Executive: President, Vice President, and Prime Minister.	2	-	-
3.2	Union Legislature: Lok Sabha and Rajya Sabha.	2	1	-
3.3	State Executive: Governor and Chief Minister.	1	1	2
3.4	State Legislature: Vidhan Sabha and Vidhan Parishad.	1	-	2
3.5	Judiciary: Structure, independence, and judicial review. Judicial Activism and Public Interest Litigation (PIL).	2	-	1
	Total Hours	15		

UNIT-4	Freedom of the Press	L	T	P
4.1	Freedom of the Press and Media Regulation.	2	-	-
4.2	Emergency Provisions: Proclamation, effects, and constitutional safeguards.	2	1	-
4.3	Public Policy and Governance: Role of bureaucracy and administrative accountability.	2	1	1
4.4	Right to Information Act and its significance, Media Trials	2	-	1
4.5	Euphemism, Hyperbole, Eulogy, Understatement	2	-	1
	Total Hours	15		

UNIT-5	Constitution as a living Being	L	T	P
5.1	Constitutional Amendments: Process, significance, and major amendments.	2	-	-
5.2	Landmark Constitutional Cases: Analysis and impact.	2	1	-
5.3	Secularism and the Indian Polity: Constitutional provisions and challenges.	2	1	1
5.4	Gender and Politics: Women's rights, representation, and empowerment.	1	1	2
5.5	Constitutional Values and Responsible Citizenship	2		
	Total Hours	15		

Practical/Project –

- Write a report on use of Right To Information in Bhopal and its social impact
- Write a report on Working Journalist Act 1955.
- Suggestive readings
- "Indian Polity" by M. Laxmikanth (2022)
- "Introduction to the Constitution of India" by Durga Das Basu (2020)
- "Our Constitution: An Introduction to India's Constitution and Constitutional Law" by Subhash C. Kashyap (2020)
- "The Constitution of India: Select Issues and Perceptions" edited by Rajeev Bhargava and Lokendra Malik (2020)
- "Constitutional Law of India: A Critical Commentary" by H.M. Seervai (2017)
- "The Oxford Handbook of the Indian Constitution" edited by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta (2016)
- "Indian Polity for Civil Services Examinations" by M. Laxmikanth (2022)
- "Basic Structure Doctrine" by G. C. Venkat Subbarao (2017)
- "The Framing of India's Constitution: Select Documents" edited by B. Shiva Rao (2000)
- "Constitutional Law and National Building in India: A Historical Perspective" by Sabyasachi Bhattacharya (2020)

5EJE-01 (A) - SCIENCE AND TECH JOURNALISM	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	2/2	1/1	2/4

COURSE OBJECTIVE

- The objective of this course is to provide students with a comprehensive understanding of science and technology journalism, including its principles, practices, and ethical considerations.
- By the end of the semester, students will be able to critically analyze and effectively communicate complex scientific and technological concepts to a general audience through various media platforms.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Demonstrate proficiency in writing clear, accurate, and engaging science and technology stories.
- Understand the fundamentals of science and technology journalism.
- Apply research skills to gather information and conduct interviews for science and technology articles.
- Interpret and explain complex scientific and technological concepts for a general audience.
- Understand the role of social media platforms in science and technology journalism and utilize them effectively.

UNIT-1	Introduction to Science and Technology Journalism	L	T	P
1.1	Overview of science and technology journalism and its significance.	2	-	-
1.2	Differentiating between science journalism and technology journalism.	4	-	-
1.3	Exploring the role of science and technology journalists in society	4	-	-
1.4	Understanding the scientific method and the basics of scientific inquiry.	2	-	-
1.5	Critical thinking and scepticism in science and technology reporting.	3	-	-
	Total Hours	15		

UNIT-2	Writing Science and Technology Stories	L	T	P
2.1	Structuring science and technology articles for clarity and impact.	2	1	-
2.2	Crafting compelling headlines and leads.	2	1	-

2.3	Writing in a style that is accessible to a general audience.	1	1	1
2.4	Understanding Audience	1	1	2
2.5	Writing project for Departmental Newsletter	1	-	1
	Total Hours	15		

UNIT-3	**Research Skills for Science and Technology Journalism**	**L**	**T**	**P**
3.1	Conducting effective research for science and technology articles.	2	-	-
3.2	Identifying and evaluating credible sources of scientific information	2	1	-
3.3	Interview techniques for scientists, experts, and industry professionals.	1	1	2
3.4	Jargon and technical language in science and technology reporting	1	-	2
3.5	Interpreting and Communicating Complex Concepts	2	-	1
	Total Hours	15		

UNIT-4	**Analyzing Science and Technology Coverage**	**L**	**T**	**P**
4.1	Critically evaluating science and technology journalism from different media sources	2	-	-
4.2	Recognizing common pitfalls and biases in science and technology reporting.	2	1	-
4.3	Fact-checking and verification techniques for scientific claims.	2	1	1
4.4	Ethical Considerations in Science and Technology Journalism	2	-	1
4.5	Navigating conflicts of interest and industry influence	2	-	1
	Total Hours	15		

UNIT-5	**Engaging Readers and Building an Online Presence**	**L**	**T**	**P**
5.1	Translating complex scientific and technological concepts for a general audience.	2	-	-
5.2	Using analogies, metaphors and other strategies for engaging readers and fostering interaction.	2	1	-
5.3	Utilizing social media platforms for promoting science and technology content.	2	1	1

5.4	Building and managing a personal brand as a science and technology journalist.	1	1	2
5.5	Emerging Trends and Technologies in Science and Technology Journalism	2		
	Total Hours	15		

Practical/Project –

- Do a case study on how government publicity departments have used social media tools to promote science and technology
- Write a report for any newspaper on how schools have rich content on use of science in daily life on school curriculum and activities.

Suggestive readings

- "The Science Writers' Handbook: Everything You Need to Know to Pitch, Publish, and Prosper in the Digital Age" edited by Writers of SciLance and Thomas Hayden (2013)
- "The Science of Science Writing" edited by Thomas Hayden (2019)
- "The Craft of Science Writing: Selections from The Open Notebook" edited by Siri Carpenter and Michelle Nijhuis (2020)
- "The Best American Science and Nature Writing" edited by various authors (published annually)
- "Data Journalism Handbook" edited by Jonathan Gray, Liliana Bounegru, and Lucy Chambers (2012)
- "Writing about Science in Plain English" by Anne E. Greene (2018)
- "The Science Writers' Essay Handbook: How to Craft Compelling True Stories in Any Medium" edited by Michelle Nijhuis (2021)
- "The Science Writers' Phrase Book: Essential Reference for Writers, Editors, and PR Professionals" by Brendan Hennessy (2018)
- "Explaining Research: How to Reach Key Audiences to Advance Your Work" by Dennis Meredith (2010)
- "The Science Journalism Toolkit: Ideas, Tips, and Resources for Science Writers" edited by Jeanne Erdmann (2019)

5EJE-01 (B) - CINEMA AESTHETICS AND JOURNALISM	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	2/2	1/1	2/4

COURSE OBJECTIVE

- The objective of this course is to explore the intersection of cinema aesthetics and journalism, examining the ways in which film techniques and storytelling approaches are employed in journalistic storytelling
- By the end of the semester, students will gain an understanding of the aesthetics of cinema and its application in journalistic practice.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Understand the fundamentals of cinema aesthetics and their relevance to journalism.
- Analyze and critique the use of cinematic techniques in journalistic storytelling.
- Apply cinematic storytelling techniques to enhance the impact and engagement of journalistic work
- Evaluate the ethical implications of using cinematic aesthetics in journalistic reporting.

UNIT-1	Introduction to Cinema Aesthetics and Journalism	L	T	P
1.1	Understanding Cinema Aesthetics and Its objectives.	2	-	-
1.2	Understanding the connection between cinema aesthetics and journalism.	4	-	-
1.3	Cinematic Techniques in Journalism	4	-	-
1.4	Exploring the impact of cinematic storytelling in journalistic narratives.	2	-	-
1.5	Analyzing examples of journalistic work that effectively utilize cinematic techniques.	3	-	-
	Total Hours	15		

UNIT-2	Cinematic techniques	L	T	P
2.1	Introduction to key cinematic techniques, such as cinematography, editing, sound, and mise-en-scène.	2	1	-
2.2	Identifying the role of cinematic techniques in enhancing storytelling	2	1	-

2.3	Identifying the role of cinematic techniques in audience engagement.	1	1	1
2.4	Understanding Cinema Audience	1	1	2
2.5	Writing project for Departmental Newsletter	1	-	1
	Total Hours	15		

UNIT-3	**Narrative Structures &Visual Composition and Framing**	**L**	**T**	**P**
3.1	Exploring the similarities and differences in narrative structures between journalism and cinema.	2	-	-
3.2	Understanding the principles of storytelling and narrative arcs in cinematic and journalistic contexts	2	1	-
3.3	Analyzing case studies of journalistic pieces that employ cinematic narrative structures.	1	1	2
3.4	Understanding the importance of visual composition and framing in both cinema and journalism.	1	-	2
3.5	Applying principles of visual composition to journalistic visuals, such as photographs and videos.	2	-	1
	Total Hours	15		

UNIT-4	**Sound Design and Music in Journalism**	**L**	**T**	**P**
4.1	Understanding the role of sound design and music in cinematic storytelling.	2	-	-
4.2	Analyzing the use of sound and music in journalistic narratives.	2	1	-
4.3	Exploring the ethical considerations of using sound and music in journalistic content.	2	1	1
4.4	Hands-on exercises in editing journalistic content using cinematic techniques.	2	-	1
4.5	Analyzing different editing techniques and their impact on narrative flow and emotional engagement	2	-	1
	Total Hours	15		

UNIT-5	Documentary Filmmaking and Journalism	L	T	P
5.1	Understanding the overlap between documentary filmmaking and journalism.	2	-	-
5.2	Analyzing documentary techniques in journalistic storytelling.	2	1	-
5.3	Exploring the ethical considerations and responsibilities of documentary journalism.	2	1	1
5.4	Experimental Approaches in Cinematic Journalism	1	1	2
5.5	Analyzing avant-garde and non-linear storytelling techniques in journalistic narratives	2		
	Total Hours	15		

Practical/Project/assignment:

- Write a script on any social issue for a 3-5 minutes documentary film. Prepare and submit the documentary film.
- Prepare a PPT on your favourite movie.

Suggested Reading:

- "Film Art: An Introduction" by David Bordwell and Kristin Thompson (2019)
- "The Aesthetics of Film" by Jacques Aumont (2019)
- "Understanding Movies" by Louis Giannetti (2016)
- "Film Theory and Criticism: Introductory Readings" edited by Leo Braudy and Marshall Cohen (2016)
- "The Language of Film" by Robert Edgar-Hunt, John Marland, and Steven Rawle (2013)
- "The Cinema Book" edited by Pam Cook (2017)
- "Cinematic Storytelling: The 100 Most Powerful Film Conventions Every Filmmaker Must Know" by Jennifer Van Sijll (2005)
- "Film Form and Culture" by Robert Kolb and Peter J. Beicken (2012)
- "The Hollywood Reporter Book of Box Office Hits" by Susan Sackett (2012)

5EJG-03 –WRITING for MAGAZINE and REPORTING	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- To introduce students to magazine journalism, its practice, theories and concepts.
- To make them learn what magazine journalism is, how it is constructed and what makes it different from other forms of journalism.
- To develop students' skills in writing engaging and compelling articles for magazines.
- To make them understand the techniques and strategies needed to produce high-quality magazine content across various genres and subject matters.
- To improve their skills through a combination of theory, practical exercises, and feedback.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Understand the key elements of magazine writing and its distinct style.
- Identify target audiences and adapt writing styles accordingly.
- Conduct effective research and interviews for magazine articles
- Write feature articles, profiles, reviews, and other magazine content.
- Apply effective storytelling techniques and structures in magazine writing.

UNIT-1	Introduction to Magazine Writing	L	T	P
1.1	Understanding the characteristics and expectations of magazine writing	2	-	-
1.2	Exploring different genres and styles within magazine writing.	4	-	-
1.3	Understanding the Target Audience	4	-	-
1.4	Identifying target audiences and tailoring writing styles to their preferences.	2	-	-
1.5	Analyzing readership demographics and interests.	3	-	-
	Total Hours	15		

UNIT-2	Generating Article Ideas and Pitches	L	T	P
2.1	Developing creative approaches to brainstorming article ideas.	2	1	-
2.2	Refining article concepts and crafting compelling pitches.	2	1	-

2.3	Feature Writing for Magazines	1	1	1
2.4	Structure and elements of feature articles, crafting captivating openings and compelling narratives	1	1	2
2.5	Incorporating storytelling techniques and vivid descriptions.	1	-	1
	Total Hours	15		

UNIT-3	**Profile Writing and Personal Narratives**	**L**	**T**	**P**
3.1	Writing engaging profiles of individuals or organizations	2	-	-
3.2	Incorporating personal narratives and anecdotes into profiles.	2	1	-
3.3	Balancing objectivity with a humanistic approach in profile writing.	1	1	2
3.4	Review and Critique Writing	1	-	2
3.5	Analyzing different types of reviews (e.g., books, movies, restaurants).	2	-	1
	Total Hours	15		

UNIT-4	**Travel and Lifestyle Writing**	**L**	**T**	**P**
4.1	Techniques for writing engaging travel and lifestyle articles	2	-	-
4.2	Creating vivid descriptions and immersive experiences	2	1	-
4.3	Incorporating Multimedia Elements	2	1	1
4.4	Exploring the integration of visuals, such as photographs and infographics, into magazine articles.	2	-	1
4.5	Understanding the role of multimedia elements in enhancing storytelling and reader engagement.	2	-	1
	Total Hours	15		

UNIT-5	**Editing and Revising Magazine Articles**	**L**	**T**	**P**
5.1	Techniques for self-editing and revising magazine articles.	2	-	-
5.2	Refining article structure, clarity, and coherence.	2	1	-
5.3	Grammar, punctuation, and style considerations in magazine writing.	2	1	1
5.4	Understanding the editorial process and working with editors.	1	1	2

5.5	Building a Professional Portfolio	2		
	Total Hours	15		

Practical/Project –

- Design layout of a magazine of one popular annual event of MCU.
- Write a report for a popular magazine on a controversial film and discussion on social media. You can choose any film from any year.
- Write a feature how communities are becoming violent due to drinking water crisis in various areas of Madhya Pradesh
- Write a profile on any person of your choice.

Suggestive readings

- "The Magazine Article: How to Think It, Plan It, Write It" by Peter Jacobi (2005)
- "The Art of Feature Writing: From Newspaper Features and Magazine Articles to Commentary" by Earl R. Hutchison (2007)
- "The New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft" edited by Robert S. Boynton (2005)
- "On Writing Well: The Classic Guide to Writing Nonfiction" by William Zinsser (2006)
- "The Best American Magazine Writing" edited by various authors (published annually)
- "Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University" edited by Mark Kramer and Wendy Call (2007)
- "Feature Writing: The Pursuit of Excellence" by Edward Jay Friedlander and John Lee (2013)
- "The Magazine from Cover to Cover" by Sammye Johnson and Patricia Prijatel (2011)
- "The Magazine Writer's Handbook" by Franklynn Peterson and Judi Kesselman-Turkel (2014)
- "Writing for Magazines: A Beginner's Guide" by Cheryl Sloan Wray (2019)

SEMESTER-6

6EJC15 AMERICAN LITERATURE	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	3/3	1/1	1/2

COURSE OBJECTIVE

- The objective of the course is to make students familiar with the modern and urban English language. Following which students can make career in various fields.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Follow career as a journalist, an English teacher, content writer, paralegal, marketing and public relations in various organisations.

UNIT-1	The Colonial and Early National Period (1700-1830)	L	T	P
1.1	Early explorers and Settlers, Colonial Literature, Puritian Influence	2	-	-
1.2	The literature of exploration, Slave Narratives of Olaudah Equiano's,	4	-	-
1.3	William Broadford, Writer of Fiction.	4	-	-
1.4	The American Enlightment, Benjamin Franklin, The Political Pamphlet _ Thomas Paine, Neo-CLassism, other women writer.	2	-	-
1.5	Women Writers and Reformers, HB Stove, Harriet Wilson	3	-	-
	Total Hours	15		

UNIT-2	Romantic Period (1830-1870)	L	T	P
2.1	Transcendentalism, RW Emerson- : American Scholar" (text), Henry David Thereau	2	1	-
2.2	The Brahmin Poets, Walt Whitman - "one's Self I Sing" (text)	2	1	-
2.3	Emily Dickinson - "A light Exits in the spring" (text)	1	1	1
2.4	Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe	1	1	2

2.5	Women Writers and Reformers	1	-	1
	Total Hours	15		

UNIT-3	**Realism and Naturalism (1870-1910)**	**L**	**T**	**P**
3.1	American CIvil War, Naturalism Movement, Realism movements.	2	-	-
3.2	Mark Twain, Theodore Dreiser, Henry James	2	1	-
3.3	Realism and Naturalism in American Literature	1	1	2
3.4	Women Writer, The Rise of black American Literature, BT Washington.	1	-	2
3.5	The Chicago School of Peotry, Carl Sandburg.	2	-	1
	Total Hours	15		

UNIT-4	**The Modernist Period (1910-1945)**	**L**	**T**	**P**
4.1	Characteristic, Important writers of this Period, Harlam Renaissance, Diversity, Social change, post war Literature	2	-	-
4.2	Important Novelist, Plays, Notable Prose Writer	2	1	-
4.3	Lost Generation, 1920, American Poetry	2	1	1
4.4	Robert Frost - "Birches", Langston Huge	2	-	1
4.5	W Faulkner, E. Hemingway- "The Old Man and the Sea", F. Scot FItzgerald.	2	-	1
	Total Hours	15		

UNIT-5	**The Contemporary Period (1945 - Present)**	**L**	**T**	**P**
5.1	Socio-Political background, The basic Characteristics of thr Period, Tradition and Experiment, Sprout of New Form of Poetry.	2	-	-
5.2	Confessional Poetry, Nuclear Protest Poetry, Minority Literature.	2	1	-
5.3	Afro-American Literature, Feminist Literature, Native American Literature, Black Arts movement.	2	1	1
5.4	Jews-American Literature, Indian-American Literature, Drama Beat movements	1	1	2
5.5	James Baldwin, Toni Mottisons', Allen Ginsberg	2		
	Total Hours	15		

Practical/Project-

- Theme and imagery in selected romantic poems of American poets.
- The philosophy in the work of Emily Dickonson ‘s through her last published work "Success is counted sweetest".
- Make a comparison in Jewish American and Indian American English literature. Suggestive readings

6EJC16 – MEDIA MANAGEMENT AND PUBLIC RELATIONS	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- The objective of this course is to provide students with an understanding of the principles, practices, and challenges of media management in today's dynamic media landscape.
- This course also emphasizes on the importance of Public Relations and corporate communication.
- Additionally, the course aims to explore various aspects of advertising and corporate communication.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Understand the fundamental concepts and theories of media management.
- Analyze and apply strategic management principles to media organizations.
- Can pursue career where they need to identify and evaluate the impact of technological advancements on media industries.
- Develop effective leadership and decision-making skills in media management in any news organization.

UNIT-1	Introduction to Media Management	L	T	P
1.1	Introduction to media management concepts, theories, and frameworks.	2	-	-
1.2	Understanding the role and functions of media managers in various industries.	4	-	-
1.3	Strategic Management in Media Organizations	4	-	-
1.4	Strategic planning and goal setting in media organization.	2	-	-
1.5	Analyzing the competitive landscape and conducting industry analysis.	3	-	-
	Total Hours	15		

UNIT-2	Media Economics and Financial Management	L	T	P
2.1	Understanding the economics of media industries.	2	1	-

2.2	Financial management principles and practices in media organizations.	2	1	-
2.3	Analyzing revenue models, cost structures, and financial sustainability in media.	1	1	1
2.4	Crisis Management in Media Organizations	1	1	2
2.5	Role of corporate communication during crisis management	1	-	1
	Total Hours	15		

UNIT-3	**Media Marketing and Audience Engagement**	**L**	**T**	**P**
3.1	Marketing strategies for media organizations.	2	-	-
3.2	Audience segmentation, targeting, and engagement in media management.	2	1	-
3.3	Ethical considerations and dilemmas in media management.	1	1	2
3.4	Introduction to Advertisement, definition, meaning and importance.	1	-	2
3.5	Tools and techniques to create effective ads.	2	-	1
	Total Hours	15		

UNIT-4	**Introduction to Public Relations**	**L**	**T**	**P**
4.1	Meaning, definition and concept of Public Relations	2	-	-
4.2	Scope of Public Relations	2	1	-
4.3	Tools and techniques of Public Relations	2	1	1
4.4	Structure of PR in State and Private Sectors	2	-	1
4.5	Structure of PR in non-government Sectors	2	-	1
	Total Hours	15		

UNIT-5	**Public Relations and Corporate communication**	**L**	**T**	**P**
5.1	Meaning, definition and concept of Corporate communication	2	-	-
5.2	Importance of Corporate communication	2	1	-
5.3	Tools and techniques of Corporate communication	2	1	1
5.4	Ethics in Public Relations	1	1	2

5.5	International Public Relations and communication audit	2		
	Total Hours	15		

Practical/Project –

- Write a report on how publishing newspaper (highlighting vital elements of media management) is considered to be profitable in Bhopal.
- Write a proper report for a newspaper that how impact of technology has pushed media industry into the Red.
- Prepare a PPT on the impact and importance of Public Relations Suggested Book:
- "Media Management: A Casebook Approach" by C. Ann Hollifield, Jan LeBlanc Wicks, and George Sylvie (2019)
- "Media Management: A Multidisciplinary Approach" by C. Ann Hollifield, Gregory G.Pitts, and Jan LeBlanc Wicks (2012)
- "Strategic Media Management: An Introduction to Theory and Practice" by Andy Ruddock(2019)
- "The Business of Media: Corporate Media and the Public Interest" by David Croteau and William Hoynes (2014)
- "Managing Media Businesses: A Game Plan to Navigate Disruption and Uncertainty" by Mike Rosenberg (2021)
- "Media Management and Economics Research in a Transmedia Environment" edited by Alan B. Albarran (2017)
- Media Management: Leveraging Content for Profitable Growth" by Andrea Wenzel (2020)
- Public Relations: Strategies and Tactics" by Dennis L. Wilcox and Glen T. Cameron (Various editions, first published in 1983)
- "This Is PR: The Realities of Public Relations" by Doug Newsom, Judy VanSlyke Turk, and Dean Kruckeberg (2012)
- "Cutlip and Center's Effective Public Relations" by Glen M. Broom and Bey-Ling Sha (Various editions, first published in 1952)
- "Public Relations For Dummies" by Eric Yaverbaum, Robert W. Bly, and Ilise Benun (2016)
- "Strategic Public Relations: 10 Principles to Harness the Power of PR" by Jennifer J. Day (2007)
- "The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly" by David Meerman Scott (2017)

6EJE-2(A) - BUSINESS JOURNALISIM	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- To introduce students to the principles and practices of business journalism.
- To develop students' skills in researching, analyzing, and reporting business news.
- To familiarize students with the ethical considerations and challenges specific to business journalism.
- To enable students to effectively communicate complex business and financial information to a general audience.
- To provide students with practical experience through hands-on exercises and assignments.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- This course aims to provide students with a comprehensive understanding of business journalism and its role in today's media landscape particularly in finance dailies, news channels and online media.
- Students will learn about the principles of journalism, ethical considerations, and the skills required reporting on business and financial topics accurately and effectively.
- The course will cover various aspects of business journalism, including understanding financial markets, analyzing business trends, conducting interviews with industry experts, and writing business news stories.

Unit-1	Introduction to Business Journalism	L	T	P
1.1	Understanding the role and significance of business journalism with respect to various government policy related issues, macro and micro economic. Government economic policies, state and union Budget, taxation pre and post GST era, inflation, fuel prices in terms of global political scenario and North- South dialogue. Pre and post-Covid-19 era. Security and Exchange Board of India (SEBI), stock market, finance and capital market, bank, insurance, currency, money market, commodities, futures. Fera and Fema.	2	-	-
1.2	Differentiating between business news and other forms of writing:			

	Understanding reporting on companies and customers; private and public sector, balance sheet, loss and profits, annual and quarterly results of various government and private companies, banks etc.	4	-	-
1.3	Modern macro-economic issues: World Economic Form and India's role, climate change, new world order.	4	-	-
1.4	Developing an effective writing style for business journalism and Ethical considerations and journalistic standards in business reporting.	2	-	-
1.5	Importance of business news and its impact on society.	3	-	-
	Total Hours	15		

UNIT-2	**News Gathering in Business Domain**	**L**	**T**	**P**
2.1	Techniques for gathering and verifying business news information: Understanding reporting and writing techniques used by business journalists, focusing especially on coverage of the local business issues, SMEs, Cottage industry, agriculture, industry and national economy and financial markets.	2	1	-
2.2	Research skills for business journalism writing: Understanding business news gathering technique that elaborates how society (individuals, firms, and governments) allocates scarce resources to the production and consumption of goods and services.	2	1	-
2.3	Analyzing financial reports and data for news stories: ;An introduction to the process of accumulating, classifying, and presenting financial information. Primary emphasis is given to understanding the financial statements of a business enterprise.	1	1	1
2.4	Identifying credible sources and conducting background research	1	1	2
2.5	Writing an effective Business-related news	1	-	1
	Total Hours	15		

UNIT-3	**Writing Styles and Structures, Interview Techniques**	**L**	**T**	**P**
3.1	Writing clear, concise, and compelling business news articles: Writing clear, concise, and compelling business features for magazines, pink dailies (business newspapers) and web, writing script for televisions programmes	2	-	-
3.2	The inverted pyramid structure and its application in business writing	2	1	-
3.3	Writing engaging headlines and leads for business news stories	1	1	2

3.4	Incorporating data and statistics into business news writing	1	-	2
3.5	Techniques for conducting effective interviews with business sources	2	-	1
	Total Hours	15		

UNIT-4	**Specialized Areas in Business Journalism Writing**	**L**	**T**	**P**
4.1	Corporate reporting: Writing about company earnings, financial statements, and corporate governance	2	-	-
4.2	Financial analysis: Interpreting financial data and trends for news articles	2	1	-
4.3	Business feature writing: Crafting in-depth profiles and stories about businesses and industry sectors	2	1	1
4.4	Writing for online platforms: Adapting business news articles for digital platforms and SEO considerations	2	-	1
4.5	International business and global economic trends	2	-	1
	Total Hours	15		

UNIT-5	**Stock Markets, Start-ups and Data Journalism**	**L**	**T**	**P**
5.1	Basics of stock market and investment analysis.	2	-	-
5.2	Reporting on stock market trends and investment strategies.	2	1	-
5.3	Media Entrepreneurship and Startups	2	1	1
5.4	Understanding the Concept of Data Journalism	1	1	2
5.5	Understanding IPOs, mergers, and acquisitions.	2		
	Total Hours	15		

Projects/practical/assignment:

- Write a detailed news report about a business establishment that is unique or a local brand of your native town.
- Write any article on relevant business news.
- Group discussion on any relevant topic.
- Prepare a PPT on world Economy.
- Any assignment given by the concern teacher
- Analyse any Ten news related to the topic, Budget/insurance/Financial stock market/SME's/taxation/SEBI/bank/Commodities/Fera/Fema

Suggestive Readings:

- HBR Guide to Better Business Writing" by Bryan A. Garner (2012)
- "Writing That Works: How to Communicate Effectively In Business" by Kenneth Roman and Joel Raphaelson (2000)
- "The Elements of Style" by William Strunk Jr. and E.B. White (1999)
- "Writing Well for Business Success: A Complete Guide to Style, Grammar, and Usage at Work" by Sandra E. Lamb (2015)
- "The Only Business Journalistic WritingBook You'll Ever Need" by Laura Brown (2019)
- "The AMA Handbook of Business Writing: The Ultimate Guide to Style, Grammar, Punctuation, Usage, Construction, and Formatting" by Kevin Wilson and Jennifer Wauson (2010)
- "Business Journalistic WritingToday: A Practical Guide" by Natalie Canavor (2015)
- "Writing for Business Audiences: A Practical Guide" by Natalie Canavor (2016)
- "The Business Style Handbook: An A-to-Z Guide for Effective Writing on the Job" by Helen Cunningham and Brenda Greene (2012)

6EJE2(B) - FROM LANGUAGE TO LITERATURE	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- The objective of this course is very simple; to make the students understand language in such a way that they can pursue common careers with an English degree include librarianship, archiving, bookselling, information and research, tourism, events management, social work, youth work, probation work, human resources, retail management and sales.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to Pursue career in various streams like digital copywriter, editorial assistant, English as a foreign language teacher, lexicographer, magazine journalists, private tutor, copy-writer and copy-editor and web content manager.

UNIT-1	Grammar	L	T	P
1.1	Part of Speech, Verb	2	-	-
1.2	Tense, Question Tag, Idioms and Proverbs	4	-	-
1.3	Metaphor, Simile's Irony, Transferred Epithet, Oxymoron & Paradox	4	-	-
1.4	Hyperbole, Allegany and Imagery	2	-	-
1.5	Vocabulary of Grammar	3	-	-
	Total Hours	15		

UNIT-2	Structure Words	L	T	P
2.1	Characteristics of Structure, Words in Use	2	1	-
2.2	Articles as Determiners, Auxiliaries and Main verbs	2	1	-
2.3	Recognizing, Meanings and the use of Prepositions	1	1	1

2.4	Cohesion and Reference	1	1	2
2.5	Structure words in Discourse	1	-	1
	Total Hours	15		

UNIT-3	**Phrasal Verbs: Word Formation**	**L**	**T**	**P**
3.1	Phrasal verbs, Use of Phrasal Verbs	2	-	-
3.2	Prepositional Verbs, Phrasal-prepositional Verbs, Multi-Words verbs	2	1	-
3.3	New Word Formation in English, Prefixation and Suffixation	1	1	2
3.4	Compounding, Conversion, Abbreviation and Acronyms	1	-	2
3.5	Blending, Borrowing, Metaphorical Extension of Meaning back-formation	2	-	1
	Total Hours	15		

UNIT-4	**Literary Devices**	**L**	**T**	**P**
4.1	Rhythm, Rhyme, Alliteration, Assonances, Onomatopoeia	2	-	-
4.2	Simile, Metaphor, Synecdoche Metonymy Personification	2	1	-
4.3	Irony, paradox, Antithesis	2	1	1
4.4	Allegory, Symbol, Imagery	2	-	1
4.5	Euphemism, Hyperbole, Eulogy, Understatement	2	-	1
	Total Hours	15		

UNIT-5	**Rhetorical Devices**	**L**	**T**	**P**
5.1	Rhetoric, Examples, Appeal to Emotions, Elevation of Style, Organization	2	-	-
5.2	Structure and style, Introduction to Conclusion	2	1	-
5.3	Repetition as a Rhetorical Device, Various patterns of Repetition	2	1	1
5.4	Questions as a Rhetorical Device, Various patterns of Questions	1	1	2
5.5	The Structure and Style of Discourse	2		
	Total Hours	15		

Practical/Project -

- Write a live report on an international cricket match for your newspaper by using phrases and indoms. (700 words)
- Write a report on a art and literary festival organized in local area.

Suggestive readings

- "A Comprehensive Grammar of the English Language" by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik (1985)
- "English Grammar in Use" by Raymond Murphy (1985)
- "Practical English Usage" by Michael Swan (1980)
- "The Cambridge Grammar of the English Language" by Rodney Huddleston and Geoffrey K. Pullum (2002)
- "Understanding and Using English Grammar" by Betty Schrampfer Azar (1981)
- "Longman Student Grammar of Spoken and Written English" by Douglas Biber, Susan Conrad, and Geoffrey Leech (2002)
- "A Student's Introduction to English Grammar" by Rodney Huddleston and Geoffrey
- K. Pullum (2005)
- "The Blue Book of Grammar and Punctuation" by Jane Straus (1999)
- "Essential Grammar in Use" by Raymond Murphy (1990)
- "English Grammar: A University Course" by Angela Downing and Philip Locke (2002)

6EJG04 - VISUAL COMMUNICATION	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- To introduce students to the fundamental concepts and theories of visual communication
- To develop skills in visual storytelling, design composition, and aesthetics.
- To explore various tools, techniques, and software used in visual communication
- To apply design principles to create effective visual communication solutions.
- To foster critical thinking, creativity, and problem-solving skills in visual communication

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Make career in dynamic field that combines art, design, and technology to effectively convey messages and information through visual elements.
- provide students with a comprehensive understanding of the principles and techniques of visual communication across various mediums.
- explore the use of images, graphics, typography, and layout to create visually compelling and impactful designs for different purposes, such as advertising, branding, web design, and multimedia presentations

UNIT-1	Introduction to Visual Communication	L	T	P
1.1	Definition and scope of visual communication.	2	-	-
1.2	Historical overview and evolution of visual communication.	4	-	-
1.3	Role and significance of visual communication yin contemporary society.	4	-	-
1.4	Principles of design: balance, proportion, contrast, hierarchy, and emphasis	2	-	-
1.5	Understanding and applying visual elements: line, shape, texture, and space	3	-	-
	Total Hours	15		

UNIT-2	Composition techniques for effective visual communication	L	T	P

2.1	Color Theory and Psychology	2	1	-
2.2	Understanding the psychological impact of color.	2	1	-
2.3	Color harmony and contrast.	1	1	1
2.4	Color symbolism and cultural associations.	1	1	2
2.5	Typography and Textual Communication	1	-	1
	Total Hours	15		

UNIT-3	**Imagery and Visual Storytelling**	**L**	**T**	**P**
3.1	The role of imagery in visual communication	2	-	-
3.2	Selecting and editing images for specific purposes.	2	1	-
3.3	Creating visual narratives and conveying messages through images.	1	1	2
3.4	Layout and Grid Systems, Grid-based design principles.	1	-	2
3.5	Applying grids to various media, including print and digital platforms	2	-	1
	Total Hours	15		

UNIT-4	**Branding and Identity Design**	**L**	**T**	**P**
4.1	Principles of brand identity design.	2	-	-
4.2	Creating logos, visual identities, and brand guidelines.	2	1	-
4.3	Visual consistency and brand recognition.	2	1	1
4.4	Designing effective layouts for publications and websites.	2	-	1
4.5	Branding in storytelling	2	-	1
	Total Hours	15		

UNIT-5	**User Experience (UX) Design & Data Visualization**	**L**	**T**	**P**
5.1	Basics of user experience design and user interface (UI) design.	2	-	-
5.2	Designing intuitive and user-friendly interfaces.	2	1	-
5.3	Conducting user research and usability testing.	2	1	1

5.4	Introduction to data visualization principles.	1	1	2
5.5	Using charts, graphs, and infographics to present data effectively.	2		
	Total Hours	15		

Practical/Project/assignment:

- Create logo of a daily consumable product. Write details of the logo and explain the product.
- Make a Podcast on any relevant topic
- Prepare a short movie.

Suggested Reading:

- "The Language of Graphic Design: An Illustrated Handbook for Understanding Fundamental Design Principles" by Richard Poulin (2019)
- "Visual Communication: Images with Messages" by Paul Martin Lester (2019)
- "Visual Explanations: Images and Quantities, Evidence and Narrative" by Edward R. Tufte (1997)
- "The Non-Designer's Design Book" by Robin Williams (2014)
- "Designing Visual Interfaces: Communication Oriented Techniques" by Kevin Mullet and Darrell Sano (2011)
- "Visual Storytelling: Inspiring a New Visual Language" by Robert Klanten, Sven Ehmann, and Floyd Schulze (2011)
- "The Power of Visual Storytelling: How to Use Visuals, Videos, and Social Media to Market Your Brand" by Ekaterina Walter and Jessica Gioglio (2014)
- "Information Graphics: A Comprehensive Illustrated Reference" by Robert L. Harris (2019)
- "Design Elements: A Graphic Style Manual" by Timothy Samara (2014)
- "Visual Thinking: for Design" by Colin Ware (2008)
- Decoding Visual Communication Vidyasagar kattula and Divya reddy Gayam, nation Press, Chennai(2022)

7EJC17: COMMUNICATION RESEARCH	Marks:100			Credits:5		
	Th	Pr	Ia	Contact hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

Course Objective:-

- Introduce the basics of mass media research.
- Define the areas and methods of data collection.
- Develop a scientific temperament as well as train them to analyze data.
- This Course covers essential market research methods, including quantitative and qualitative techniques.

Learning Outcomes:-

- Can design and execute a research plan for various media.
- Develop their perception on media research.
- Acquire the knowledge about recent trends in research methodology.
- Students will be capable of designing and conducting the minor research projects.

UNIT-1	Research Concept	L	T	P
1.1	Social Research: Concept, Nature and Scope.	2	-	-
1.2	Research steps and its types.	3	1	-
1.3	Formulation of Research Problem	2	-	1
1.4	Variables and Hypothesis.	2	1	-
1.5	Objectivity, Reliability and Validity and Validity in Research.	3	-	-
	Total Hours	15		

UNIT-2	Research Methodology	L	T	P
2.1	Research Design and Its Types	3	1	-
2.2	Sampling and Its Types	2	-	1
2.3	Tools and Techniques of Data Collection	2	-	1

2.4	Questionnaire, Schedule, Interview and Observation	2	-	1
2.5	Case Study Method	2	-	-
	Total Hours	15		

UNIT-3	**Communication Research**	L	T	P
3.1	Communication Research: Concept and Definition	2	-	-
3.2	Communication Research: Utility and Scope	2	1	1
3.3	Importance and Utility of Communication Survey Research	2	-	1
3.4	Content Analysis	2	1	-
3.5	Market and Advertising Research	2	1	-
	Total Hours	15		

UNIT-4	**Communication Research Process**	L	T	P
4.1	Source Analysis	2	-	1
4.2	Message Analysis	1	-	1
4.3	Channel Analysis	2	-	1
4.4	Audience Analysis	2	-	1
4.5	Effect Analysis	2	1	-
	Total Hours	15		

UNIT-5	**Statistics in Research**	L	T	P
5.1	Statistical Analysis:- Mean, Median, Mode.	2	1	-
5.2	Standard Deviation and Correlation.	2	1	1
5.3	Level of Measurements: Nominal, Ordinal, Radio and Interval.	2	1	-
5.4	Project Planning and Budgeting.	2	-	-
5.5	Preparation of Bibliography, Index and Report Writing.	2	1	-

	Total Hours	15

Practical/Projects/Assignments:

- Students will undertake a research project in which they will apply their learning in previous core courses by way of formulating research problems, designing their research and execution of the project under the supervision of allotted faculty.
- Prepare a questionnaire to measure any current trends in media along with formulating the research topic.
- The student will submit the assignment allotted by concern teacher.

Suggested Readings:

- Arthur, A.Berger: Media Research Techniques, Sage Publication, New Delhi,1996
- Fink, Arlene&Kos, J.B.(2005): How to Conduct surveys, A step-by-step guide, 3rd editions, University of California, Sage publication.
- Hansen Anders: Cottle Simon; New bold chris,(1998) Mass Communication research Methods, New York University press.
- Roger D.Wimmer & Joseph R. Dominick: Mass Media Research-Processes, Approaches.
- Susanna,Harning Priest : Doing Media Research; An Introduction, Sage Publications.
- Treadwell Donald (2017) Introducing Communication Research, Sage Publication.

E-Resource:

- http://www.tandfonline.com/10.1080/21670811.2013.808456
- https://doi.org/10.1086/266689

7EJE-03 (A) GENDER- NEUTRAL REPORTING AND COMMUNICATION	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- To familiarize students with the concept of gender-neutral communication, writing and its significance in promoting inclusivity and gender equality.
- To develop students' awareness of gender biases in language and their impact on social perceptions and stereotypes.
- To provide practical strategies and techniques for achieving gender neutrality in various writing contexts.
- To enhance students' ability to critically analyse and revise existing texts to incorporate inclusive language.
- To encourage students to reflect on the power of language and their responsibility as communicators in promoting equality and respect for all genders.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Gender-Neutral Writing is a course designed to enhance students' understanding and skills in using inclusive language and promoting gender equality in their writing.
- This course explores the importance of gender-neutral communication, the impact of language on gender perceptions, and practical strategies for achieving gender neutrality in various writing contexts.
- Students will learn to recognize and challenge gender biases in language, develop inclusive writing practices, and create content that respects and acknowledges diverse gender identities.

UNIT-1	Gender concepts, definition	L	T	P
1.1	Gender, Social construction of Gender, Gender Socialization.	2	-	-
1.2	Gender discrimination, gender stereotyping, Gender Roles	4	-	-
1.3	Structures of gender inequality. (Patterns of Gender inequality in term of caste, class and religion patterns of violence against woman, Female Infanticide)	4	-	-
1.4	Child marriage. Dowry, Widowhood, Domestic violence, and single woman. Understanding Demographic indicators related to gender (global	3	-	-

	comparison) (Sex ration, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate)			
1.5	Understanding queer theory, and media and cultural studies	2	-	-
	Total Hours	15		

UNIT-2	**Tools, techniques & Gender Sensitive writing**	**L**	**T**	**P**
2.1	Generic use of gender related vocabulary	2	1	-
2.2	Masculine-oriented vocabulary.	2	1	-
2.3	Use of Masculine and Feminine pronoun.	1	1	1
2.4	Evaluating gender based reporting in news coverages	1	1	2
2.5	Examining gender based language in advertisements and literature etc	1	-	1
	Total Hours	15		

UNIT –3	**Gender and us**	**L**	**T**	**P**
3.1	Gender, health and beyond	2	-	2
3.2	Gender, globalization and politics. The #metoo Movement	2	-	-
3.3	Gender, culture and literature	2	-	1
3.4	Gender and violence	2	-	-
3.5	Gender and science	2	-	2
	Total Hours	15		

UNIT-4	**Women and Law**	**L**	**T**	**P**
4.1	Understanding Law: Legal Concepts, Law and Feminism	2	-	-
4.2	History of women law	2	-	1
4.3	Social reforms	2	1	-
4.4	Women Rights as Human Rights	2	-	2
4.5	Law Relating to Crime against Women	2	-	1
	Total Hours	15		

UNIT-5	**Gender-Neutral Language in Social Media and Digital Communication**	**L**	**T**	**P**
5.1	Strategies for inclusive language in social media posts and comments.	**2**	**-**	**-**
5.2	Engaging diverse communities and fostering respectful discussions online.	**2**	**1**	**-**
5.3	Challenging gender biases and stereotypes in digital spaces	**2**	**1**	**1**
5.4	Contemporary ways to promote gender-neutral language.	**1**	**1**	**2**
5.5	Importance of Gender Sensitive communication	**2**		
	Total Hours	15		

Practical/Project/Assignment:

- Write an article on measures to curb domestic violence against women
- Write an article on various societal discrimination faced by LGBTQ+ communities/LGBTQ+ Characters
- Prepare a PPT on Importance of Gender Sensitive environment in education Institutions

Suggested Reading:

- "Writing for Gender-Inclusive Language: Guidelines for Non-Sexist, Non-Biased Language" by Jo Ray McCuen-Metherell and Anthony C. Winkler (2017)
- "The Gender-Friendly Guide to Nouns and Pronouns" by Dennis Baron (2020)
- "The Inclusive Bible: The First Egalitarian Translation" by Priests for Equality (2007)
- "Writing Gender-Neutral Plays: How to Write for Non-Binary and LGBTQ+ Characters" by Holly L. Derr (2022)
- "Nonbinary Gender Pronouns: A Guidebook for Language Users" by J.M. Bailey (2021)
- "Gender and the Language of Religion" by Allyson Jule (2018)
- "The Pronoun Lowdown: Demystifying and Celebrating Gender-Neutral Pronouns" by Nevo Zisin (2020)
- "Gender-Neutral Language: Guidelines for Educational Practice" edited by Malgorzata Fabiszak and Annelie Ädel (2019)
- "Gender, Language, and Discourse: A Review Essay" by Deborah Cameron (2019)
- "Transgender and Gender Nonconforming Health and Aging" edited by Nancy A. Orel and Nancy J. Mezey (2019)

7EJE-03 (B)WORLD LITERATURE	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

UNIT-1	Introduction to World literature	L	T	P
1.1	Concept of world literature	2	-	-
1.2	Theories of world literature	4	-	-
1.3	Reading across Time & Cultures	4	-	-
1.4	Reading in Translation	2	-	-
1.5	Going Abroad and Global	3	-	-
	Total Hours	15		

UNIT-2	Ancient and British Literature	L	T	P
2.1	Sophocles, Homer, Plautus, Horace ovid, virgil	2	1	-
2.2	Vyas, Kalidasa, Valmiki	2	1	-
2.3	William Chaucer, Shakespeare, Milton	2	-	2
2.4	P.B. Shelley, John Keats, w. words worth	2	1	-
2.5	James Joyee, T.S. Eliot, Virginia woolf, Doris lessing	2	-	-
	Total Hours	15		

UNIT-3	American and Canadian literature	L	T	P
3.1	Walt Whitman, Ezra pound, Robert Frost, Edgar Allen Poc.	2	-	-
3.2	R. waldo Emerson, Ben Jamin franking, Ernest Heminingway	2	1	-
3.3	F. scott fitzyerald, Hed. Theoreau, Emily Dickinson	1	1	2

3.4	G.G. Marquez, Jarge Luis Borges	1	-	2
3.5	Margaret Atwood, Alice Munro.	2	-	1
	Total Hours	15		

UNIT-4	**Australian, African and Russian Literature**	**L**	**T**	**P**
4.1	Patrick white, David malaouf, David williamson	2	-	-
4.2	Chinua Achebe, Wole Soyinka, B. Emecheta, N.W. Thiong'o	2	1	-
4.3	Derek Walcott, Ben okri	2	1	1
4.4	Anton Chekor, Leo Tolstoy, V. Nabokor, A. Pushkin	2	-	1
4.5	F. Dostoevsky, M. Gorky, Mikhail Bakhtin	2	-	1
	Total Hours	15		

UNIT-5	**European Literature & Asian Literature**	**L**	**T**	**P**
5.1	Hermann Herse, Thomas Mann, J.W. Goethe, franz kafka	2	-	-
5.2	Gunter Grass, Bertolt Brecht, Yasunari Kawabata	2	1	-
5.3	M. Proust, Flaubert, Albert camus, J.P. Sarte, M. Kundera	2	1	1
5.4	Hermik Ibsen, Samuel Beckelt, Eugene lonesco	1	1	2
5.5	Rabindranath Tagore, N.Mahfouz, S. Rushdie, Orhan Pamulk	2	-	-
	Total Hours	15		

Practical/Project/assignment:

- Write a book review of any writer of your choice.
- Prepare a comparative analysis of European and Asian writers.
- Write an article on any prominent writer's contribution to the world literature.

Suggestive Readings:

- "Pride and Prejudice" by Jane Austen (1813)
- "Frankenstein" by Mary Shelley (1818)
- "Les Misérables" by Victor Hugo (1862)
- "War and Peace" by Leo Tolstoy (1869)
- "Crime and Punishment" by Fyodor Dostoevsky (1866)

- "Moby-Dick" by Herman Melville (1851)
- "One Hundred Years of Solitude" by Gabriel García Márquez (1967)
- "The Great Gatsby" by F. Scott Fitzgerald (1925)
- "To Kill a Mockingbird" by Harper Lee (1960)
- "The Odyssey" by Homer (Estimated 8th Century BCE)
- "The Divine Comedy" by Dante Alighieri (14th Century)
- "The Brothers Karamazov" by Fyodor Dostoevsky (1880)
- "Jane Eyre" by Charlotte Brontë (1847)
- "The Catcher in the Rye" by J.D. Salinger (1951)
- "The Stranger" by Albert Camus (1942)
- "The Master and Margarita" by Mikhail Bulgakov (1967)
- "The Picture of Dorian Gray" by Oscar Wilde (1890)
- "The Canterbury Tales" by Geoffrey Chaucer (14th Century)

7EJG05 AGRO-ECONOMY AND RURAL REPORTING	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- To provide students with a comprehensive understanding of the principles and concepts of agricultural economics.
- To develop students' skills in researching and reporting on agro-economic issues.
- To enhance students' ability to critically analyze and interpret agricultural policies and their economic implications.
- To familiarize students with the role of journalism in communicating agricultural information effectively to diverse audiences.
- To foster ethical and responsible journalism practices in the field of agroeconomic reporting.

LEARNING OUTCOMES:

Upon completing this course, students will be able to:

- Agro-Economic Studies is a specialized course that focuses on reporting and analyzing agricultural and economic issues related to the agricultural sector.
- This course aims to develop students' understanding of agricultural economics, agricultural policies, and the role of journalism in communicating agricultural information to the public.
- Students will learn to conduct research, interview experts, and produce engaging and informative news articles and features related to agriculture and its economic impact.

UNIT-1	Introduction to Agro-economic Journalism and Rural Journalism	L	T	P
1.1	Definition and scope of agro-economic journalism.	2	-	-
1.2	Role and importance of rural journalism. Understanding agriculture in the economy.	4	-	-
1.3	Overview of Agro-Economic Studies trends and challenges.	4	-	-
1.4	Basics of Agricultural Economics	2	-	-
1.5	Introduction to agricultural economics principles. Understanding supply and demand dynamics in agriculture.	3	-	-
	Total Hours	15		

UNIT-2	Agricultural Policies and Regulations	L	T	P
2.1	Key economic indicators and their significance in the agricultural sector.	2	1	-
2.2	Analysis of agricultural policies and their impact on the sector.	2	1	-
2.3	International trade agreements and their effects on agriculture.	1	1	1
2.4	Government subsidies, price support programs, and their implications.	1	1	2
2.5	Agriculture and Rural Development	1	-	1
	Total Hours	15		

UNIT-3	Food Security and Agricultural Trade	L	T	P
3.1	Understanding global food security challenges.	2	-	-
3.2	Analyzing agricultural trade patterns and their impact on food security.	2	1	-
3.3	Investigating the role of agricultural journalism in raising awareness about food security issues.	1	1	2
3.4	Agro-ecology and Sustainable Farming	1	-	2
3.5	Reporting on success stories and innovations in sustainable agriculture.	2	-	1
	Total Hours	15		

UNIT-4	Agricultural Markets, Price Analysis, agri-work force	L	T	P
4.1	Studying agricultural markets and their structures.	2	-	-
4.2	Price analysis and market forecasting in agriculture.	2	1	-
4.3	Reporting on market trends and their impact on farmers and consumers.	2	1	1
4.4	Agricultural Finance and Investment, Understanding agricultural finance and investment opportunities.	2	-	1
4.5	Rural reporting, Monsoon, seeds, crops, change of season, pests etc. Farmer, farming, farm worker, women farm worker and children engaged in agricultural and other agri-related works. Reporting on financial instruments and programs for agricultural development.	2	-	1
	Total Hours	15		

UNIT-5	Climate Change, Agriculture Future	L	T	P
5.1	Impacts of climate change on agriculture.	2	-	-
5.2	Adaptation and mitigation strategies for climate-resilient agriculture.	2	1	-
5.3	Communicating climate change and agriculture to the public.	2	1	1
5.4	Agriculture and Technology	1	1	2
5.5	Agricultural Entrepreneurship and Rural Innovation	2	-	-
	Total Hours	15		

Practical/Project/assignment:

- Prepare a project on agriculture and rural development in India and world.
- Write an essay on climate change with reference to impact of covid-19.
- Prepare a PPT on Price Analysis.

Suggested Readings:

- "The Economics of Agriculture: Markets, Policies, and Prices" by Andrew Barkley (2019)
- "Agricultural Economics and Agribusiness" by Gail L. Cramer and Clarence W. Jensen (2015)
- "Agricultural Economics" by H. Evan Drummond and John W. Goodwin (2014)
- "The Economics of Food and Agricultural Markets" by Andrew Barkley (2021)
- "Agricultural Production Economics" by David L. Debertin (2017)
- "Agricultural Economics and Resource Management" by David L. Debertin (2017)
- "Economics of Agricultural Development: World Food Systems and Resource Use" by George W. Norton, Jeffrey Alwang, and William A. Masters (2018)
- "Agricultural Economics and Farm Management" by E.C. Tisdell (2017)
- "Agricultural Economics" by P. M. Reddy (2019)
- "Agribusiness: Principles of Management" by David Van Fleet, Ella Van Fleet, and George
- J. Seperich (2018)

7EJV01: CREATIVE WRITING (PORTFOLIO)	Marks:100			Credits:5		
	Th	Pr	Ia	Contact hrs.		
				L	T	P
	-	80	20	-	1/1	4/8

Course Objective:-

- To produce graduates familiar with the contemporary literary publishing milieu.
- To produce graduates able to apply their knowledge and understanding of critical, theoretical and technical tradition to the production of original literary works.

Learning Outcomes:-

- Graduates will have the ability of apply critical and theoretical approaches to the reading and analysis of literary text in multiple genres.
- Graduates will be able to present their own literary work.
- Instructions:

Project has to made on any two genres of writing from Section A and any two genre of creative writing from Section B.

Section A : (Feature/Article/ Reviews/Script Writing)
Section B : (Essay/ShortStories/Poems/Novella Writing)

Section A

- Feature: No. of Features to be Written: 5 (500 words each)
- Article: No. of Articles to be written: 5 (800 Words each)
- Reviews: Book,Play,Film,Performing Arts (One from each category)
- Script Writing: One script for each medium (Theatre, Radio, Television, Internet)

Section B

- Essay: No. of Essays to be Written: 4 (1000 Words each)
- Short Stories: Five Short Stories on any topic
- Poems: 10 Poems
- Novella: 2 Novella Writings

SEMESTER - 8

8EJC18 - LITERARY CRITICISM	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- To give an insight into different types of literature, cultural studies and their significance.
- To make the students able to become employable in several fields because communication and comprehension are very valuable skills.
- To impart knowledge about literature and cultural studies that can provide students with career options and help them set professional goals.

LEARNING OUTCOMES:

- After successful completion of the course student will be able to:
- Pursue career as an editor in the literary publishing and marketing industry. Also they can become teacher, in a specialty area, which they use to educate students within the degree program they have learned.
- The students can also become curators in museums or art galleries.
- Another area is diversity and inclusion manager. They will be able to develop policies to support and promote diversity in the workplace. They help plan and implement strategies to meet diversity and inclusion goals.

UNIT-1	Cultural Studies	L	T	P
1.1	Concept of Cultural Studies	2	-	-
1.2	Frankfurt School of Thoughts	4	-	-
1.3	Raymond Williams, Stuart Hall, Walter Benjamin	4	-	-
1.4	Antonio Gramsci	2	-	-
1.5	Ideology, Power and Hegemony	3	-	-
	Total Hours	15		

UNIT-2	Feminism	L	T	P
2.1	Feminism, Mary Wollstonecraft, Simone De Beauvoir	2	1	-

2.2	Post Colonialism - Edward Said, Orientalism	2	1	-
2.3	Key Concept of Homi K Bhabha, Frantz Fanon	1	1	1
2.4	Structuralism	1	1	2
2.5	Post Structuralism and Deconstruction	1	-	1
	Total Hours	15		

UNIT-3	**Literary Criticism – I**	**L**	**T**	**P**
3.1	Nature and Function of Criticism	2	-	-
3.2	Forms of Literary Criticism	2	1	-
3.3	Important Critics and Their Works	1	1	2
3.4	Plato, Aristotle (limitation), Longinus (sublime)	1	-	2
3.5	Coleridge (Imagination's fancy), Wordsworth's (Poetic diction)	2	-	1
	Total Hours	15		

UNIT-4	**Literary Criticism – II**	**L**	**T**	**P**
4.1	Mathew Arnold	2	-	-
4.2	T.S. Elliot (Traditional)	2	1	-
4.3	I.A. Richards	2	1	1
4.4	F.R. Leavis	2	-	1
4.5	William Empson	2	-	1
	Total Hours	15		

UNIT-5	**Literary Theory**	**L**	**T**	**P**
5.1	Russian Formulation	2	-	-
5.2	New Criticism	2	1	-
5.3	Reader Response Theory	2	1	1

5.4	Cultural Materialism, Marxist Theory	1	1	2
5.5	New Historicism	2	-	-
	Total Hours	15		

Practical/Project/Assignment:

- Write a Short Biography on any Critic from unit 2-3.
- Prepare an article on Feminism.
- Prepare a PPT on theories mentioned in this paper.

Suggested reading:

- "Literary Theory: An Introduction" by Terry Eagleton (1983)
- "The Norton Anthology of Theory and Criticism" edited by Vincent B. Leitch et al. (2001)
- "The Cambridge Introduction to Narrative" by H. Porter Abbott (2008)
- "The New Critical Idiom: Literary Theory: A Practical Introduction" by Michael Ryan (1999)
- "Literary Theory: A Very Short Introduction" by Jonathan Culler (1997)
- "The Routledge Critical and Cultural Theory Reader" edited by Neil Badmington and Julia Thomas (2008)
- "The Cambridge Introduction to Literature and Psychoanalysis" by Jean-Michel Rabaté (2014)
- "A Reader's Guide to Contemporary Literary Theory" by Raman Selden et al. (2005)
- "Literary Theory: An Anthology" edited by Julie Rivkin and Michael Ryan (2017)
- "The Cambridge Introduction to Postmodernism" by Brian McHale (2007)

8EJE4 (A) INTERCULTURAL COMMUNICATION	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80		20	4/4	1/1	-

COURSE OBJECTIVE

- To introduce students to the theories and frameworks of international and intercultural communication.
- To develop students' awareness of the influence of culture on communication practices.
- To enhance students' intercultural competence and ability to adapt communication in diverse cultural contexts.
- To analyze the impact of globalization on communication patterns and intercultural interactions.
- To foster critical thinking and ethical considerations in international and intercultural communication.

LEARNING OUTCOME

- Upon completing this course, students will be able to:
- The students will be able to explore and make a career at embassies, diplomats, and other diverse cultural contexts.
- Students will gain insights into cultural differences, develop intercultural competence, and learn to navigate cross-cultural communication challenges in a globalized world. They also can make career as a communication specialist in International and Intragovernment organization.

UNIT-1	Introduction to International Communication	L	T	P
1.1	Definition, scope, and importance of international and intercultural communication.	2	-	-
1.2	Global news agencies.	4	-	-
1.3	Introduction to International Broadcasting.	4	-	-
1.4	Introduction of various International organization	2	-	-
1.5	Contribution of Media agencies in developing countries.	3	-	-
	Total Hours	15		

UNIT-2	Global news information flow	L	T	P
2.1	Introduction to International News Agencies	2	1	-

2.2	Reuters, AFP and AP	2	1	-
2.3	News flow pattern – offline and online	1	1	1
2.4	Media's role in international relations.	1	1	2
2.5	CNN effect- a case study	1	-	1
	Total Hours	15		

UNIT-3	**Non-verbal Communication across Cultures**	**L**	**T**	**P**
3.1	Importance of nonverbal communication in intercultural contexts.	2	-	-
3.2	Cultural variations in gestures, body language, and facial expressions.	2	1	-
3.3	Misinterpretations and challenges in nonverbal communication.	1	1	2
3.4	Intercultural Communication in the Workplace	1	-	2
3.5	Code-switching and language adaptation in intercultural interactions.	2	-	1
	Total Hours	15		

UNIT-4	**Cultural context of Intercultural communication**	**L**	**T**	**P**
4.1	Concept of Individualism.	2	-	-
4.2	Concept of Collectivism.	2	1	-
4.3	Vertical and Horizontal individualism and Collectivism.	2	1	1
4.4	Intercultural Communication in Media and Technology.	2	-	1
4.5	Impact of media and technology on intercultural communication.	2	-	1
	Total Hours	15		

UNIT-5	**Intercultural Conflicts**	**L**	**T**	**P**
5.1	Definition of Intercultural Conflicts.	2	-	-
5.2	Management practices across cultures.	2	1	-
5.3	Culture, Interculture communication and health.	2	1	1

5.4	Intercultural communication and educational settings.	1	1	2
5.5	Ethical considerations in Intercultural communication.	2	-	-
	Total Hours	15		

Project/practical/assignment:

- To compare and analyze communication styles in different cultures and explore their impact on international communication.
- To analyze the challenges and strategies of intercultural communication in global organizations
- Critically analyze the role of media in shaping cultural identities and its impact on international communication.

Suggested Reading:

- Intercultural Communication: A Global Reader" edited by Richard L. Wiseman (2020)
- "Intercultural Communication in the Global Workplace" by Iris Varner and Linda Beamer (2017)
- "Intercultural Communication: A Contextual Approach" by James W. Neuliep (2020)
- "Intercultural Communication: Globalization and Social Justice" by Kathryn Sorrells (2019)
- "Intercultural Communication: A Critical Introduction" by Ingrid Piller (2017)
- "Communication Between Cultures" by Larry A. Samovar, Richard E. Porter, and Edwin R. McDaniel (2017)
- "International Communication: Continuity and Change" by Daya Kishan Thussu (2018)
- "Understanding Intercultural Communication: Negotiating a Grammar of Culture" by Adrian Holliday, Martin Hyde, and John Kullman (2017)
- "Intercultural Communication: Globalization and Cultural Identity" by Fred E. Jandt (2020)
- "The Handbook of Intercultural Discourse and Communication" edited by Christina Bratt Paulston, Scott F. Kiesling, and Elizabeth S. Rangel (2012)

8EJE4 (B) HEALTH JOURNALISM : POLICIES, ECONOMY AND ETHICS	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80		20	4/4	1/1	-

COURSE OBJECTIVE

- Health Journalism is a specialized course that focuses on reporting and communicating health-related issues to the public.
- This course aims to develop students' understanding of health journalism principles, ethics, and practices. Students will learn how to critically analyze health information, conduct interviews with experts, and produce accurate and engaging health news articles and features.
- The course will cover a wide range of health topics, including public health, medical research, healthcare policy, and emerging health issues.

LEARNING OUTCOMES:

Upon completing this course, students will be able to:

- To introduce students to the principles and practices of health journalism.
- To develop students' skills in researching, interviewing, and reporting on health-related topics.
- To foster critical thinking and ethical considerations in health journalism.
- To enhance students' understanding of health policy and its impact on healthcare reporting.
- To promote effective communication of health information to diverse audiences.

UNIT-1	Introduction to Health Journalism	L	T	P
1.1	Definition, scope, and importance of health journalism.	2	-	-
1.2	Role of health journalists in informing and educating the public.	4	-	-
1.3	Overview of health journalism trends and challenges.	4	-	-
1.4	Understanding Health Issues	2	-	-
1.5	Analysis of health determinants and their impact on society.	3	-	-
	Total Hours	15		

UNIT-2	Health Policy and Healthcare Systems	L	T	P
2.1	Overview of healthcare systems and policies.	2	1	-
2.2	Understanding healthcare reform and its implications.	2	1	-
2.3	Reporting on healthcare disparities and access to care.	1	1	1

2.4	Epidemiology and basic health data analysis.	1	1	2
2.5	Health issues and their significance.	1	-	1
	Total Hours	15		

UNIT-3	**Health Reporting Ethics and Guidelines**	**L**	**T**	**P**
3.1	Ethical considerations in health journalism.	2	-	-
3.2	Responsible reporting of health information.	2	1	-
3.3	Balancing public interest and privacy concerns.	1	1	2
3.4	Health Communication and Media Literacy	1	-	2
3.5	Health literacy and its impact on public understanding.	2	-	1
	Total Hours	15		

UNIT-4	**Public Health Reporting**	**L**	**T**	**P**
4.1	Reporting on public health issues and campaigns.	2	-	-
4.2	Understanding infectious diseases, virus and outbreaks. Control and Measures	2	1	-
4.3	Investigating health disparities and social determinants of health.	2	1	1
4.4	Medical Research, drug trials and reporting	2	-	1
4.5	Evaluating medical research studies and interpreting findings.	2	-	1
	Total Hours	15		

UNIT-5	**Mental Health and Well-being Reporting**	**L**	**T**	**P**
5.1	Understanding mental health issues and stigma.	2	-	-
5.2	Reporting on mental health awareness and treatments.	2	1	-
5.3	Ethical considerations in reporting on sensitive mental health topics.	2	1	1

5.4	Global Health Reporting	1	1	2
5.5	Health Journalism and Data Visualization	2	-	-
	Total Hours	15		

Project/practical/assignment:

- Investigate and report on healthcare disparities affecting marginalized communities.
- Write an article on Ethical Dilemmas in Health Journalism.
- design and implement a health communication campaign targeting a specific audience or health issue.
- Report on health challenges and initiatives in different regions of the world.

Suggested Readings/news report links:

- "Health and Medical Journalism" by Jeanne Erdmann (2019)
- https://www.indiatoday.in/india/north/story/illegal-drug-trials-in-madhya-pradesh-doctors-in-dock-88312-2012-01-02
- https://edition.cnn.com/2021/02/25/asia/india-vaccine-trials-covid-ethics-intl-dst-hnk
- "Reporting on Health and Illness: A Handbook for Journalists" by Ivan Oransky, Mary Knudson, and Patricia Thomas (2009)
- "Covering Health: A Handbook for Journalists" by Lee Bowman and Newton C. E. Carvalho (2018)
- "The Global Health Crisis: Ethical Responsibilities" by William A. Galston and Peter Dauvergne (2017)
- "Selling Sickness: How the World's Biggest Pharmaceutical Companies Are Turning Us All into Patients" by Ray Moynihan and Alan Cassels (2006)
- "The Media and Public Health: A Journalist's Guide" by Stephen Davis and Sally Guttmacher (2003)
- "Writing Health Communication: An Evidence-Based Guide" by Laura H. Willis (2018)
- "Health Journalism: A Critical Approach" by John Lister (2015)
- "Covering Global Health: A Resource Guide for Journalists" by Gary Schwitzer, Kristine A. Hartman, and Carolyn Moynihan (2015)
- "Medical Journalism: Exposing Fact, Fiction, Fraud" by Robert G. Nulph (2019)

8EJG06 - GEO-POLITICAL REPORTING AND HUMANITARIAN CRISIS	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

Introduce students to the concepts and procedures of geopolitical reporting.

- To improve students' abilities to find, evaluate, and report on global political events.
- To promote ethical principles and critical thinking in geopolitical journalism.
- To improve students' understanding and comprehension about the chain of humanitarian needs, crises
- To increase students' comprehension of the complexity of international politics and how they affect the news media.

LEARNING OUTCOMES:

Students who successfully complete this course will be able to:

- Do geo-political reporting to examine how politics, international relations, and journalism are intertwined. • Students will learn how to investigate international affairs, analyse geopolitical events, and report on important topics like diplomacy, conflicts, and global government.
- The training will also go over ethical issues and difficulties unique to reporting on geopolitics.

UNIT-1	Reporting on Geopolitics: An Introduction	L	T	P
1.1	Geopolitical reporting definition, area of coverage, and significance.	2	-	-
1.2	Important theories and concepts in international relations.	4	-	-
1.3	An overall review of the potential and obstacles of geopolitical journalism.	4	-	-
1.4	International Relations and Diplomacy	2	-	-
1.5	Examining how diplomacy affects the dynamics of geopolitical affairs.	3	-	-
	Total Hours	15		

UNIT-2	Conflict Reporting, War Reporting and Humanitarian crisis	L	T	P
2.1	Covering wars and conflicts on a global scale.	2	1	-
2.2	Concerns about ethics when covering delicate disputes, humanitarian needs and crisis.	2	1	-
2.3	Balancing objectivity and the responsibility to inform when writing on conflicts.	1	1	1

2.4	Techniques for studying and evaluating geopolitical events using investigation and analysis.	1	1	2
2.5	Geopolitical Analysis and Research	1	-	1
	Total Hours	15		

UNIT-3	**Reporting on International Organizations**	**L**	**T**	**P**
3.1	Recognizing the function and composition of international organizations.	2	-	-
3.2	Covering regional and international organizations.	2	1	-
3.3	Evaluating the success and difficulties of international governance.	1	1	2
3.4	Including Global Security Concerns	1	-	2
3.5	Reporting on national security, cyber security, and terrorism.	2	-	1
	Total Hours	15		

UNIT-4	**Geo-Political Reporting and Economic Affairs**	**L**	**T**	**P**
4.1	Analyzing the intersection of politics and economics in geo-political reporting.	2	-	-
4.2	Reporting on international trade, sanctions, and economic alliances.	2	1	-
4.3	Investigating the impact of economic policies on geo-political dynamics.	2	1	1
4.4	Humanitarian Crises and Human Rights Reporting	2	-	1
4.5	Reporting on humanitarian crises and human rights violations.	2	-	1
	Total Hours	15		

UNIT-5	**Reporting on Geo-Political Hotspots**	**L**	**T**	**P**
5.1	Case studies of geo-political hotspots and ongoing conflicts.	2	-	-
5.2	Analyzing the role of media in shaping narratives and perceptions.	2	1	-
5.3	Reporting on complex geo-political situations with accuracy and context.	2	1	1
5.4	Geo-Political Reporting and Global Media	1	1	2

5.5	Covering Global Governance and International Law	2	-	-
	Total Hours	15		

Project/Practical/Assignment:

- Write a report on a current geopolitical conflict, providing in-depth understanding and critical analysis of the factors involved.
- Make a PPT on Geopolitical Risk Analysis
- Prepare an article on Comparative Geo-Political Systems

Suggested Readings:

- The Humanitarian (https://www.thenewhumanitarian.org)
- The Economist (https://www.economist.com).
- The Diplomat (https://thediplomat.com)
- The South China Morning Post (https://www.scmp.com/asia)
- The Future of Power" by Joseph S. Nye Jr. (2011)
- "Prisoners of Geography: Ten Maps That Explain Everything About the World" by Tim Marshall (2015)
- "The New Silk Roads: The Present and Future of the World" by Peter Frankopan (2018)
- "The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate" by Robert D. Kaplan (2012)
- "World Order" by Henry Kissinger (2014)
- "Practicing Journalism in Exile: The Case of Turkey" edited by Mezgebu Z. Yacob and Anna K. Zafirovski (2021)
- "The Penguin State of the World Atlas" by Dan Smith (2020)
- "The Great Game: The Struggle for Empire in Central Asia" by Peter Hopkirk (1992)
- "War on Peace: The End of Diplomacy and the Decline of American Influence" by Ronan Farrow (2019)
- "All the Shah's Men: An American Coup and the Roots of Middle East Terror" by Stephen Kinzer (2008)

8EJV02- INTERNSHIP AND INTERNSHIP BASED REPORT	Th	Pr	IA	Contact hrs.		
				L	T	P
	-	80	20	-	1/1	4/8

Objectives-

- Explore career alternatives in the field of Newspaper industry/Media prior to graduation.
- Assess interests and abilities in their field of studies (In reference of Deskwork, fieldwork, marketing, Desiging and Layout etc.)
- Apply to integrate theory and practice.
- Inclined towards work culture, habits and attitudes necessary for job success.

Outcomes:

- Apply knowledge to prepare content for news media outlets.
- Capable to think critically, creatively and independently.
- Write and edit clear and grammatically correct text.
- Demonstrate an awareness of Journalism as an ethical practice.

Guidelines:-

- Every student shall be submitted the internship report to the Department Head/Assigned Mentor/Teacher as per rule.
- Every student shall be submitted the prescribed format of internship alloted by department and would be signed by the Editor/Mentor of the concerned media organization.

Internship report will be submitted on the following guidelines:-

- Front page (As per Provided by the department)
- Enclosed the report signed and forwarded by the concern media organization.
- Acknowledgement
- Content list
- Introduction of the Media organisation.
- Description of work and responsiblites assigned during internship.
- Details of skills and experience acquired during internship.
- Epilogue.
- References(Clippings and links to published news etc.)

Marks Distribution:-

Evaluation of the report by External Examiner	-	80 Marks.
Internal evaluation by concern Teacher/ Assigned Mentor	-	20 Marks

OPTION- 2 SEMESTER - 4

7EJC19: RESEARCH METHODLOGY	Marks:100			Credits:5		
	Th	Pr	IA	Contact hrs.		
				L	T	P
	50	30	20	3/3	1/1	½

Course Objectives:-

- To develop an understanding of core values of Research Methodology.
- To introduce students to the basics of Research and Design.
- To understand concept of tools and techniques of data collection.

Learning Outcomes:-

- Will be able to apply their statistical knowledge in Research Methodology.
- Student will get the knowledge of sampling procedure.
- Capable to Differentiate between various kinds of tabulation and graphical representation of data.

Unit-1	**Basics of Research**	L	T	P
1.1	Research: Meaning, Definition and scope	3	-	-
1.2	Characteristics of social scientific research	2	1	-
1.3	Classification of research	3	1	-
1.4	Research process and steps	3	-	-
1.5	Communication Research: origin, growth and area	2	-	-
	Total Hours	15		

Unit-2	**Research Design**	L	T	P
2.1	Identification of research problem	2	-	1
2.2	Review of Literature	1	-	1
2.3	Research Hypothesis: Meaning and types	3	-	1
2.4	Research Design: Meaning and types	2	1	1
2.5	Variables : Definition and types	2	-	-
	Total Hours	15		

Unit-3	**Sampling Procedure**	L	T	P
3.1	Concept of Universe and Sample	2	-	-
3.2	Basic Principles and Advantages of Sampling	2	1	-
3.3	Probability sampling methods	3	1	1
3.4	Non Probability Sampling Methods	2	-	1
3.5	Sampling errors	2	-	-
	Total Hours	15		

Unit-4	**Tools and Techniques of data Collection**	L	T	P
4.1	Primary sources: Questionnaire, Schedule	2	-	1
4.2	Interview and observation	2	-	1
4.3	Collecting data using secondary Sources	2	1	-
4.4	Case study method	2	-	1
4.5	Content Analysis method	2	-	1
	Total Hours	15		

Unit-5	**Statistics in Research**	L	T	P
5.1	Tabulation and Graphical Representation of data	2	1	-
5.2	Levels of Measurement: Nominal, Ordinal, Ratio, Interval	2	-	-
5.3	Project Planning and budgeting	2	-	-
5.4	Statistical Analysis: Mean, Median, Mode, Standard Deviation and Correlation	5	-	-
5.5	Preparation of Bibliography, *I*ndexing and Report Writing	2	-	1
	Total Hours	15		

Assignments:

- Identify a Research Problem and write down the review of the literature related to the topic.
- Describe Different Sampling Techniques with Suitable examples.
- Prepare a Questionnaire related to the research topic.
- Any assignment given by the concern teacher.

Suggested Reading

- Kohari C.R. and Gaurav Garv (2019), Research Methodology: Methods and Techniques, New Age International Publishers.
- Arthur, A. Berger (1996), Media Research Techniques, Sage Publication, New Delhi.
- Kerlinger, Fred.N (1969), Foundation of Behavioural Research, Holt, Rinehart & Winston of Canada Ltd.
- Roger D. Wimmer & Joseph R. Dominick: Mass Media Research- Processes, Approaches.
- Susanna, Harning Priest: Doing Media Research; An Introduction, Sage Publication, New Delhi.
- Donald Treadwell, Introducing Communication Research (3rd Edition), Sage Publication, New Delhi.
- Arthur, A. Berger, Media and Communication Research Methods, Sage Publication, New Delhi.
- Om Gupta and Sudesh Sharma, Media and Communication Research, Gyan Publishing House.

7EJE-05 (A) GENDER- NEUTRAL REPORTING AND COMMUNICATION	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	50	30	20	3/3	1/1	1/2

COURSE OBJECTIVE

- To familiarize students with the concept of gender-neutral communication, writing and its significance in promoting inclusivity and gender equality.
- To develop students' awareness of gender biases in language and their impact on social perceptions and stereotypes.
- To provide practical strategies and techniques for achieving gender neutrality in various writing contexts.
- Enhance students' ability to critically analyse, revise existing texts to incorporate inclusive language.
- To encourage students to reflect on the power of language and their responsibility as communicators in promoting equality and respect for all genders.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- Gender-Neutral Writing is a course designed to enhance students' understanding and skills in using inclusive language and promoting gender equality in their writing.
- This course explores the importance of gender-neutral communication, the impact of language on gender perceptions, and practical strategies for achieving gender neutrality in various writing contexts.
- Students will learn to recognize and challenge gender biases in language, develop inclusive writing practices, and create content that respects and acknowledges diverse gender identities.

UNIT-1	Gender concepts, definition	L	T	P
1.1	Gender, Social construction of Gender, Gender Socialization.	2	-	-
1.2	Gender discrimination, gender stereotyping, Gender Roles	4	-	-
1.3	Structures of gender inequality. (Patterns of Gender inequality in term of caste, class and religion patterns of violence against woman, Female Infanticide)	4	-	-
1.4	Child marriage. Dowry, Widowhood, Domestic violence, and single woman. Understanding Demographic indicators related to gender (global comparison) (Sex ration, Literacy, Life Expectancy, Maternal Mortality Rate, Infant Mortality Rate, Work Participation Rate)	3	-	-

1.5	Understanding queer theory, and media and cultural studies	2	-	-
	Total Hours	15		
UNIT-2	**Tools, techniques & Gender Sensitive writing**	**L**	**T**	**P**
2.1	Generic use of gender related vocabulary	2	1	-
2.2	Masculine-oriented vocabulary.	2	1	-
2.3	Use of Masculine and Feminine pronoun.	1	1	1
2.4	Evaluating gender based reporting in news coverages	1	1	2
2.5	Examining gender based language in advertisements and literature etc	1	-	1
	Total Hours	15		

UNIT –3	**Gender and us**	**L**	**T**	**P**
3.1	Gender, health and beyond	2	-	2
3.2	Gender, globalization and politics. The #Me too Movement	2	-	-
3.3	Gender, culture and literature	2	-	1
3.4	Gender and violence	2	-	-
3.5	Gender and science	2	-	2
	Total Hours	15		

UNIT-4	**Women and Law**	**L**	**T**	**P**
4.1	Understanding Law: Legal Concepts, Law and Feminism	2	-	-
4.2	History of women law	2	-	1
4.3	Social reforms	2	1	-
4.4	Women Rights as Human Rights	2	-	2
4.5	Law Relating to Crime against Women	2	-	1
	Total Hours	15		

UNIT-5	Gender-Neutral Language in Social Media and Digital Communication	L	T	P
5.1	Strategies for inclusive language in social media posts and comments.	2	-	-
5.2	Engaging diverse communities and fostering respectful discussions online.	2	1	-
5.3	Challenging gender biases and stereotypes in digital spaces	2	1	1
5.4	Contemporary ways to promote gender-neutral language.	1	1	2
5.5	Importance of Gender Sensitive communication	2	-	-
	Total Hours	15		

Practical/Project/Assignment:

- Write an article on measures to curb domestic violence against women
- Write an article on various societal discrimination faced by LGBTQ+ communities/LGBTQ+ Characters
- Prepare a PPT on Importance of Gender Sensitive environment in education Institutions

Suggested Reading:

- "Writing for Gender-Inclusive Language: Guidelines for Non-Sexist, Non-Biased Language" by Jo Ray McCuen-Metherell and Anthony C. Winkler (2017)
- "The Gender-Friendly Guide to Nouns and Pronouns" by Dennis Baron (2020)
- "The Inclusive Bible: The First Egalitarian Translation" by Priests for Equality (2007)
- "Writing Gender-Neutral Plays: How to Write for Non-Binary and LGBTQ+ Characters" by Holly L. Derr (2022)
- "Nonbinary Gender Pronouns: A Guidebook for Language Users" by J.M. Bailey (2021)
- "Gender and the Language of Religion" by Allyson Jule (2018)
- "The Pronoun Lowdown: Demystifying and Celebrating Gender-Neutral Pronouns" by Nevo Zisin (2020)
- "Gender-Neutral Language: Guidelines for Educational Practice" edited by Malgorzata Fabiszak and Annelie Ädel (2019)
- "Gender, Language, and Discourse: A Review Essay" by Deborah Cameron (2019)
- "Transgender and Gender Nonconforming Health and Aging" edited by Nancy A. Orel and Nancy J. Mezey (2019)

7EJE-05 (B)WORLD LITERATURE	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

UNIT-1	Introduction to World literature	L	T	P
1.1	Concept of world literature	2	-	-
1.2	Theories of world literature	4	-	-
1.3	Reading across Time & Cultures	4	-	-
1.4	Reading in Translation	2	-	-
1.5	Going Abroad and Global	3	-	-
	Total Hours	15		

UNIT-2	Ancient and British Literature	L	T	P
2.1	Sophocles, Homer, Plautus, Horace Ovid, Virgil	2	1	-
2.2	Vyas, kalidasa, Valmiki	2	1	-
2.3	William Chaucer, Shakespeare, Milton	2	-	2
2.4	P.B. Shelley, John Keats, w. words worth	2	1	-
2.5	James Joyee, T.S. Eliot, Virginia Woolf, Doris Lessing	2	-	-
	Total Hours	15		

UNIT-3	American and Canadian literature	L	T	P
3.1	Walt Whitman, Ezra pound, Robert Frost, Edgar Allen Poc.	2	-	-
3.2	R. waldo Emerson, Ben Jamin franking, Ernest Heminingway	2	1	-
3.3	F. Scott Fitzgerald, Hed. Thoreau, Emily Dickinson	1	1	2
3.4	G.G. Marquez, Jarge Luis Borges	1	-	2

3.5	Margaret Atwood, Alice Munro.	2	-	1
	Total Hours	15		

UNIT-4	Australian, African and Russian Literature	L	T	P
4.1	Patrick white, David malaouf, David Williamson	2	-	-
4.2	Chinua Achebe, Wole Soyinka, B. Emecheta, N.W. Thiong'o	2	1	-
4.3	Derek Walcott, Ben okri	2	1	1
4.4	Anton Chekor, Leo Tolstoy, V. Nabokor, A. Pushkin	2	-	1
4.5	F. Dostoevsky, M. Gorky, Mikhail Bakhtin	2	-	1
	Total Hours	15		

UNIT-5	European Literature & Asian Literature	L	T	P
5.1	Hermann Herse, Thomas Mann, J.W. Goethe, franz Kafka	2	-	-
5.2	Gunter Grass, Bertolt Brecht, Yasunari Kawabata	2	1	-
5.3	M. Proust, Flaubert, Albert camus, J.P. Sarte, M. Kundera	2	1	1
5.4	Hermik Ibsen, Samuel Beckelt, Eugene lonesco	1	1	2
5.5	Rabindranath Tagore, N.Mahfouz, S. Rushdie, Orhan Pamulk	2	-	-
	Total Hours	15		

Practical/Project/assignment:

- Write a book review of any writer of your choice.
- Prepare a comparative analysis of European and Asian writers.
- Write an article on any prominent writer's contribution to the world literature.

Suggestive Readings:

- "Pride and Prejudice" by Jane Austen (1813)
- "Frankenstein" by Mary Shelley (1818)
- "Les Misérables" by Victor Hugo (1862)
- "War and Peace" by Leo Tolstoy (1869)
- "Crime and Punishment" by Fyodor Dostoevsky (1866)
- "Moby-Dick" by Herman Melville (1851)

- "One Hundred Years of Solitude" by Gabriel García Márquez (1967)
- "The Great Gatsby" by F. Scott Fitzgerald (1925)
- "To Kill a Mockingbird" by Harper Lee (1960)
- "The Odyssey" by Homer (Estimated 8th Century BCE)
- "The Divine Comedy" by Dante Alighieri

7EJC20- RESEARCH PORTFOLIO	Th	Pr	IA	Contact Hrs.		
				L	T	P
	-	80	20	-	1/1	4/8

Objectives:

- To identify and understand the concepts and issues related to mass media research and its process.
- To lern about the complex issues in selecting a research problem, research design, method and implementation of a research project.
- Identify various research tools and techniques with interpretation and writing skills of research report.

Learning Outcome:

- Students will be able to critically analysed published research papers.
- Copable to implement and execute various research methods and techniques.
- Able to build their perspective and executing skills on qualitative and qualitative research methods.

Instructions:-

- A research portfolio is a coherent integrated report of various research based work. There for studnts will submit a collection of research reports on the basis of implementing research process
- (Submit portfolio on the following)
- Survey study
- Public opinion poll study
- Focus Group study
- Market Research/Advertising Research
- Student will submit the portfolio as per guidelines issued by department under the authorised teacher assign for the work.

Marks Distribution:-

Evaluvation of the Portfolio by external examiner	-	80 Marks.
Continuous Evaluvation of the Portfolio by Internal examiner	-	20 Marks

OPTION-2 SEMESTER 8

8EJE4 (A) INTERCULTURAL COMMUNICATION	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- To introduce students to the theories and frameworks of international and intercultural communication.
- To develop students' awareness of the influence of culture on communication practices.
- To enhance students' intercultural competence and ability to adapt communication in diverse cultural contexts.
- To analyze the impact of globalization on communication patterns and intercultural interactions.
- To foster critical thinking and ethical considerations in international and intercultural communication.

LEARNING OUTCOME

- Upon completing this course, students will be able to:
- The students will be able to explore and make a career at embassies, diplomats, and other diverse cultural contexts.
- Students will gain insights into cultural differences, develop intercultural competence, and learn to navigate cross-cultural communication challenges in a globalized world. They also can make career as a communication specialist in International and Intragovernment organization.

UNIT-1	Introduction to International Communication	L	T	P
1.1	Definition, scope, and importance of international and intercultural communication.	2	-	-
1.2	Global news agencies.	4	-	-
1.3	Introduction to International Broadcasting.	4	-	-
1.4	Introduction of various International organization	2	-	-
1.5	Contribution of Media agencies in developing countries.	3	-	-
	Total Hours	15		

UNIT-2	Global news information flow	L	T	P
2.1	Introduction to International News Agencies	2	1	-
2.2	Rueters, AFP and AP	2	1	-
2.3	News flow pattern – offline and online	1	1	1
2.4	Media's role in international relations.	1	1	2
2.5	CNN effect- a case study	1	-	1
	Total Hours	15		

UNIT-3	Non-verbal Communication across Cultures	L	T	P
3.1	Importance of nonverbal communication in intercultural contexts.	2	-	-
3.2	Cultural variations in gestures, body language, and facial expressions.	2	1	-
3.3	Misinterpretations and challenges in nonverbal communication.	1	1	2
3.4	Intercultural Communication in the Workplace	1	-	2
3.5	Code-switching and language adaptation in intercultural interactions.	2	-	1
	Total Hours	15		

UNIT-4	Cultural context of Intercultural communication	L	T	P
4.1	Concept of Individualism.	2	-	-
4.2	Concept of Collectivism.	2	1	-
4.3	Vertical and Horizontal individualism and Collectivism.	2	1	1
4.4	Intercultural Communication in Media and Technology.	2	-	1
4.5	Impact of media and technology on intercultural communication.	2	-	1
	Total Hours	15		

UNIT-5	Intercultural Conflicts	L	T	P
5.1	Definition of Intercultural Conflicts.	2	-	-
5.2	Management practices across cultures.	2	1	-
5.3	Culture, Interculture communication and health.	2	1	1
5.4	Intercultural communication and educational settings.	1	1	2
5.5	Ethical considerations in Intercultural communication.	2	-	-
	Total Hours	15		

Project/practical/assignment:

- To compare and analyze communication styles in different cultures and explore their impact on international communication.
- To analyze the challenges and strategies of intercultural communication in global organizations
- Critically analyze the role of media in shaping cultural identities and its impact on international communication.

Suggested Reading:

- Intercultural Communication: A Global Reader" edited by Richard L. Wiseman (2020)
- "Intercultural Communication in the Global Workplace" by Iris Varner and Linda Beamer (2017)
- "Intercultural Communication: A Contextual Approach" by James W. Neuliep (2020)
- "Intercultural Communication: Globalization and Social Justice" by Kathryn Sorrells (2019)
- "Intercultural Communication: A Critical Introduction" by Ingrid Piller (2017)
- "Communication Between Cultures" by Larry A. Samovar, Richard E. Porter, and Edwin R. McDaniel (2017)
- "International Communication: Continuity and Change" by Daya Kishan Thussu (2018)
- "Understanding Intercultural Communication: Negotiating a Grammar of Culture" by Adrian Holliday, Martin Hyde, and John Kullman (2017)
- "Intercultural Communication: Globalization and Cultural Identity" by Fred E. Jandt (2020)
- "The Handbook of Intercultural Discourse and Communication" edited by Christina Bratt Paulston, Scott F. Kiesling, and Elizabeth S. Rangel (2012)

8EJE4 (B) HEALTH JOURNALISM : POLICIES, ECONOMY AND ETHICS	Marks:100			Credits:5		
	Th	Pr	Ia	Contact Hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

COURSE OBJECTIVE

- Health Journalism is a specialized course that focuses on reporting and communicating health-related issues to the public.
- This course aims to develop students' understanding of health journalism principles, ethics, and practices. Students will learn how to critically analyze health information, conduct interviews with experts, and produce accurate and engaging health news articles and features.
- The course will cover a wide range of health topics, including public health, medical research, healthcare policy, and emerging health issues.

LEARNING OUTCOMES:

- Upon completing this course, students will be able to:
- To introduce students to the principles and practices of health journalism.
- To develop students' skills in researching, interviewing, and reporting on health-related topics.
- To foster critical thinking and ethical considerations in health journalism.
- To enhance students' understanding of health policy and its impact on healthcare reporting.
- To promote effective communication of health information to diverse audiences.

UNIT-1	Introduction to Health Journalism	L	T	P
1.1	Definition, scope, and importance of health journalism.	2	-	-
1.2	Role of health journalists in informing and educating the public.	4	-	-
1.3	Overview of health journalism trends and challenges.	4	-	-
1.4	Understanding Health Issues	2	-	-
1.5	Analysis of health determinants and their impact on society.	3	-	-
	Total Hours	15		

UNIT-2	Health Policy and Healthcare Systems	L	T	P
2.1	Overview of healthcare systems and policies.	2	1	-
2.2	Understanding healthcare reform and its implications.	2	1	-

2.3	Reporting on healthcare disparities and access to care.	1	1	1
2.4	Epidemiology and basic health data analysis.	1	1	2
2.5	Health issues and their significance.	1	-	1
	Total Hours	15		

UNIT-3	**Health Reporting Ethics and Guidelines**	**L**	**T**	**P**
3.1	Ethical considerations in health journalism.	2	-	-
3.2	Responsible reporting of health information.	2	1	-
3.3	Balancing public interest and privacy concerns.	1	1	2
3.4	Health Communication and Media Literacy	1	-	2
3.5	Health literacy and its impact on public understanding.	2	-	1
	Total Hours	15		

UNIT-4	**Public Health Reporting**	**L**	**T**	**P**
4.1	Reporting on public health issues and campaigns.	2	-	-
4.2	Understanding infectious diseases, virus and outbreaks. Control and Measures	2	1	-
4.3	Investigating health disparities and social determinants of health.	2	1	1
4.4	Medical Research, drug trials and reporting	2	-	1
4.5	Evaluating medical research studies and interpreting findings.	2	-	1
	Total Hours	15		

UNIT-5	**Mental Health and Well-being Reporting**	**L**	**T**	**P**
5.1	Understanding mental health issues and stigma.	2	-	-
5.2	Reporting on mental health awareness and treatments.	2	1	-
5.3	Ethical considerations in reporting on sensitive mental health topics.	2	1	1

5.4	Global Health Reporting	1	1	2
5.5	Health Journalism and Data Visualization	2	-	-
	Total Hours	15		

Project/practical/assignment:

- Investigate and report on healthcare disparities affecting marginalized communities.
- Write an article on Ethical Dilemmas in Health Journalism.
- design and implement a health communication campaign targeting a specific audience or health issue.
- Report on health challenges and initiatives in different regions of the world.

Suggested Readings/news report links:

- "Health and Medical Journalism" by Jeanne Erdmann (2019)
- https://www.indiatoday.in/india/north/story/illegal-drug-trials-in-madhya-pradesh-doctors-in-dock-88312-2012-01-02
- https://edition.cnn.com/2021/02/25/asia/india-vaccine-trials-covid-ethics-intl-dst-hnk
- "Reporting on Health and Illness: A Handbook for Journalists" by Ivan Oransky, Mary Knudson, and Patricia Thomas (2009)
- "Covering Health: A Handbook for Journalists" by Lee Bowman and Newton C. E. Carvalho (2018)
- "The Global Health Crisis: Ethical Responsibilities" by William A. Galston and Peter Dauvergne (2017)
- "Selling Sickness: How the World's Biggest Pharmaceutical Companies Are Turning Us All into Patients" by Ray Moynihan and Alan Cassels (2006)
- "The Media and Public Health: A Journalist's Guide" by Stephen Davis and Sally Guttmacher (2003)
- "Writing Health Communication: An Evidence-Based Guide" by Laura H. Willis (2018)
- "Health Journalism: A Critical Approach" by John Lister (2015)
- "Covering Global Health: A Resource Guide for Journalists" by Gary Schwitzer, Kristine A. Hartman, and Carolyn Moynihan (2015)
- "Medical Journalism: Exposing Fact, Fiction, Fraud" by Robert G. Nulph (2019)

8ERC21 – DISSERTATION	Th	Pr	IA	Contact hrs.		
				L	T	P
	-	160	40	2/2	8/16	10/18

Guidelines:-

- As mentioned in the syllabus, you will be required to submit the Dissertation to the Journalism Department of university. This Guide has been prepared to help you in doing a project work by familiarizing you with its various aspects.
- Dissertation is an independent investigation and your own work. The purpose of the Dissertation is to enable you to analyze the situation and through the Dissertation, you will be expected to put into practice all that you have learnt while pursuing courses of B.A. English Journalism (Research) Honors Programme. It is a way of applying the knowledge gained through the various course to the issue and concerns of day-to-day events in the Journalism and Creative Writing.
- The Curricula are designed to provide students comprehensive knowledge covering the skills and core areas of journalism and creative writing in theory and practical with the same objective. Six months major Dissertation is part of curricula in last semester of B.A. English Journalism (Research) Honors. In Dissertation students are supposed to develop quality-based research writing by applying theoretical and practical knowledge of various courses learnt.

Objective:-

- The objective of this Dissertation is to help the student develop the ability to apply theoretical and practical tools/techniques to solve real life problems related to industry, academic institutions and Research.
- Your project shall be guided by a Supervisor assigned by the department of Journalism Makhanlal Chaturvedi Rastriya Patrikarita Vishvavidyalaya.
- All Counsellors are recognised as Supervisors is available with the coordinator of your journalism Department. Once you have selected a broad areas for study your co-ordinator who will assign a supervisor to you, suited to your study.
- So, you should prepare a Dissertation with the help of your Supervisor/Academic Counselor/ Research Guide available at your Department.
- Think carefully and discuss with your assigned Guide/ supervisor before selecting a topic for your Dissertation.

Marks Distribution: -

Evaluation of Dissertation by external examiner	-	160 Marks
Continuous evaluating of Internal examiner	-	40 Marks.