ModelCurriculumforThreeYearDegree Course(WithMultipleEntry/ExitOption)

BasedonNEP-2020

JOURNALISM AND MASS COMMUNICATION

(SingleMajorandTwoMinors)

(ForBatch2024-2027)

Sambalpur University

JyotiVihar,Sambalpur

Contents

*(3 courses to be chosen from the basket of Multidisciplinary, for Semester-I/II/III with 3 credits each provided in the HEI. **Students are advised to opt for courses outside their discipline***).

(Compulsory Course for Semester-I: Odia/Hindi/Sanskrit/Urdu; Compulsory Course for Semester-II: English, with 4 Credits each)

*(3coursestobechosenfromthebasketofSECforSemester-**II/V/VI** respectively with 3 credits each)*

a. *EnvironmentalStudiesandDisasterManagementcompulsoryunder*

   Semester-I with 3 Credits.

b. *3 courses to be chosen from baskets of VAC for Semester-III/V/VI with 3 credits each.*

*(Students may choose vocational courses after 2ⁿᵈ Semester and 4ᵗʰ Semester for Certificate Course or Diploma Course respectively with 4 credit each, **to optforexit**.Studenthavetopayadditionalfeesforthepurposea specified by the course provider.)*

   (Students have to engage in a field- based learning/Internship/community engagement & service under theguidance of an external entity in Semester-IV.)

UGProgrammeinJournalism and Mass Communication

ProgrammeOutcomes:

TheUndergraduateProgrammeinJournalism and Mass Communication isdesignedtoresultin:

- In-depth learning about current advances in the discipline of Journalism and Mass Communication, and mastery of the multidisciplinary curricula as a preparation of students towards higher education opportunities.

- Acquisition of skills such as, creativity and innovation, critical thinking, higher-order thinking capacities, problem-solving abilities, teamwork and communication skills, and the like for enhanced employability of students.

- Students 'advanced awarenessofsocial,historicalandmoralimplicationsofthediscipline for future sustainability.

- Careerexplorationinworksettingsforfutureemploymentopportunities.

- Increased ability of students to apply the scientific knowledge in solving real world problems.

- Making students familiar in using research methodology employed in the discipline for undertaking scientific enquiry.

ProgrammeSpecificOutcomes:

- To prepare the students for a career in Journalism and Mass communication

- To prepare the students for Higher Education and Research in Journalism and Mass communication
- To develop a conceptual understanding of the subject and to develop an inquisitiveness in the subject.

- To enable the student to acquire basic skills necessary to understand the subject and to master the skills to handle equipment's utilized to learn the subject.

- To generally promote wider reading on the subject and allied inter disciplinary subject.

OUTLINEOFSYLLABUS

Journalism and Mass

Communication

ThreeYearDegreeCoursewithSingleMajorandTwoMinors

Semester	Core-I	Core-II	Core-III	Multi-disciplinary	AEC	SEC	VAC	Community Engagement & Services / Field Work/ Internship	Total MinimumCredit
I	2 X 4 =8 Introduction to Media & Communication. Development of Media in India.	1X4=4 An Introduction to Public Administration		1X3=3 Computer Fundamentals (*Forstudentsof othersubjects*)	1X4=4 (Odia/Hindi/ Sanskrit/Urdu)		1X3=3 EnvironmentalStudiesandDisaster Management		22
II	2 X 4 =8 Reporting & Editing for Print Photo Journalism		1X4=4 Introduction to Gender Studies	1X3=3 Organizational Behavior (*Forstudentsof othersubjects*)	1X4=4 (English)	1X3=3 Personality Development			22
*VocationalCourse1:EducationinEarlyChildhood(4Credits)									**44**
III	3 X 4 =12 Media Laws & Ethics Radio Journalism Television Journalism	1X4=4 Indian Administartion		1X3=3 Corporate Social Responsibility (*Forstudent of other subjects*)			1X3=3 Research Methodology		22
IV	3 X 4 =12 Digital Media		1X4=4 Gender and the Media					1X4=4 (FieldWork /Community Engagement & services)	20

	Introduction to Advertising Introduction to Public Relations							
*VocationalCourse2:Psychological Testing (4Credits)								**42**
V	3 X 4 =12 Development Communicatio n Summer Internship Multimedia Journalism	1X4=4 State Administratio n				1X3=3 Podcastin g	1X3=3 Creative Writing		22
VI	2 X 4=8 Media Management & Entrepreneurship Project		1X4=4 History of Women's Movement			1X3=3 Data Journalism	1X3=3 Indian Constitution		18
									40
Total	15X4=60	3X4=12	3X4=12	3X3=9	2X4=8	3X3=9	4X3=12	1X4=4	**126**

*VocationalCourse:

- *After2nd Semester:*
- *After4thSemester:*

(Studentsmaychoosevocationalcoursesafter2ndSemesterand4thSemesterforCertificate Course or Diploma Course respectively with 4 credit each opt for exit. Student have to pay additional fees for the purpose as specified by the course provider.)

Note:

- One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester. One Credit will be generally equivalent to 15 hours of instructions.
- Each semester shall comprise of 15 weeks of academic activities with a minimum of 90 working days.

Creditfordifferentclasses			
Credit	**Theory**	**Tutorial**	**Practical/Field Work**
1	1 Hour	1 Hour	2 Hours

Evaluation:

DistributionofMarksinSemesterEndandContinuousEvaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester End Theory Marks	Continuous Evaluation Marks / Sessional	Mid Semester Theory Marks	Semester End and Practical Marks	Mid Semester Practical Marks
Without Practical	100	60	20	20	----	----
With Practical	100	50	10	10	20	10

DistributionofSessional Marks:

Course Type	Maximum Marks	MidSemester	Attendance		Surprise Test / Quiz	Assignment/ Presentation
Without Practical	40	20	Above95%-	5Marks	10	05
With Practical	30	(Theory10+ Practical10)=20	85%-94%-	4Marks	05	Nil
			75%-84%-	3Marks		

COURSESTRUCTUREOFUGJOURNALISM AND MASS COMMUNICATION(MAJOR)UNDERNEP-2020				
Semester	Course Code	CourseName	Credit	FullMarks
I		Introduction to Media & Communication	4	100
		Development of Media in India	4	100
II		Reporting & Editing for Print	4	100
		Photo Journalism	4	100
III		Media Laws & Ethics	4	100
		Radio Journalism	4	100
		Television Journalism	4	100
IV		Digital Media	4	100
		Introduction to Advertising	4	100
		Introduction to Public Relations	4	100
V		Development Communication	4	100
		Summer Internship	4	100
		Multimedia Journalism	4	100
VI		Media Management & Entrepreneurship	4	100
		Project	4	100
COURSESTRUCTUREOFUG PUBLIC ADMINISTRATION (MINOR)& GENDER STUDIES (MINOR) UNDERNEP-2020				
I		Introduction to Public Administration	4	100
II		Introduction to Gender Studies	4	100
III		Indian Administration	4	100
IV		Gender and the Media	4	100
V		State Administration	4	100
VI		History of Women's Movement	4	100
MULTIDISCIPLINARYCOURSESUNDERNEP-2020				
I		Computer Fundamentals *(ForStudentsofothersubjects)*	3	100

II		Organizational Behavior *(ForStudentsofothersubjects)*	3	100
III		Corporate Social Responsibility *(ForStudentsofothersubjects)*	3	100
SKILLENHANCEMENTCOURSES(SEC)UNDERNEP-2020				
II		Personality Development	3	100
V		Podcasting	3	100
VI		Data Journalism	3	100
VALUEADDEDCOURSES(VAC)UNDERNEP–2020				
I		EnvironmentalStudiesandDisasterManagement	3	100
III		Research Methodology	3	100
V		Creative Writing	3	100
VI		Indian Constitution	3	100
SUMMERVOCATIONALCOURSEUNDERNEP–2020				
II		Education in Early Childhood	4	100
IV		Psychological Testing	4	100

SYLLABUSOFUGJOURNALISM AND MASS COMMUNICATION

(MAJOR) UNDERNEP-2020

CORE COURSE - I

Paper-I   Semester-I
Introduction to Media & Communication
(4Credit)

Introduction:

This course aims to give students an idea of the nature, process and functions of communication together with a basic knowledge about the theories and models of communication, the different kinds of communication and their efficacy in communicating with people in day-to-day life, with a view to enable them to become efficient communicators.

Course Outcomes:
- To analyze the nature, process, functions and barriers of communication
- To recognize and apply communication theories in practice.
- To evaluate the social functions of Mass media.
- To analyze society, culture and media from the cultural studies perspective
- To design and implement communication strategies for social development.

Unit-I:

Communication: definition, meaning, concept, process, functions, levels, scope, Seven Cs of communication, Effective communication, Characteristics and types of audiences, Barriers in communication, Forms of communication, Mass Communication: definition, nature, process, functions.

Unit-II:

Psychological and Sociological theories of communication: Cognitive Dissonance, Selective Perception, Cultivation, Uses and Gratification, Agenda Setting Theory, Hypodermic needle theory, Normative theories of the press.

Unit-III:

Models of Communication**:** SMR model, SMRC model, Aristotle's Rhetoric model, Shannon and Weaver Model, Laswell Model, Newcomb Model, Osgood and Schramm Model, Dance's Helical Model, Gate keeping Model, Convergence Model.

Unit-IV:

Communication and Culture, Folk Culture, Popular Culture, Mass Culture, Media and Culture, Role of Communication in Socio – Economic and Political Change.

Suggested Readings:

- ✓ *Baran, Stanley J.; Introduction to Mass Communication: Media Literacy and Culture; Tata McGraw Hill*
- ✓ *Vilanilam, J. V.; Mass Communication in India - A Sociological Perspective; Sage Publications*
- ✓ *McQuail, Dennis; Mass Communication Theory; Sage Publications*
- ✓ *DeFleur, Dennis; Understanding Mass Communication; Houghton Mifflin Company*
- ✓ *Vivian, John; The Media of Mass Communication; Pearson Education*
- ✓ *Dominick, Joseph R.; The Dynamics of Mass Communication; Tata McGraw Hill*
- ✓ *Kumar, Keval J. Mass Communication in India. Jaico Publishing House.*
- ✓ *Aggarwal, Vir Bala. Handbook of Journalism and Mass Communication, Concept Publishing Company Pvt. Ltd.*

E-Learning Resources:

- ✓ *https://en.wikipedia.org/wiki/Models_of_communication*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/7164/1/Unit-3.pdf*
- ✓ *https://www.bbau.ac.in/Docs/FoundationCourse/TM/AECC105/Communication%201.pdf*

Paper-II   **Semester-I**
Development of Media in India
(4Credit)

Introduction:

This course intends to provide basic knowledge of historical growth and development of mass media (print, radio, television, films and new media) and news agencies in India, and the contribution of the Indian press in the freedom movement.

Course Outcomes:

- To explore the historical development of print media in India, including early newspapers and the birth of the Indian language press

- To understand the growth and expansion of All India Radio (AIR) and the impact of privatization policies on FM radio channels.

- To explore the evolution of visual media in India, including photography and cinema.

- To study the growth and development of Odia newspapers and their role in the formation of separate Odisha province and the freedom movement.

Unit I:

James Augustus Hicky, Early Newspapers of Calcutta, Madras and Bombay, Birth of Indian Language Press, Role of newspapers in India's freedom struggle, Mahatma Gandhi and his journalism, The emergence of regional language press, Growth and development of News Agencies in India, Popular Newspapers, Magazines and Periodicals.

Unit II:

Origin and development of radio in India—from Indian Broadcasting Company to All India Radio, Growth and development of AIR, Privatization policy (2000)—Expansion of FM Radio channels.

Unit III:

Visual Media: The early years of Photography to Modern Digital Camera, Brief History of Cinema: From Silent Era to the Talkies, Origin and development of television in India, Formation of Doordarshan (DD) & Prasar Bharati, Emergence of Private Channels, Regional Channels, Growth of News channels.

Origin and development of New Media in India, History of Social Networking Sites (SNS) in India.

Unit IV:

Growth & Development of Odia Newspapers, Role of Odia Newspapers in the formation of separate Odisha province and the freedom movement, New Journalism in Odisha, Prominent Odia newspapers: The Dainik Asha, The Samaj, The Prajatantra, The Dharitri, The Sambad; Eminent Odia journalists: Gouri Shankar Ray, Sashi Bhusan Rath, Gopabandhu Das, Godavarish Mohapatra, Harekrushna Mahatab, Radhanath Rath.

Suggested Readings:

- ✓ *Natarajan, J (1955).; History of Indian Journalism; Jain Book Depot Publications*
- ✓ *Parthasarathi, Rangaswamy (1991); Journalism in India; Jain Book Depot Publications*
- ✓ *Chatterjee, P.C, Broadcasting in India page (New Delhi, Sage, 1991)*
- ✓ *Murthy, Nadig Krishna (1966). Indian Journalism: from Ashoka to Nehru, Mysore University, Prasaranga*
- ✓ *John V. Vilanilam, "The Socio-Cultural dynamics of Indian Television: From SITE to Insight to Privatisation," in Television in Contemporary Asia by David French and Michael Richards (Ed) (Sage, 2000).*
- ✓ *G.N.S Raghavan, Early years of PTI, PTI story: Origin and Growth of Indian Press, (Bombay, PressTrust of India, (1987), 92-119*
- ✓ *Odia PrakashanaraItihasa (2013) by Pathani Patnaik*
- ✓ *History of the Printing Press in Orissa, 1837-1947 (2013) by Manjushri Dhall*

Reporting & Editing for Print
(4Credit)

Introduction:

This course intends to inculcate among students all the necessary basic qualities required for news writing, reporting and editing, and give an overview of the organizational structure of the newspaper industry.

Course Outcomes:

- To delve into the concept, elements, and structure of news and other genres of newspaper writing
- To learn the principles and techniques of writing for print media.
- Develop an understanding about reporting different beats
- To learn about hierarchy and workflow in a news-room.
- To explain the concept and principles of layout and design of newspaper page.

Unit-I

Meaning & Concept of Journalism, News- definition, values, elements, characteristics, Types of News-hard news and soft news, News Writing Structure - Inverted Pyramid, Chronological style, Types of Headlines, Leads, Types of Lead, Sources of the News, Basic qualities of a News Story, News Writing Techniques.

Unit-II

Types of Reporting: Objective, Investigative & Interpretative, Beats Reporting, challenges in reporting, Press Conference, Press Release, Press Brief, Interview- Definition, Types & Preparation, Qualities & Attribute of a Reporter.

Unit-III

Articles, Features, Editorials & Column, Reviews, Letter to Editor, Week-end pullouts, Supplements, Advertorial, Editing: meaning, concept and definition, Types of editing, Editing Marks & Symbols, Tools of Editing, Copy Editing techniques, Role & Functions of a Copy editor.

Unit-IV

Planning of a Newspaper, Dummy, Sizes of Newspapers, Basics of Newspaper Layout & Design, Printing Process, Organisational Structure of a Newspaper, Code of Ethics in Journalism. Tabloid & Yellow Journalism, Paid News, Media Trial.

List of Practical's:

- ✓ *Identify News values/ Hard & Soft News/ 5W and 1H/ Sources in the given story.*
- ✓ *Writing minimum 5 Stories on various beats*
- ✓ *Write interview-based story*
- ✓ *News Stories on Speech/ meeting reporting, event reporting,*
- ✓ *Writing story based on press releases, press briefing or mock press conferences*

- ✓ *Production of Lab Journals (News and Specialized)*
- ✓ *Specialized Writing*
- ✓ *Writing features, article and human-interest stories*
- ✓ *Edit story assigned by the course teacher*
- ✓ *Prepare Newspaper dummy and layout*

Suggested Readings:

- ✓ *Franklin, Bob; Key Concepts in Journalism Studies; Sage Publication*
- ✓ *Harrower, Tim; Inside Reporting: A Practical Guide to the Craft of Journalism; Tata McGraw Hill*
- ✓ *Bloom, Stephen G.; Inside the Writer's Mind–Writing Narrative Journalism; John Wiley and Sons*
- ✓ *Knight, Robert; Journalistic Writing: Building the Skill, Honing the Craft; Marion Street Press*
- ✓ *Harris, Jullian; The Complete Reporter; Macmillan*
- ✓ *Srivastava, K.M.; News Reporting and Editing; Sterling Publishers*
- ✓ *Warren, Care H.; Modern News Reporting; Harper Collins*
- ✓ *Rao, N. Meera Raghavendra; Feature Writing; PHI Learning*
- ✓ *Sterling, Christopher H.; Encyclopedia of Journalism; Sage Publication*
- ✓ *Kamath, Madhav Vittal; The Journalist's Handbook;Vikas Publications*

E-Learning Resources:

- ✓ *http://www.studylecturenotes.com/journalism-mass-communication/journalismmeaning-definition-and-scope-of-journalism*
- ✓ *http://ecoursesonline.iasri.res.in/mod/page/view.php?id=32963*
- ✓ *http://www.nraismc.com/wp-content/uploads/2017/03/105-EDITING-CONCEPTPROCESS.pdf*
- ✓ *https://vasukibelavadi.wordpress.com/2006/08/06/why-does-a-newspaper-need-astylebook/*
- ✓ *https://www.jagranjosh.com/current-affairs/discussion-analysis-1421751044-catlistshow-*

Paper– IV   **Semester-II**
Photo Journalism
(4Credit)

Introduction:

The course aims to engage student to understand the basic concepts of photography and photojournalism. This course also aims to train the students in the technique and art of photojournalism as required by media houses.

Course Outcomes:

- To understand the meaning, concept, and objectives of photo journalism
- To learn about different camera their parts and functions
- To delve into the basics of news photography
- To understand visual forms and their aesthetic functions, and basic design principles
- To learn the use of basic tools, techniques, technologies, and processes of photo journalism

Unit-I

Photojournalism: meaning, concept, and objective, Elements of visual news story telling, Growth & Development, Camera: Types and parts, Photography: Elements & principles, Lens: different types of lenses: Normal, wide, telephoto, Zoom, Fish eye Lens, macro lens and close up lens.

Unit-II

Focal length, Exposure triangle-aperture, shutter speed, ISO, depth of field, Focusing exposure. Lighting Arrangement: Different light sources. Electronic flash, shutter synchronization, lighting principles. Composition: Basic elements of composition, Rule of thirds.

Unit-III

News Photography, Press Conference, Political Event, Crime, Sports photography, Protest and Demonstration, Human-interest stories, Photo Stories, Photo Essays, Photo Caption Writing, Candid and Street photography.

Unit-IV

Photo Editing: Meaning, Concept & Process, Photo editing software and tools, selecting pictures, print quality, format, size, layout, Copyright Law related to Photojournalism, Ethics of photojournalism.

Suggested Practical:

Outdoor Shoot: Using Digital SLR Camera, developing an idea and practice, making a Photo feature on a specific topic by using self-clicked photographs from Digital Camera, A photo feature must have comprised 10 – 16 photographs. Use of software for editing of picture, Conduction of Photography Workshop, Exposure trip for Photography, Critical Analysis and Study on Iconic Photographer and their work in lab

Suggested Readings:

- ✓ *Fred Parrish, Photojournalism: An Introduction, Wadsworth Thomson*
- ✓ *Kobre, Kenneth; Photojournalism: The Professionals Approach; Focal Press*
- ✓ *Rai, Raghu; Raghu Rai's India: Reflections in Colour; Serial Publications*
- ✓ *Norton, David; Waiting for the light; David and Charles Publications*
- ✓ *Tarrant, Jon; Digital Camera Techniques; Taylor & Francis*
- ✓ *Hirsch, Robert; Light and Lens; Focal Press*

E-Learning Resources:

- ✓ *https://enviragallery.com/9-best-tips-to-become-a-successful-freelance-photographer/*
- ✓ *https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.poynter.org/reporting-editing/2010/10-ways-to-find-stories-other-journalists-are-missing/&ved=2ahUKEwjLhNToi6rkAhUkmI8KHbHnCUQQFjABegQIDxAI&usg=AOvVaw374zRM9ebbYylFdA_-VIou*
- ✓ *https://www.google.com/url?sa=t&source=web&rct=j&url=https://blog.hightail.com/fiveessentialpostproductiontoolsfilmmakers/&ved=2ahUKEwjtnrOziarkAhV6IbcAHZ1GCbMQFjABegQIDxAH&usg=AOvVaw1zBcJk8EYWAWG4jY3jEVQv&cshid=1567150210421*
- ✓ *https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.photoblog.com/learn/never-publish-without-captions-photos/&ved=2ahUKEwiPuYC3iqrkAhVu6XMBHX-COwQFjABegQIDRAG&usg=AOvVaw3VsM8QIJ3Ug8PfYijnQPv0&cshid=1567150519370*
- ✓ *https://www.google.com/url?sa=t&source=web&rct=j&url=https://contrastly.com/amazingphotography-techniques/amp/&ved=2ahUKEwjcz7itjKrkAhX-7XMBHUMiAOQQFjABegQIBBAB&usg=AOvVaw0LPW5SlZjoh9RDNGH8KXYH&ampcf=1*

Media Laws & Ethics
(4Credit)

Introduction:

This course intends to inculcate among students all the necessary basic qualities required for news writing, reporting and editing, and give an overview of the organizational structure of the newspaper industry.

Course Outcomes:

- To acquaint the learners with the various constitutional and legal provisions about the press;
- To learn the various Laws applicable to functioning of the media in India
- To familiarize the learners with the professional and ethical responsibilities of the free press in a liberal democracy;
- To understand the role of the professional bodies in the professional growth of the Indian media.
- To learn the various Ethical issues media writing may encounter

Unit-I:

Main features of Indian Constitution, Legislature, Executive and Judiciary, Fundamental Rights, Fundamental Duties, Directive Principles of State policy, Freedom of Speech and Expression and Press Freedom, Popular Supreme Courts' verdict on Press Freedom.

Unit-II:

Censorship of press 1799, Adam's Regulations 1823, Indian Press Act 1910, Press & Book Registration Act (1867), Vernacular Press Act 1878, Press censorship during emergency period 1975, The Cinematography Act

Unit-III:

Contempt of Court (1971), Defamation: Libel and Slander with case studies, Official Secret Act (1923), Copyright Act (1957),Prasar Bharti Act, Information Technology Act (2000), RTI Act (2005), IPR

Unit-IV:

Right to Reply, Right to Privacy, Communal writing, Paid News, Sensational Journalism & Social Responsibility of Press, Laws dealing obscenity, Important Laws related Women & Children, Press Commission of India- History, Recommendations & Suggestions, Press Council of India.

Suggested Readings:

- ✓ *M. Neelamlar, "Media Law and Ethics" PHI Learning Private Limited, 2010*
- ✓ *Datta, K.B. (2010) Modern Handbook of Media Ethics. New Delhi: Ekta Books Distributors*
- ✓ *Loius Alvin (2006) Media Communication Ethics. New Delhi: Cengage*
- ✓ *Menon, P.K. (2005): Journalistic Ethics. Jaipur: Pointer Publishers*
- ✓ *Trikha, N.K.: Media Laws Ethics: MCRPVV Publication Text Books*
- ✓ *Shrivastava, K.M. (2005): Media Ethics:*
- ✓ *Basu, Durga Das (1986); Press Laws Mass Media and related laws in India, Bansi Manna*

E-Learning Resources:

- ✓ *https://old.o94.at/wp-content/uploads/Introduction-to-Media-Law_EN1.pdf*
- ✓ *http://content.inflibnet.ac.in/data-server/eacharyadocuments/548158e2e41301125fd790cf_INFIEP_72/65/ET/72-65-ET-V1-S1__jmc-28-lec.pdf*
- ✓ *http://www.nraismc.com/wp-content/uploads/2017/03/205-PRESS-LAW-MEDIA-ETHICSbackup.Pdf*
- ✓ *http://www.nraismc.com/wp-content/uploads/2017/03/106-MEDIA-LAWS.pdf*
- ✓ *http://www.legalserviceindia.com/articles/media.htm*

Radio Journalism
(4Credit)

Introduction:

The course intended to describe the characteristics of radio as a medium of mass communication and its limitations. The course also aims to describe different formats of radio programmes and radio programme production processes. It also intended to describe the qualities of different types of microphones used in radio production.

Course Outcomes:

- To explain the characteristics of radio as a medium
- To introduces the learners to various formats of radio programmes
- To explain the types of microphones and their use.
- To explain issues and opportunities associated with the radio broadcast industry in India
- To understand the concept and importance of community radio
- State the ethics and laws of radio journalism.

Unit-I

Introduction of radio as a mass medium, Nature and characteristics of Radio medium, AM-FM-SW, Online Radio, Satellite Radio, Local Radio; Mobile Radio, Campus Radio.

Unit-II

Scripting for radio, Radio Program Formats: Announcements, Radio talk Show, Radio interviews, Radio discussions, Radio Features & Documentaries, Radio Drama/ Radio Play, Running Commentaries, Phone in Programme, Radio News Bulletin, Radio jingles, Radio Interviews, Radio Vox pops, Music formats

Unit-III

Basics of Sound, Types of Microphones and their usage, Audio-mixing console, Voice Modulation Techniques, Sound Recording & Editing Techniques, Radio Jockeying.

Unit-IV

Radio Program Production: pre-production, production and post-production, Structure of a Radio Channel, Community Radio: Concept & Importance,Radio Industry: Issues & Opportunities, Structure and functions of AIR, AIR code

List of Practical's:

1. **Writing for Radio**: Students are tasked with writing news scripts tailored specifically for radio broadcast. This includes learning the format and style of radio news writing, emphasizing clarity, brevity, and engaging storytelling.
2. **Recording and Editing**: Students learn the basics of audio recording and editing using software such as Audacity (open source). They practice recording voiceovers, interviews, and ambient sound, as well as editing these elements together to create polished radio packages.

3. **Interviewing Skills**: Students conduct mock interviews with classmates or invited guests on topics of current interest. They focus on asking open-ended questions, active listening, and maintaining conversational flow. Feedback is provided on interview technique and style.

4. **News Gathering and Reporting**: Students are assigned to cover local news events or stories of interest. They practice gathering information, and writing news reports suitable for radio broadcast.

5. **Voice Training and Delivery**: Students engage in voice training exercises to develop clarity, modulation, and vocal expression suitable for radio broadcasting. They practice reading news scripts and delivering reports with appropriate pacing, tone, and emphasis.

Suggested Readings:

- ✓ *Stewart, Peter; Chantler, Paul; Basics of Radio Journalism; Focal Press*
- ✓ *Francis, Rumsey; McCormick, Tim; Sound and Recording: An Introduction; Focal press*
- ✓ *How to do community radio - Louie Tabing and UNESCO 2002*
- ✓ *The Radio Handbook - Carole Fleming 2nd edition, Routledge, 2002*
- ✓ *Marcus D. Rosenbaum & John Dinges, eds., Sound Reporting: The National Public Radio*
- ✓ *Guide to Radio Journalism and Production (Kendall/Hunt Publishing Company, 1992).*
- ✓ *Ministry of Information and Broadcasting, Govt. of India, Annual Report 2002-03.*
- ✓ *All India Radio, Audience Research Unit, Prasar Bharat, 2002.*

E- Learning Resources:

- ✓ *https://www.slideshare.net/meganhughes7906/types-of-radio-news*
- ✓ *http://www.tpub.com/journalist/56.htm*
- ✓ *https://radio.co/blog/7-tips-present-great-radio*
- ✓ *https://www.slideshare.net/mannjott/ethics-of-broadcasting*
  https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/7257

Paper– VII   **SemesterIII**
Television Journalism
(4Credit)

Introduction:

This course will help students understand TV as a medium of News production and broadcast. It will help them in learning and understanding basic structure and set up of News rooms in television, roles and responsibilities of people working in different departments and sections. Concept and skill for writing, producing and presenting news and current affair-based programs & shows for TV.

Course Outcomes:

- To explore the characteristics of television as a medium of mass communication.
- To understand the television network, structure and functions of a channel in India
- To understand video camera its parts and different kinds of shots
- To learn the basics of lighting in television production
- To understand the techniques of writing for visuals
- To learn the desired qualities for tv anchoring

Unit-I

TV as A Medium of Mass Communication, Functions & Characteristics of Television, Strengths and Weakness of TV as a medium, Mode of transmission: Terrestrial, Satellite Television & Cable TV, DTH

Unit-II

Basics of Video Camera, Parts of Camera, Classification of Shots, camera framing techniques, Stages of Video Production: Pre-Production, Production & Post-Production, Basics of Lighting: Lighting Techniques: Three Point lighting, Basics of editing, Types of editing -online and off-line editing.

Unit-III

Writing for the visuals techniques, Using Sound bites & Vox-pop, TV News Package, Piece to Camera (PTC), TV Interviewing, TV News Anchoring Techniques, Role and qualities of a TV Reporter.

Unit-IV

Organizational structure of a TV News Channel, Role of Input & Output Desk, Technical Team, Editorial Planning Process, Television Debates & Panel Discussion, Ethics involved in TV Journalism.

List of Practical's:

1. **Script Writing for Television**: Students learn to write scripts specifically tailored for television news broadcasts. They focus on concise writing, engaging storytelling, and adapting content for visual presentation.
2. **News Package Writing**: Students work in teams to produce television news packages. This involves planning, gathering footage, conducting interviews, writing scripts, and editing the material into cohesive news stories.

3. **On-Camera Reporting (PTC)**: Students practice on-camera reporting (PTC) in a studio or field setting. They learn techniques for delivering news updates, conducting live reports, and presenting feature stories.

4. **Interview Techniques for Television**: Students conduct mock interviews with classmates or invited guests, focusing on techniques for television. They practice framing shots, conducting interviews with multiple cameras, and engaging with subjects on camera.

5. **Video Editing and Post-Production**: Students learn video editing techniques using software such as Adobe Premiere Pro. They edit raw footage into polished news packages, incorporating visuals, audio, and graphics to enhance storytelling.

Suggested Readings:

- ✓ *Belavadi Vasuki, Video Production Handbook, Oxford University Press, 2008*
- ✓ *Zettl, Herbert, Television Production Handbook, Thomson Wadsworth, 2006*
- ✓ *Musburger, Robert B. An introduction to writing for Electronic Media: Script writing Essentials Across the Genres, Focal Press, Oxford, 2007*
- ✓ *Narayan, Sunetra Sen; Globalization And television: A study of the Indian Experience, 1990-2010 Oxford University Press, 2013*
- ✓ *Sengupta, Aditya.; Electronic Journalism: Principles and Practices, Authors Press, New Delhi, 2006*
- ✓ *Joseph, K.V.; Economics of Culture Industry: Television in India, Shipra Publications, New Delhi, 2010*
- ✓ *Desai, Mira K, ; Television in India: Many Faces, Authors Press, Delhi, 2010*
- ✓ *Mehta, Nalin, India on Television: How Satellite News Channels Have Changed the Way We Think and Act, Harper-Collins, New Delhi, 2008*
- ✓ *Hilliard, Robert; Writing for TV, Radio, and New Media, Wadsworth, 2007.*

E-Learning Resources:

- ✓ *https://innovation.media/newswheel/the-shift-from-analogue-to-digital-broadcastnews*
- ✓ *https://www.techopedia.com/definition/476/chroma-key*
- ✓ *https://www.scriptreaderpro.com/how-to-write-for-tv/*
- ✓ *http://www.nraismc.com/wp-content/uploads/2017/03/204-TV-JOURNALISMbackup.Pdf*
- ✓ *https://www.revolvy.com/page/Electronic-field-production*

Paper-VIII   **SemesterIV**
Digital Media
(4Credit)

Introduction:

This course intends to inculcate among students all the necessary basic qualities required for news writing, reporting and editing, and give an overview of the organizational structure of the newspaper industry.

Course Outcomes:

- The course intends to acquaint the learners with the concepts, nature and scope of digital media,
- The concept and features of online journalism;
- The various Internet based platforms of alternative communication and journalism
- The social media tools and their social-cultural impacts.
- The legal and ethical challenges in digital journalism

Unit-I

History of New Media, Characteristics of New Media, Types of New Media, New Media vs. Old Media

Unit-II

Online Communication: overview, meaning, features, Computer Mediated Communication, Webcasting, Blogging & Microblogging, ICT in journalism, Virtual community, Instant Messaging, Wiki, SEO.

Unit-III

Digital Culture & Digital Identity, User Generated Content, social media, Social Media Sites (SMS), Social Publishing: Flickr, Instagram, YouTube, Participatory Culture and social media, Citizen Journalism, Cyber activism: Concept and Case Studies

Unit-IV

Emerging trends in New Media, New media & Public sphere, New Media & e-democracy, Mobile phone: a convergent technology, Smartphone Culture and Society, Cyber Crimes & Security: Types and case studies, Fake News & Deep Fake, Cyber Laws & Ethics, Internet censorship in India, Digital Media Guidelines and Ethics (2021)

Practical -

Creating and designing Blogs, Mobile Reporting, Preparing and Publishing Multimedia content, Designing Web Version/ Digital of Lab journals.

Suggested Readings:

- ✓ *LA Lievrouw, S Livingstone, Handbook of new media: Social shaping and consequences of ICTs, Sage 2002*
- ✓ *Flew. Terry, New Media: An Introduction, Oxford Higher Education, 3rd, 2007Levinson. Paul, New Media, Allyn & Bacon, 2nd, 2012*
- ✓ *Lev Manovich, The language of New Media, MIT Press, 2001*
- ✓ *Jenkins, Henry (2006) Convergence Culture: Where Old and New Media Collide. New York London: New York University Press.*
- ✓ *Hassan Robert, Thomas Julian (2006). The New Media Theory Reader, Open University Press.*

E-Learning Resources:

- ✓ *https://en.m.wikipedia.org/wiki/Digital_journalism*
- ✓ *http://channel-to.blogspot.com/2015/05/six-main-characteristics-of-new-media.html?m=1*
- ✓ *https://en.m.wikipedia.org/wiki/Citizen_journalism*
- ✓ *https://en.m.wikipedia.org/wiki/Web_analytics*
- ✓ *https://firstsiteguide.com/what-is-blog/*

Introduction to Advertising
(4Credit)

Introduction:

This course will introduce various classifications and functions of Advertising, effects of Advertising and to familiarize the students with the basic concept and models of advertising and understanding the importance of social and ethical aspect in Advertising.

Course Outcomes:
- To explore the concept, nature and role of advertising in the society
- To understand the role, structure and function of advertising agencies in India
- To understand the advertising creative process, including advertising copy writing and use of appeals
- To understand the essentials of creative designing and media planning
- To understand ethical issues in advertising

Unit-I

Advertising: concept, nature & definitions, Evolution and History of Advertisement. Role, Objectives, Functions, and Significance of Advertisement. Types and Classification of Advertising.

Unit-II

Advertising Agency: Functions, Types, Structure, Roles, Responsibilities and functions of various departments, Advertising Agencies in India.

Unit-III

Advertising Campaign: Concept, Role and Importance of an Ad Campaign, Components of an Ad Campaign, Process of Ad Campaign, Copywriting: Need & Importance, elements of a copy, Types of Appeals, Concept and process of Media Planning, Ad scheduling, Media Mix.

Unit-IV

Ethical Issues in Advertising, Puffery in advertising, Social Advertising, Laws in Advertising, Advertising Statutory Bodies in India, Media laws Apex bodies concerning Advertising, AAAI, ASCI, & Its Code of Conduct.

List of Practical's:
1. **Advertising Analysis**: Students analyze advertisements from various media channels (print, digital, TV, radio) to identify key elements such as target audience, messaging strategy, visual elements, and call-to-action. They discuss the effectiveness of each advertisement in reaching its intended audience and achieving its objectives.
2. **Copywriting Exercises**: Students engage in hands-on copywriting exercises to develop persuasive ad copy for different formats (print ads, social media posts, radio scripts,). They practice crafting attention-grabbing headlines, compelling body copy, and effective calls-to-action, while adhering to brand guidelines.

3. **Creating Ad Campaigns**: Students work in teams to develop comprehensive advertising campaigns for hypothetical products or services. This includes conducting market research, defining target demographics, creating ad concepts, designing visuals, and planning media placement. Each team presents their campaign to the class, explaining their strategic approach and creative execution.

4. **Media Planning and Buying**: Students explore the principles of media planning and buying by developing media plans for advertising campaigns. They analyze target audience demographics, media consumption habits, and market trends to determine the most effective media channels (TV, radio, print, digital) and placements for reaching their target audience within budget constraints.

5. **Ad Campaign Pitch Competition:** Students participate in a pitch competition where they present their advertising campaigns to a panel of judges (faculty members, or peers). They compete based on the creativity, strategic thinking, and execution of their campaigns, with feedback provided by the judges to help students refine their skills.

Suggested Readings:

- ✓ *Young, M, Ogilvy on Advertising in the Digital Age, Carlton Books, 2018*
- ✓ *Jethwaney, J & Jain S, Advertising Management, Oxford University Press, New Delhi, 2012*
- ✓ *Kumar Keval J., Mass Communication in India, Jaico Publishing House, New Delhi, fourth Edition, 2012*
- ✓ *Chunawala S A, Foundations of Advertising: Theory and Practice, Himalaya Publishing House, New Delhi, 2011*
- ✓ *Burnett, W and Moriarty, Advertising principles, and practice, Pearson Prentice Hall, Seventh Edition, 2008*
- ✓ *Aaker& John G. Myers - Advertising Management Prentice Hall; fourth edition, 1992*
- ✓ *Bovee &Arens- Contemporary Advertising, McGraw-Hill Inc., US; fifth edition, 1993*
- ✓ *Burton, Philip Ward - Advertising Copywriting, NTC business books, seventh edition*
- ✓ *Philip Kotler and Eduardo L Roberto, Social marketing strategies for changing public behavior- The free Press-1989.*
- ✓ *Ogilvy, D - Ogilvy on Advertising, Random house .inc, Newyork, First edition, 1985*

E-Learning Resources:

- ✓ *https://yourbusiness.azcentral.com/role-advertisement-business-4948.html*
- ✓ *https://www.wordstream.com/online-ads*
- ✓ *https://ebn.bmj.com/content/21/1/7*
- ✓ *http://www.yourarticlelibrary.com/advertising/selection-of-advertising-media-for-acompany-14-factors/48659*
- ✓ *https://www.mdgadvertising.com/marketing-insights/eight-principles-of-advertisingethics/*

Paper– X   **SemesterIV**
Introduction to Public Relations
(4Credit)

Introduction:

This course aims to introduce the theories and concepts of public relations, and their expression through contemporary professional practice. The course also aims to traces the modern PR discipline back to its earliest occupational beginnings and focuses on its worldwide development through to today. The course will introduce the skills required of contemporary PR practitioners and along the way it introduced to theories of PR, communication and persuasion and will study their effective application to PR practice.

Course Outcomes:
- To understand the concepts, nature and scope of Public Relations and its historical development
- Learn the structure and functions of a public relations department and its tools
- To understand concept and functions of corporate communication
- Understand the role of corporate communication in a crisis
- To learn how to plan a public relations campaign

Unit-I

The Origins, definition, meaning, importance of PR. Concepts of PR: Propaganda, Publicity, Persuasion and Relationship. Nature, and Scope Public Relation, Publics in public Relation.

Unit-II

Advertising Vs Public Relations, Functions of PR, PR as a Marketing Tool, Public Relations Department and its Functions, Role & Responsibility, quality and qualification of PR executives. PR Tools, Press Conference, Press Release, Press Briefing, House Journal.

Unit-III

Definition, meaning and significance of Corporate Communications, PR and Community Relations: Importance of community relations to do business. Harmony and social development, CSR as a tool for effective public relations, Role of PR in Brand Building, Managing Reputation, Crisis Communication, Role of PR in digital era/new media eco system.

Unit-IV

Public Relation Campaign: Planning Process, selection of media, budget, evaluation and linking to goal, PR Campaign, Role of PR in Crisis management, Ethics in PR, PRCI & PRSI.

List of Practical's:

1. **Press Release Writing Exercise:** Students learn the fundamentals of writing effective press releases by crafting press releases for hypothetical events or initiatives. They practice writing clear, concise, and newsworthy press releases following standard industry formats and guidelines.

2. **Media Relations Simulation**: Students role-play media relations scenarios, such as conducting press conferences, preparing spokespersons for media interviews, or responding to media inquiries and requests. They practice effective communication, message delivery, and crisis management techniques in a simulated media environment.

3. **PR Campaign Planning Exercise**: Students develop comprehensive PR campaign plans, including setting campaign objectives, defining target audiences, selecting communication tactics, allocating resources, and establishing metrics for evaluation. They present their campaign proposals to the class for feedback and refinement.

4. **Crisis Management Simulation**: Students participate in a crisis management simulation where they respond to simulated crises or reputation-threatening situations. They develop crisis communication plans, draft key messages, and engage with stakeholders to mitigate reputational damage and restore trust.

5. **Ethics in PR Debate:** Students engage in a debate on ethical dilemmas and controversies in public relations practice. They discuss ethical principles, industry codes of conduct, and case studies to explore the ethical responsibilities of PR professionals and organizations.

Suggested Readings:

✓ Sachdeva, Iqbal, Public Relations: Principles and Practices, Oxford Higher Education, Oxford University Press, New Delhi-2017

✓ Rayudu, C.S. and K.R. Balan, Principles of Public Relations, Himalaya Publishing House-2013 (Chapter-10, 11 & 12)

✓ Vilanilam, J.V. Public Relations in India: New Tasks and Responsibilities, Sage Publications-New Delhi- 2011

✓ The Handbook of Strategic Public Relations and Integrated Marketing Communications, Third Edition, by Clarke Caywood, Pearson-India

✓ Austin Erica Weintraub and Pinkleton Bruce E, Strategic Public Relations Management: Planning and Managing Effective Communication Programs, Publisher: Routledge -2015

✓ Corporate Communication: A Guide to Theory and Practice 4th Edition, by Joep Cornelissen, Sage Publication

E-Learning Resources:

✓ *http://persmin.gov.in/otraining/UNDPProject/undp_modules/PublicRelationsNDLM.pdf*

✓ *https://www.praccreditation.org/resources/documents/APRSG-PR-Mgmt-Function.pdf*

✓ *https://shodhganga.inflibnet.ac.in/bitstream/10603/20156/10/10_chapter%204.pdf*

✓ *https://newhorizonindia.edu/nhc_kasturinagar/wp-content/uploads/2018/05/PUBLICRELATIONS-CHAPTER-4.pdf*

✓ *http://lib.oup.com.au/he/PR/Chia2e/chia2e_pr_onlinechapter.pdf*

Paper-XI　　　　　　　　　　　　　**SemesterV**
Development Communication
(4Credit)

Introduction:

The course Development Communication provides a comprehensive applied and theoretical framework of intricacies, perspectives, management of the role of communication in development. The course further aims to provide students with a challenging, coherent understanding of the critical construct theories and practices in the areas of development experience and behavioural change.

Course Outcomes:

- To introduce the concept of development.
- To understand the concept and indicators of development
- To introduce and explain the concept and paradigms of development communication.
- Explain the Indian perspective on development and development communication
- Understand content and message design in development communication.

Unit-I

Development: meaning, definition, classification, Indicators of development, Millennium Development Goals. Sustainable Development Goals, Characteristics and Gap between developing and developed societies.

Unit-II

Development Communication: meaning, concept, definition, Role of Communication in Development, Models of Development, Dominant Paradigm and New Paradigm of Development, Gandhian model, Socio-Ecological Model.

Unit-III

Research for development communication, Communication for social change, Participatory development, Participatory Rural Appraisal (PRA) techniques.

Unit-IV

Advocacy, Mobilization and Behaviour Change Communication strategies in development programmes, Success stories in Development Communication, Innovations and trends in Development Communication, Digital Media & Development Communication.

Suggested Readings:

✓ Narula, Uma, Development Communication Theory and Practice. Har-Anand Publication, Ltd. New Dehli. 1990.
✓ Sharma, Suresh Chandra. Media Communication and Development, Rawat Publication, Jaipur. 1987.
✓ Murthy, D.V.R., Development Journalism, Dominant Publishers. 2001.
✓ Melkote Srinivas R. & H. Leslie Steeves Communication for Development in the Third World, Sage, 2008.

- ✓ Murthy, D.V.R. Kanishka. *Development Journalism– What Next? –An Agenda for the Press*, 2007.
- ✓ Desai Vandana & Robert B. Potter Doing Development Research:, Sage, 2006.
- ✓ N. Usha Rani, Folk Media for Development– A Study of Karnataka's Traditional Media, Karnataka Book, 2009.
- ✓ Narayanasamy, N. Participatory Rural Appraisal– Principles, Methods and Application*:* Sage, 2009.

E- Learning Resources:
- ✓ https://courses.lumenlearning.com/introductiontocommunication/chapter/definingcommunication/
- ✓ https://www.slideshare.net/TatendaChityori/9-development-communication
- ✓ https://www.gktoday.in/gk/community-radio-in-india/
- ✓ http://www.economicsdiscussion.net/developing-economy/characteristics-developingeconomy/common-characteristics-of-developing-countries-economics/29990
- ✓ http://en.modernization.ac.cn/document.action?docid=25170

Summer Internship
(4Credit)

Introduction:

As part of the curriculum each student of is expected to undergo an internship as a project for minimum 30 days after the end of their fourth Semester. The student has to submit a report after the completion of their internship when they return to the college/university. A committee comprising of faculty members would review their performance based on the report and certificate/evaluation by the concerned agency where they have done the internship project. The project may include: interning in radio or TV stations, newspaper organizations, e-newspaper, production houses, Public Relations and advertising agencies, multimedia production houses, digital content creation units and the like.

Course Outcomes:

- Exposure to work environment of the media organizations
- To earn hand- on -training on the work practices of the media
- To introduce to the duties and the responsibilities of media professionals
- To understand the challenges of the work environment
- To develop skills through on-the-job training

Internship Report Format

The following are some indicative guidelines to help the student in preparing your report from her/his internship. Total length should be approximately 3000 words.

Indicative Structure

1. Title Page

2. Abstract / Executive summary: Objective of the mission, method / line of action, principal results and recommendations made, key learning acquired and indication of activities undertaken

3. Acknowledgements: Appropriate acknowledgements towards the company/organization, and other players involved in the process of the internship.

4. Copy of Certificate obtained from Organization/ Media House

5. Table of Contents

6. Main Body

Introduction - Presentation of the company/organization - Description of the main activities and processes of the company/organization, the relationship it has to your career and professional goals

Details on the projects/tasks - Reflections on- the role and importance of the function(s) that you have worked in - Works/ production / training acquired (copies and pictures to be added)

- Your learning and observations- Support them with some data (qualitative and/or quantitative)

- Conclusion - Brief overview of results and recommendations

7. Appendices

Include pamphlets, forms, charts, brochures, technical and descriptive literature and other

8. References: Include references to books, articles, reports referred to in the report

Paper-XIII   **SemesterV**

Multimedia Journalism
(4Credit)

Introduction:

The purpose of this course is to provide intermediate and advanced training on multimedia journalism, especially regarding the creation of new storytelling techniques developed on digital platforms. Besides this hands-on training, the course will also examine the Digital Revolution and the creation of a global Information Society, with a special focus on the effects these phenomena are having on the media in general, and on journalism in particular.

Course Outcomes:

- To explore structure and functions of converged multimedia news platforms;
- To understand the nature of the Web Platforms, skills needed for their content development;
- To introduce software used in the development of various forms of media content, i.e., text, audio, video, graphics;
- To learn the authoring tools used in multimedia content development;
- To understand the fundamentals of website design and content management.

Unit-I

Media Convergence, Introduction to multimedia, Characteristics of Multimedia, Key elements of Multimedia: text, audio, video, graphics, animation, Hardware and software requirements for multimedia, Multimedia equipment's, Applications of multimedia.

Unit-II

Desktop publishing, Basic design concepts, Hypermedia authoring concepts, social sharing to social activism, Dynamics of multimedia networks, novelty, strength and weakness, New media & Public sphere, New Media & e-democracy, Smartphone Culture and society

Unit-III

Process of multimedia production, various file formats of text, audio, video, graphics and animation, File compression techniques.

Unit-IV

Multimedia Journalism, Multimedia storytelling on individual and group, Creating web-based multimedia story, Podcast, Webcast, Mojo

List of Practical's:

1. **Desktop Publishing and Basic Design:** Students learn desktop publishing software (e.g., Adobe InDesign) and practice designing layouts for print and digital media, incorporating text, images, and graphics to create visually appealing publications.

2. **Multimedia Storytelling Assignments**: Students work individually or in groups to produce multimedia journalism projects, incorporating text, audio, video and graphics to tell compelling stories. Projects may include news features, podcasts, or webcasts.

3. **Podcasting and Webcasting**: Students explore podcasting and webcasting as multimedia journalism formats, learning about recording techniques, audio editing, scripting, and hosting platforms. They produce podcasts or webcasts on topics of interest, experimenting with different storytelling formats and styles.

4. **Mobile Journalism (Mojo)**: Students learn about mobile journalism (Mojo) techniques for capturing, editing, and publishing multimedia content using smartphones and mobile apps. They practice mobile reporting skills, including shooting videos, conducting interviews, and live streaming events.

Suggested Readings:

✓ The Strategic Digital Media Entrepreneur (2018), JoAnn Sciarrino and Penny Abernathy Bladen.

✓ Gaur, S. S. and Saggere, S. V. (2003). Event Marketing and Management. New Delhi: Vikas Publishing House.

✓ Getz, D. and Fairley, S. (2004). Media Management at Sports Events for Destination Promotion: Case Studies and Concepts. Events Management, Vol.8, pp.127-139.

✓ Herrick, Dennis F. (2012). Media Management in the Age of Giants: Business

✓ Dynamics of Journalism. 2nd Edn. Albuquerque: University of New Mexico Press.

✓ Cyber Media Journalism Emerging Technologies; Chakravarthy, Jagadish

✓ Nath, Shyam. Assessing the State of Web Journalism Authors Press, New Delhi, 2002

Paper-XIV   **SemesterVI**
Media Management & Entrepreneurship
(4Credit)

Introduction:

This course aims to describe the principles and functions of media management and describe the leadership styles and behavioural patterns. This course also aims to describe the structure and functions of media organizations, explain the importance of revenue generation for media organization in print, radio, TV & online. This course will focus on Media Entrepreneurship, its challenges and emerging trends in media entrepreneurship.

Course Outcomes:

- To understand the nature of media organizations, their structure and functions
- To understand the concept of media management and its functions
- Introduce ownership of the media organisations in India
- Understand the economics of print and broadcast media
- To understand the concept and scope of media entrepreneurship and the risk associated

Unit-I

Media Organisations: Meaning, Nature, process and importance, Ownership patterns of media organizations, Organisational structure of media organizations: Print/Electronic and their functions, Cross media ownership, Conglomerates.

Unit-II

Media Management-Definition, Nature, Principles and need for Media Management, Media Management Functions, Responsibility, Media Planning – Definition, process and importance, Factors affecting Media Selection, Establishing Relationship with Media.

Unit-III

Economics of Newspapers, Broadcast and Digital Media – cost and revenue relationship, FDI in media, Global Trends in ownership and control.

Unit-IV

Meaning, definition and concept of Entrepreneurship, Nature and scope of media entrepreneurship, Duties and responsibilities of the entrepreneurs, Attitudes, Behaviors, Knowledge, and skills required for Entrepreneurship, Challenges and Risks in Media Entrepreneurship, Famous Media Entrepreneur in India & World, establishing a media organization – steps involved, Importance of entrepreneurship and fund-raising.

List of Practical's:

1. **Case Study Analysis: Media Ownership Patterns:** Students analyze case studies of media organizations to understand different ownership patterns, such as independent, corporate-owned, government-owned, and conglomerates. They discuss the implications of ownership structures on editorial independence, business models, and audience trust.

2. **Organizational Structure Analysis**: Students examine the organizational structures of print and electronic media organizations through case studies or site visits. They analyze the hierarchy model, and coordination mechanisms within media organizations, discussing how organizational structures impact decision-making and workflow.

3. **Entrepreneurial Case Studies**: Students analyze case studies of successful media entrepreneurs in India and around the world. They examine the entrepreneurial journey, strategies, challenges, and key success factors of media startups or ventures, drawing lessons and insights for their own entrepreneurial aspirations.

4. **Media Business Plan Development**: Students develop comprehensive business plans for launching media startups or ventures. They define the mission, vision, target market, product/service offerings, revenue streams, marketing strategies, and financial projections, presenting their business plans to peers or faculty for feedback.

5. **Fundraising Simulation**: Students participate in a fundraising simulation where they pitch their media business ideas to potential investors, lenders, or funding agencies. They practice crafting persuasive pitches, addressing investor concerns, and negotiating terms to secure funding for their ventures.

Suggested Readings:

✓ *The Strategic Digital Media Entrepreneur (2018), JoAnn Sciarrino and Penny Abernathy Bladen.*

✓ *Gaur, S. S. and Saggere, S. V. (2003). Event Marketing and Management. New Delhi: Vikas Publishing House.*

✓ *Getz, D. and Fairley, S. (2004). Media Management at Sports Events for Destination Promotion: Case Studies and Concepts. Events Management, Vol.8, pp.127-139.*

✓ *Herrick, Dennis F. (2012). Media Management in the Age of Giants: Business*

✓ *Dynamics of Journalism. 2nd Edn. Albuquerque: University of New Mexico Press.*

Paper-XV   **SemesterVI**
                                    Project
                                    (4Credit)

Introduction:

The course aims to provide students with an opportunity to apply theoretical knowledge and practical skills gained throughout their academic program to a real-world project. Through independent research, problem-solving, and collaboration, students will develop critical thinking abilities, project management skills, and the ability to communicate their findings effectively. By working on a project in a specific topic area assigned by the faculty or chosen under the guidance of a faculty member, students will deepen their understanding of the subject matter and demonstrate their ability to analyze, synthesize, and present information in a coherent and professional manner.

Course Outcomes:
- To impart specialized technical skills for radio & television production.
- To develop critical thinking & research skills about electronic media issues.
- To develop writing skills for different programme for radio & television production.
- To make students familiar with challenges of indoor & outdoor shooting.
- To inculcate team spirit & work ethically.

Evaluation Process:

Project Proposal Submission: Students submit a project proposal outlining the topic, objectives, timeline, and resources required for their project. The proposal is reviewed and approved by the faculty member overseeing the course.

Project Development: Students work independently to execute his/her projects, conducting research, collecting data, analyzing findings, and developing project deliverables according to the timeline.

Interim Progress Reports: Students submit interim progress reports at designated intervals to update the faculty member on their project's status, achievements, challenges, and any adjustments to the project plan.

Final Project Submission: Upon completion of the project, students submit a final project report or presentation summarizing their findings, methodology, conclusions, and recommendations. The project deliverables may vary depending on the nature of the project but typically include written reports, presentations and creative works.

Project Evaluation: The project is evaluated by both internal and/or external faculty members, depending on the course requirements. Evaluation criteria may include the clarity and depth of research, originality and creativity, analytical rigor, adherence to project objectives, organization and presentation of findings, and overall quality of work.

Project Viva-voce (Optional): Students may be required to defend their projects orally before a panel of faculty members. During the defense, students present their project findings, respond to questions, and engage in discussions about their work.

Grading and Evaluation Criteria: Projects are graded based on pre-defined evaluation criteria, which may include aspects such as clarity, depth of analysis, critical thinking, creativity, communication skills, and adherence to project guidelines. Grading rubrics may be provided to ensure consistency and transparency in evaluation.

CORECOURSE–II

Minor(Paper-I)   **Semester-I**
An Introduction to Public Administration
(4Credit)

Course Outcomes: Students will be able to

- To define the concept of public administration and the basic principles of the discipline.
- To explain the difference between Public Administration and Private Administration.
- To know evolution of the discipline and approaches to study Public Administration.
- To understand about organizations in public administration.

Unit 1: Introduction

- Public Administration: Meaning, Nature, Scope & Significance
- Evolution of the Discipline
- Public Administration and Private Administration

Unit 2: Approaches to the study of Public Administration

- Classical Approach: Historical, Legal, Bureaucratic
- Modern Approach: Behavioral, System, Ecological

Unit 3: Organizations and Public Administration

- Formal and informal, Government and Non -Government organizations
- Line, Staff, and Auxiliary Agencies

Unit 4: Principles in Public Administration

- Hierarchy, Unity of Command, Span of Control, Coordination
- Centralization and Decentralization
- Supervision and Delegation

Textbooks:

- ✓ *"Public Administration: Concepts and Theories" by Prof. Ramesh K. Arora and Prof. Rajni Goyal (Publisher: New Age International)*
- ✓ *"Public Administration in India: Theories and Practices" by Dr. Mohit Bhattacharya (Publisher: Prentice-Hall of India)*
- ✓ *Rumki Basu (2004), Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd., New Delhi*
- ✓ *Mohit Bhattacharya (1997) Restructuring Public Administration, Jawahar Book Centre, New Delhi.*
- ✓ *Bidyut Chakravorty (2013), Public Administration", Sage, New Delhi.*
- ✓ *Amita Singh 2002, "Public Administration: Roots and Wings" Galgotia Publishers, New Delhi*
- ✓ *L.D. White (1948) Introduction to the study of Public Administration, New Delhi, Macmillan Publication.*

Reference books:

- ✓ "Modern Public Administration: Theories and Practices" by Padma Ramachandran (Publisher: PHI Learning Private Limited)
- ✓ "Public Administration: Trends, Issues, and Practices" by Dr. B.L. Fadia and Dr. Kuldeep Fadia (Publisher: Sahitya Bhawan Publications)
- ✓ "Public Administration: Concepts and Cases" by Prof. Hoshiar Singh and Dr. Meenu Agrawal (Publisher: McGraw-Hill Education)
- ✓ Dr. Vishnoo Bhagawan, Dr. Vidya Bhusan, Dr. Vandana Mohala: Public Administration, S. Chand Publishing Ltd.

E- Resources:

- https://egyankosh.ac.in/bitstream/123456789/25454/1/Unit-1.pdf
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000030PU/P000179/M016465/ET/146588976315et.pdf

Minor(Paper-II)   **Semester-III**
Indian Administration
(4Credit)

CourseOutcomes:
Studentswillbe able to
- ToprovidestudentsabasicunderstandingoftheevolutionofIndianAdministration
- TohelpstudentstogainknowledgeaboutstructuralandfunctionaldynamicsofIndianadministration.
- ToKnowtheevolutionaryperiod ofIndianAdministration.
- Definetheconcept ofthefundamentalrightsand dutiesofIndianCitizens

UNIT1: Evolution ofIndian administration
- GenesisofIndianAdministration
- Government ofIndiaAct(s)of1909,1919,1935.

UNIT2: SalientFeaturesofIndianConstitution
- FundamentalRights-itsfeaturesandlimitations
- DirectivePrinciplesofStatePolicy
- FundamentalDuties

UNIT3: FederalStructureinIndia
- Centre-staterelations: Legislative,AdministrativeandFinancial

UNIT4: UnionAdministration
- CentralSecretariat,CabinetSecretariat,
- PrimeMinister'sOffice(PMO)

TextBooks:
- ✓ *B.L.FadiaandKuldeepFadia,(2014)"IndianAdministration"SahityaBhawan,Agra;*
- ✓ *BidyutChakrabarty, Prakash Chand, (2016), "Indian Administration: Evolution and Practice" , SAGEPublications,NewDelhi;*

ReferenceBooks
- ✓ *AmitaSingh, (2005), AdministrationReforms, SagePublications, NewDelhi*
- ✓ *KuldeepMathur,(2015), GovernmenttoGovernance,NationalBookTrust*
- ✓ *HoshiarSinghandPankajSingh(2011), IndianAdministration,Pearson,Delhi.*
- ✓ *S.R.Maheswari (2011), IndianAdministration,NewDelhi,Orient Longman.*
- ✓ *PratapBhanuMehta&NirjaGopal Jayal(2011), TheOxford CompaniontoPoliticsinIndia,OxfordUniversity Press,NewDelhi.*
- ✓ *Padmalaya Mahapatra, (2013),"Indian Administration: Central – State – District", Gyana Yuga,Bhubaneswar*

Minor(Paper-III)   **Semester-V**

State Administration
(4Credit)

Course Outcomes:
Studentswill beableto
- TohelpthestudentstounderstandtherelationbetweenCentreandstateinIndianfederation.
- Togather knowledgeaboutthestructuralandfunctionaldynamicsofStateadministration.
- Understandthefunctioningofexecutiveandadministrativeinstitutionsinastate.
- Explainthestructureandfunctionofadministrativeinstitutionsatstateanddistrictlevel.

UNIT1: Introduction toStateAdministration
- OverviewofStateAdministration
- StructureofStateAdministration

UNIT2: Executive PowerattheStateLevel
- RoleandResponsibilitiesoftheGovernor andChiefMinister
- RoleofStateCabinet

UNIT3: StateAdministration in Odisha
- LineDepartmentsinOdisha
- ChiefSecretary,StateSecretaryandDifferentdepartments

UNIT4: DistrictAdministration
- StructureofDistrictadministration
- RoleofDistrictCollectorandBlockDevelopmentOfficer

TextBooks:
- ✓ *B.L.FadiaandKuldeepFadia (2014),IndianAdministration,SahityaBhawan,Agra..*
- ✓ *BidyutChakrabarty,PrakashChand(2016), IndianAdministration:EvolutionandPractice, SAGEPublications, New Delhi.*

ReferenceBooks:
- ✓ *KuldeepMathur, (2009), Policy-MakinginIndia:WhoSpeaks?WhoListens? HindustanPublishingcorporation.*
- ✓ *HoshiarSinghandPankajSingh(2011), IndianAdministration, Pearson, Delhi.*
- ✓ *S.R.Mahesswari (2011),IndianAdministration,NewDelhi,Orient Longman.*
- ✓ *Pratap Bhanu Mehta &Nirja GopalJayal (2011),The Oxford CompaniontoPoliticsinIndia,OxfordUniversity Press,NewDelhi.*
- ✓ *Padmalaya Mahapatra (2013), Indian Administration: Central – State – District, Gyanayuga,Bhubaneswar*

CORECOURSE–III

Minor(Paper-I)   **Semester-II**
Introduction to Gender Studies
(4Credit)

Course Outcomes:
- To make students aware of gender studies as an academic discipline which aims to address various gender related issues and broaden our knowledge about such social construction.
- To understand the concept, meaning, scope and trace the need for gender studies and institutional mechanisms to promote gender equalities.

Unit I: Conceptual Perspectives on Gender
- Gender and Sex, Sexualities, Third Gender, and Queer community
- Gender Segregation, Gender discrimination, Gender Socialization, Gender Stereotype
- Constructing Gender, Femininity and Masculinity (Meaning & Scope, Difference)
- Gender Role Stereotypes

Unit II: Patriarchy and Power Relationship
- Meaning and definition of Patriarchy
- Sources and Manifestation of Patriarchy
- Power structure and gender relationship
- Biological Determinism: The Binaries, Androgyny, (Meaning & scope)

Unit III: Gender Studies as an Academic Discipline
- Need, scope and challenges of gender studies
- From women's studies to gender studies: a paradigm shift
- Gender Study as an academic discipline
- Need for gender sensitization

Unit IV: Role of Government and Autonomous Research Centers in India
- Indian Association of Women's Studies (IAWS)
- UGC sponsored centers for Women's Studies
- Centre for Women's Development Studies (CWDS)
- The Institute of Social Studies Trust in Delhi

Text Books

- ✓ Andrew T. Jacob & Mellisa J.Gills (2022) "An Introduction to Gender and Women's Studies," Oxford University Press
- ✓ Bhatia Reema (2021) "Gender: A Sociological Understanding" Pearson Publications, New Delhi
- ✓ Martha.B (2024) "Gender Studies" Current Publications, New Delhi
- ✓ K.M. Manjunath (2022) "Gender Studies, Current Publications, New Delhi

Reference Books

- ✓ Connell, R.W. (2002). "Gender". Cambridge: Polity Press.
- ✓ Holmes M (2007). "What is Gender". New Delhi, Sage Publications.
- ✓ Menon, N. (2004). Recovering Subversion: Feminist Politics beyond the Law. Urbana: University of Illinois Press
- ✓ Catherine M. Orr, Ann Braithwaite (Ed), (2011). Rethinking Women's and Gender Studies 1st Edition by Routledge
- ✓ Margaret Hobbs and Carla Rice (Editor), (2018). Gender and Women's Studies: Critical Terrain Women's Pr, 2nd edition.

E Resources

- ✓ https://www.isu.edumMSW A teacher's Guide for gender, sex, masculinity, femineity, etc
- ✓ https://open.umn.edu.opentextbooks for patriarchy, binaries, androgyny
- ✓ https://libguide.merrimach.edu women's studies need, scope, challenges and institutions of Gender Studies.

Gender and the Media
(4Credit)

Course Outcomes:
- To describe the word 'Mass Media'; how media influence us; and to explain the role of media in the representation of gender.
- To understand the term 'Mass Media' and the various classifications of Media.

Unit I: Defining Media
- Meaning, Concept, and type of Media
- Classification of Media: Folk Media, Print Media, and Electronic Media
- New Media: social media (You tube, Whatsapp, Instagram, Facebook)
- Effect of Media on Society (Exploitation through Cyber space)

Unit II: Gender in the Media
- Objectification gender in media
- Representation of gender and print media, gender, and electronic media
- Advertising and post feminism
- Gender roles in cinema

Unit III: **The linkages between the Concept of Gender and Mass Media**
- Gender stereotyping in the mass media texts
- Interpretation and construction of audience through media
- Production and representation of gendered images
- Issues and Challenges of gender in Media Profession

Unit – IV: Gender and Performing Arts
- Gender and performance, conceptualizing performing arts
- Gender and theatre, role of theatre and street play in gender awareness
- Role of Transgender in creating awareness through theatre
- News, Gender, and Journalism

Text Books
- *Bauwel Sofie Van & Krijnen. Tonny(2021) " Gender & Media: Representing, Producing, consuming, Meri pustak.com*
- *Nial Richardson and Sadie Wearing(2006) Gender in the Media,Polity publications*
- *Rosalin Gill(2014) Gender and Media, Rawat Publications, New Delhi*
- *Keitlynn Saha, G. K. & Alam, S. (2013). Media Agenda on Gender Issues: Content Analysis of Two National Dailies. Pragyaan : Journal of Mass Communication 11 (1).*

Reference Books

- ✓ *Gauntlett. (2015) Media, Gender and Identity: An Introduction, Routledge Publications*
- ✓ *Macconel. Kovin(2022) Role of Media in Promoting Gender Equality*
- ✓ *Thomas. Jubby (2020)Gender and Media: Critical Perspectives, Independently   published.*
- ✓ *Kearney .M.C(2011) Gender and Media Reader, Routledge Publications*

E- Resources

- ✓ *http://www.tandfonline.com/doi/pdf/10.1080/14680777.2014.909124).fror*
- ✓ *For classification of media,new media*
- ✓ *2.https://egyankosh.ac.in/bitstream/123456789/58107/1/Unit14.pdf objectification of gender in media, advertisements, gender role in cine*
- ✓ *3.http://egyankosh.ac.in//handle/123456789/58107 for gender stereotyping, production and representation of gender in media*
- ✓ *4.http://egyankosh.ac.in//handle/123456789/41966 for role of street play, theatre, news, gender and journalism*
- ✓ *Other resources include YouTube, online news and video outlets, and live casting/podcasting site*

Minor(Paper-III)   **Semester-VI**

History of Women's Movement
(4Credit)

CourseOutcomes:
- Tobrieflyreviewpreviouswomen'smovementsandtheircentralconcernstounderstand the position of women in the colonial and post-colonial periods throughmovements.
- Toanalyzehowgenderbiasesarechallengedbythewomen'smovementincontemporary India.

Unit I:StatusofWomeninIndia

- Nature,Dynamics,andCompositionoftheWomen'sMovement
- StatusofWomenintheVedicPeriod
- StatusofWomenin the MedievalPeriod
- StatusofWomenintheBritishPeriod

UnitII:Women'sMovementsintheColonialPeriod

- SocialReformMovements(RajaRamMohan Roy, Savitri Bai Phule, andAni Besant)
- NationalistMovements
- Importantwomenleaders(Vijaya LaxmiPandit,IndiraGandhi&Rama Devi)
- IconicWomenandBeaconOrganizations(AllIndia Women's Conferences(AIWC), TheWomen'sIndiaAssociation(WIA)

Unit III:Women'sMovementsinthePost-ColonialPeriod

- Political-Social-EconomicAgenda of theWomen's Rights Movement
- TelanganaMovement
- ChipkoMovement
- Women'sMovementsinIndiasince the1970s(Shahadaandanti-priceriseagitations inMaharashtra)

UnitIV:Women'smovementsinthePeriodofLiberalizationandthereafter:

- Dalitwomen'smovement
- Gulabigangprotest
- NirbhayaMovement
- #MeToomovement

Text Books:

- *Kumar, Radha. 1993.HistoryofDoing.NewDelhi:KaliforWomen.*
- *Ghadiali, Rehana (1988). (Ed). Women and Society in India, Sage Publications, 1988.*
- *Thapar, Romila. 1975. "Looking Back in History". Devaki Jain (ed.) Indian Women. New Delhi: Publication Division, Government of India.*
- *Patel Vibhuti (2009).DiscourseonWomenandEmpowerment,(Ed).TheWomenPress,Delhi.*

Reference Books:

- ✓ *Lal, Ruby. 2004. Domesticity and Power in the Early Mughal World. Cambridge:Cambridge UniversityPress.*
- ✓ *Pande, Rekha. 2010. Divine Sounds from the Heart, Singing Unfettered in their OwnVoices- The Bhakti Movement and its Women Saints (12th to 17th century). U.K:CambridgeScholars Publishing.*
- ✓ *Tharu, Susie and K. Lalit (eds). 1991. Women Writing in India, Vol. 11. NewDelhi: Oxford* UniversityPress.
- ✓ *Chakravarty, Uma. 1998. Rewriting History: The Life and Times of Pandita Ramabai.NewDelhi: KaliforWomen Press.*

E-Resources:

- ✓ *All India Women's Conference (AIWC): Website: AIWC*
- ✓ *The Women's Indian Association (WIA): Website: WIA*
- ✓ *Chipko Movement: https://egyankosh.ac.in/bitstream/123456789/33952/1/Unit*
- ✓ *pdf*

MULTIDISCIPLINARYCOURSESUNDERNEP-2020

SEM-I:Computer Fundamentals

(3Credit)

(ForStudentsofotherdisciplines/subjects)

Introduction:

✓ Introducenumbersystemsanddatarepresentation
✓ Understandfunctionalunitsand componentsofcomputer
✓ Introducetheemergingtechnologies
✓

Course Outcomes:

Uponcompletionofthiscourse,studentswillbe ableto:

✓ Understandthebasicorganizationofacomputerandthenumber system
✓ Learnabout theworking ofcommonlyusedinput-outputandmemory devices
✓ Understand the role ofOperating systemandComputer Networks
✓ Knowaboutsomeoftheemergingcomputingtechnologiesandwebservices

UNIT-1:

Computer Basics: Simple Model of a Computer, Characteristics of Computers, Hardware andSoftware, working of a Computer, Stored Program Concept, Problem Solving with computer:Flowchart,Algorithms,Programming,Computer Software: Introduction to computer software, classification of computer software,systemsoftware,applicationsoftware,firmware,middleware

UNIT-2:

Input/output Units: Input devices, Output devices, Computer Memory: Introduction, Read OnlyMemory, Serial Access Memory, Cache memory, primary memory, secondary storage devices,magnetic tapes, hard disks, SSD, optical drives, USB flash drivers, Memory cards, Mass storagedevices,MemoryHierarchy.

UNIT-3:

Operating Systems: Definition, Batch Operating System, Multiprogramming Operating System, TimeSharing Operating System,Multiprocessing Operating System.ServicesofOS.ComputerNetworks:ConceptsofNetworking-
LAN,WAN,MAN,Networktopologies.InternetandtheWorldWideWeb.

UNIT-4:

Emerging Computing Environments**:** Peer to Peer Computing, Grid computing, distributedcomputing,CloudComputing: Introduction, cloud services,cloud deployment models.Email,videoconferencing,e-Learning,e-Banking,UPI, e-commerce, e-Governance,socialnetworking, emerging computer applications.

Text Book:

✓ *FundamentalsofComputersbyVRajaraman6theditionPHILearningPrivateLimited*

ReferenceBooks:

✓ *A FirstCourseinComputersbySanjaySaxena, VikasPublishingHouse.*
✓ *ComputerFundamentalsbyAnitaGoel,Pearson pub*

SEM- II:

Organizational Behavior

(3Credit)

(ForStudentsofotherdisciplines/subjects)

Introduction: Aftercompletionofthiscourse,studentswillbeableto

- Analyze the behavior ofindividualsandgroupsinorganization

- Manageconflict in organizational context.

- Understandthemotivationalfactors forbetterproductivityinorganization

- Analyze individualpersonality,attitudeandbehaviour in work place

- Handlethe organizational stressand maintain work life balance

UNIT1:INTRODUCTIONTOORGANIZATIONALBEHAVIOR   [12 hours]

- ✓ *Learning Outcome: The students will be able to gain an understanding about the concept,factors and fundamentals oforganizational behavior*

- Conceptof Organizational Behaviour(OB)

- Factorsinfluencing Organizational Behaviour.

- DisciplinescontributingtoOB andChallengesofOB

- LearningStylesandProcesses

UNIT2:FOUNDATIONSOFINDIVIDUALBEHAVIOR   [11hours]

- ✓ *LearningOutcome:Thestudents will earntheimportanceofpersonalityandattitudein individuals' behavior*

- Personality,meaning,determinantsandtraitsofpersonalities

- Attitudes, Formation of attitude.

- PerceptionandFactorsInfluencing Perception

- JobSatisfaction,Factorsinfluencingjob satisfaction.

UNIT3:MOTIVATION   [11hours]

✓ *LearningOutcome:Thestudentswillunderstandthefactors influencing motivation.*

- Motivationcycle and outcome

- Maslow's and Herzberg's theoryofmotivation

- Leadershipandstylesof leadershipandtypes of leadership

- RoleofLeaderin minimizing conflictandtypesandprocessof conflictManagement

UNIT4: STRESS MANAGEMENT ANDCONTEMPORARYISSUES   [11hours]

✓ *Learning Outcome: The students will understand how stress affects the effectiveness of the employees and work life balance*

- StressManagementTechniques**,**

- ContemporaryIssuesinOrganizationalBehavior

- Work-LifeBalanceandDiversityofwork force

- Qualityofworklife

SuggestedTextBooks:

- OrganizationalBehaviorbyK.Aswathappa(HPH)

- OrganizationalBehaviorbyKavitaSingh(VikasPublications)

SuggestedReferenceBooks:

- OrganizationalBehavior by Robbins,TimothyJudge,SeemaSanghi(PearsonPrenticeHall)

- Organizational Behavior byFredLuthans(McGrawHillInc.)

- Managing Individual and Group Behavior in Organizations by Daniel C. Feldman, HughArnold (McGraw Hill)

- OrganizationalBehaviorbyStephenMcShane,MaryVon Glinow (TataMcGrawHill)

- OrganizationalBehaviourbyL.M.Prasad(Sultan Chand&Sons)

- OrganizationalBehavior:Text,Cases&GamesbyK.Aswathappa(HimalayaPublishingHouse)

1. Whatdo you mean byorganizational behaviour? [1mark]

2. Outlinethefactorsinfluencing organizational behaviour.[2marks] [50 word]

3. Explainthedeterminantsandtraitsof personalities. [5marks] [300 words]

4. Discuss about the Maslow'sandHerzberg'sTheoryof Motivation. [8marks] [Within 800 words]

SEM-III: Corporate Social Responsibility

(3 Credit)

(For Students of other disciplines/subjects)

Course Outcomes:
- The course aims to define CSR and explore its significance, theoretical foundations, and role in promoting sustainable business practices.
- By integrating CSR into organizational operations, students will develop strategic skills to implement sustainable practices that create value for both the organization and society.

Unit 1:

Introduction to Corporate Social Responsibility: Definition and Concept of Corporate Social Responsibility (CSR), Historical Evolution of CSR, Importance and Benefits of CSR for Businesses.

Unit 2:

CSR Strategy and Implementation in Organisation: Developing a CSR Strategy: Setting Goals and Objectives, Stakeholder Engagement and Management in CSR, Integration of CSR into Business Operations, Corporate Governance and Ethics in CSR

Unit 3:

CSR Initiatives and Best Practices: Environmental Sustainability Initiatives (e.g., Sustainable sourcing, Renewable energy adoption), Social Impact Initiatives (e.g., Community development programs, Employee volunteering), Ethical Business Practices (e.g., Fair labourpractices,Anti-corruptionmeasures),CorporatePhilanthropyand Charitable Giving

Unit 4:

CSR Reporting and Accountability: Transparency and Disclosure in CSR Reporting, Global Reporting Initiatives (GRI) Standards, Assurance and Verification of CSR Reports, Stake holder Communicationan Engagement through CSR Reporting

Books recommended
- **"*Corporate Social Responsibility: Indian Perspectives*"**by Sanjay K. Agarwal
- *"Corporate Social Responsibility in India: Cases and Developments After the Legal Mandate"by Pushpa Sundar*
- **"*Corporate Social Responsibility in India: An Evaluation*"**by C.B.MamoriaandPreetiMamoria
- **"*Corporate Social Responsibility: A Case Study Approach*"**bySatya Ranjan Acharya and Gauri Shankar Gupta
- **"*Corporate Social Responsibility: Strategy,Communication,Governance*"**byAndré Habisch, JanJonker, and Martina Wegner

- **"*Strategic Corporate Social Responsibility: Sustainable Value Creation*"**by David Chandler and William B.WertherJr.

- **"*Corporate Social Responsibility: Readings and Casesina Global Context*"**edited by Andrew Crane and Dirk Matten

- **"*Business Ethics and Corporate Governance*"**by A.C. Fernando

SKILL ENHANCEMENT COURSES (SEC) UNDERNEP-2020

SEM-II:Personality Development

(3Credit)

Introduction:

Student lifeis acritical periodfortheir personal and professional development. Their success is determined not only throughtheir academic competenciesbut alsothroughtheirsoftskills. This course is designed to help students exploring their self and develop insight into it.They will also learn new skills and increase their competency to manage self for personal and professional success.

Course Outcomes:

1. Comprehendingthescopeofpersonalityanditsdevelopment.

2. Enablingdevelopmentof coreskillsfordevelopmentofself.

3. Understandingpositivepersonalitytraits

4. Cultivatingskillsforsuccessfullife

Unit-I:Personality Development

• Personality-Concept,nature,traitsofPersonality,Socialetiquettes and manners

• Determinantsofpersonality-physical,intellectual,emotional,linguisticandcultural

• Importanceofpersonalitydevelopment,Factors influencingPersonality Development

• Self-confidence – Meaning and building techniques,Willpower-Increasing theWillpower for self-improvement.

Unit-II: Attitude and Motivation

• Attitude– Concept and types

• Developing a positive attitude in life and factors affecting attitudes

• Motivation–Concept, significance and type

• Importance of self-motivation and factors leading to de-motivation

Unit-III: Career planning activities

- Time management skills

- Resume building, Art of Facing Interviews

- Significance of personality Test & Aptitude tests

- Mock Interview Sessions

Suggestedreadings:

1. Andrews, Sudhir (1988). How toSucceedatInterviews.21st(rep.) New Delhi,Tata McGraw-Hill.

2. Barun K. Mitra,PersonalityDevelopmentandGroup Discussions, Oxford UniversityPress Career Digest

3. Chandra,M.S.Satish(1999).ConflictManagement.Delhi.Rajatpublication.

4. HurlockElizabethB.PersonalityDevelopmentTataMcgrawHill,New Delhi

5. Jaikishan Roy (2015). Improve yourPersonality,MarkPublishers, Jaipur.

6. Jegadeesan, M., S.R.Padma,M.R.Naveenkumar(2021).CommunicationSkillsand Personality Development. New India Publishing Agency, New Delhi.

7. Mile,D.J(2004).Power of positive thinking. Delhi.RohanBook Company.

8. PraveshKumar(2005).All about Self-Motivation.NewDelhi.GoodwillPublishingHouse. 37

9. Sabharwal,D.P.(2021).PersonalityDevelopmentHandbookPaperback,Fingerprint Publishing, New Delhi.

10. Shankar,Uday(1981). Personality Development.DelhiSmith,B(2004).BodyLanguage. Delhi: Rohan Book Company.

11. SwamiVivekananda(2011) Personality DevelopmentpublishedbyRamakrishnaMathand Ramakrishna Mission.

12. Yadav,R.N.Singh(2016). The Dynamics of Successful personality,MountHillPublishing Company, New Delhi.

SEM-V:Podcasting

(3Credit)

Unit 1: Introduction to Podcasting

- What is Podcasting?
- Benefits of Podcasting
- Why Podcasting Works as a Content Platform?
- How to Start Your Podcast?

Unit 2: Watching and Listening to Podcasts

- Finding and Auditioning Podcasts
- Podroll
- Podcatching

Unit 3: Podcasting How-to

- Developing Your Podcast
- Doing Show Prep Setting up Your Studio and Recording
- Editing/ Mastering
- Encoding for Distribution
- Uploading
- Updating Your Feed

Unit 4: Recording an Audio Podcast

- Introducing the Waveform
- Recording Levels
- Important Audio Terms and Concepts
- Recording Yourself
- Recording a Podcast

SEM-V:Data Journalism

(3Credit)

UNIT I: Data Journalism – Introduction

1. Data Journalism concept and definition
2. Importance of Data Journalism
3. Data Journalism Prospectives

UNIT II: Data Journalism in the Newsroom

1. Data Journalism at ABC
2. Data Journalism at BBC
3. Business Model for Data Journalism

UNIT III: Gathering Data

1. Streamlining search
2. Right to data
3. Getting Data from the Web

UNIT IV: Understanding Data

1. Basic steps in working with Data
2. Data Stories
3. Tools of Data Journalism

UNIT V: Data Delivery

1. Presenting Data to the public
2. Data Journalism in India

Suggested Readings:

1. Gray Jonathan, Data Journalism Handbook, The European Journalism Centreandthe Open Knowledge Foundation, 2012
2. Paul Bradshaw, Finding Stories in Spreadsheets, Birmingham City University,CityUniversity London Online Journalism Blog, 2020
3. Paul Bradshaw, Scraping for Journalists (2nd edition), Birmingham City University, City University London Online Journalism Blog, 2017

VALUEADDEDCOURSES(VAC)UNDERNEP–2020

ENVIRONMENTALSTUDIES

&

DISASTERMANAGEMENT

SEMESTER-1

(FORUNDERGRADUATECOURSESARTS,SCIENCEANDCOMMERCE) FULL

MARK-100 (Credit-3)

Unit1: Multidisciplinary natureofenvironmentalstudies   **(12Period)**

Definition,scopeandimportance Need

for public awareness

EnvironmentalPollution

Definition

• Cause, effects andcontrolmeasuresof:-

a) Air pollution

b) Water pollution

c) Soil pollution

d) Marinepollution

e) Noisepollution

f) Radiationpollution

Unit 2: Natural Resources: **(12Period)**

Renewable and non-renewable resources:

Naturalresourcesandassociated problems.

a) <u>Forest resources:</u> Use and over-exploitation, deforestation, case studies.

Timberextraction,mining,damsandtheireffectsonforestandtribalpeople.

b) <u>Waterresources:</u>Useandover-utilizationofsurfaceandgroundwater,

floods, drought, conflicts over water, dams-benefits and problems.

c) <u>Mineralresources</u>:Useand exploitation, environmental effects of extracting

and using mineral resources, case studies.

d) <u>Foodresources</u>:Worldfoodproblems,changescausedbyagriculture and

Overgrazing,effectsofmodernagriculture,fertilizer-pesticideproblems,waterlogging,salinity, case studies.

e) <u>Energyresources</u>:Growingenergyneeds,renewableandnon-renewable

energy sources, use of alternate energy sources. Case studies.

Biodiversity:-

Introduction-Definition;BiogeographicallyclassificationofIndia

Indiaasamegadiversity   nation.Hotsportsofbiodiversity,Threatstobiodiversity.Endangered andendemicspeciesofIndia.Conservationofbiodiversity.InSituandEx-soconservationof biodiversity

Unit-3: Disaster Management   **(12 Period)**

1. **Disaster Management:** Types of disasters (natural and Man-made) and their causes and effect)

2. **VulnerabilityAssessment and Risk analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lighting)

3. **Institutional Framework:** Institutional arrangements for disaster management (National Disaster ManagementAuthority (NDMA), State Disaster ManagementAuthority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF)

4. **Preparedness measures:** Disaster Management cycle, Early Warning System, Pre-DisasterandPost-DisasterPreparedness,strengtheningofSDMAandDDMA,Community Preparednessforfloodcyclone,heat   waves,   firesafety,lighteningandsnakebiting.Stake holders participation, Corporate Social Responsibility (CSR)

5. **SurvivalSkills:**Survivalskillsadoptedduringandafterdisaster(Flood,Fire,Earthquake, Cyclone and Lightening), Disaster ManagementAct-2005, Compensation and Insurance

Unit4: Social IssuesandtheEnvironment (9Period)

A.

a) EnvironmentalEthics:Issuesandpossible solutions.

b) Climatechange,globalwarming,acidrain,ozonelayerdepletion,nuclear accidents and holocaust. Case studies

c) EnvironmentProtectionAct

d) Air(Preservation Controlof Pollution) Act

e) Water(PreservationControlofPollution)Act

f) WildlifeProtection Act

g) ForestConservationAct

h) SolidwastemanagementCause,effectandControlMeasureofUrbanandIndustrialwaste (Role of each individual in conservation of Natural resources and prevention of pollution)

B. **HumanPopulationandtheEnvironment**

PopulationEcology: Individuals,species,population,community

Human population growth, population control method

Urbanisation and its effect on society

Unit 5: Fieldwork (15Periodsof 30hrs)

- Visittoanareatodocumentenvironmentalassets: river/forest/flora/fauna, etc.

- Visittoalocalpollutedsite-Urban/Rural/Industrial/Agricultural

- Studyofcommonplants,insects,birdsandbasicprinciplesofidentification.

- Studyofsimpleecosystems-pond,river,Delhi Ridge, etc.

ValueAddedCourse

SEM-III:Research Methodology

(3Credit)

Course Outcomes:

After completion of this course, students will be able to

- Understand the need and importance of research
- Develop skills to identify samples for various types of research
- Differentiate between different types of research
- Explore relevant literature review using primary and secondary sources
- Acquire proficiency to develop research proposal

UNIT-I INTRODUCTION TO RESEARCH METHODOLOGY   [12 Hours]

Learning Outcome-

   ✓ *The students will be able to gain insight about the meaning, purpose and types of research*

- Meaning, Significance, Objectives of research, Research methods v/s research methodology, Ethics for research
- Types of research -Pure and applied research, Qualitative and Quantitative research Exploratory, Descriptive, Experimental, Analytical, Action research. Case Study.FieldStudies,Surveys.
- Criteria of good research , Planning of research –Selection of a problem for research, Formulation of selected problem, Hypothesis, Research design

UNIT-II RESEARCH METHODS [11 Hours]

Learning Outcome-

   ✓ *The students will understand various methods of research and their applicability*

- **Review of Literature** – Need for reviewing literature, what to review and for what purpose, Literature search procedure, Sources of literature, Note taking, Identification of Research Gap.
- **Data Collection Method**- Choice of methods for data collection, Observation-Types of observation. Experimentation- Planning and conducting experiment, Types of experiment- Laboratory and field, Interview – Definition, Characteristics and Types of Interviews-Structured, Unstructured, Focused, Clinical, Depth , Interviewing Process-Preparation, Introduction, Developing rapport ,Carrying the interview forward, Recording interview and Closing interview. Content Analysis-Meaning, Procedure, Recording units and applications.

- **Tools for Data Collection**- Tools-Observation Schedule, Interview guide, Interview schedule, Questionnaire, Rating Scale, Check List, Opinionnare, Data Sheet, Schedule for institutions, Inventories.

UNIT-III SAMPLING TECHNIQUES, FIELD WORK AND REPORT WRITING [11 Hours]

Learning Outcome-

- ✓ *The students will be able to understand various sampling techniques in research*
- ✓ *The students will develop skills of preparing research proposal and writing research report scientifically.*

- **Sampling**- Concept of population and sample, Characteristics of a good sample design. Basis of sampling, Sampling Techniques and Methods- Probability sampling -Simple Random sampling, Stratified sampling ,Systematic random sampling, Cluster, Area sampling ,Multi-stage sampling. Non-Probability Sampling–Convenience sampling, Purposive sampling, Quota sampling and Snow-ball sampling.

- **Field Work**- Nature of field work, Selection and training of investigators, Sampling frame, Field operations and Field administration.

- **Report Writing** – Research report format- Report outline, Prefatory items. Body of the report-Introduction Design of the study, Result ,Findings and Discussion, Summary, Conclusions and Recommendations, Terminal items- Bibliography ,Appendix , Style sheet- APA .

UNIT-IV ACTIVITIES TO BE CONDUCTED   [11 Hours]

Learning Outcome-

- ✓ *Students will gain hands-on experience on application of research methodology*
- Identify the research gap through the review of literature.
- Collect data on a researchable topic through schedule questionnaire.
- Prepare a project report within one thousand words.
- Visit any organization and prepare a report by using case study method.
- Prepare a list of references on a topic by following APA style sheet.

Text books

1. C. R Kothari and Garg G, Research Methodology: Methods and Techniques , New Age International Publishers, Pvt ltd , New Delhi.
2. C. R Kothari and Garg G ,Research Methodology: Methods and Techniques , New Age International Publishers .,Pvt ltd , New Delhi
3. O. R Krishnaswami and M .Ranganatham, Methodology of research in Social Sciences. Himalaya Publishing House.

Reference Books:

1. Kumar R , Research Methodology,
2. Education and Communication for Development , O.P Dahama, O.P . Bhatnager.

E-resources:

1. https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf
2. https://ebooks.inflibnet.ac.in/antp13/chapter/research-process-and-design/

ValueAddedCourse

SEM-V:Creative Writing

(3Credit)

CourseOutcomes:
- The aims of this course are to enable students to understand the social institution known as the MassMediaandhowtheycandevelopwritings skills forthemass mediain orderfor itto achieve itsroleinsociety.
- ThroughthiscoursestudentswillbeintroducedtothebasicconceptsofwritingfortheMassMedia
- Students will be able to highlight the various principles of effective media writing and demonstrate how they can be applied for the various media. They would also expose themselves to writing as a way ofearningaliving.

Unit-1

WhatisCreative writing?English for media, communication with the society, market and governmentagencies.

Unit-2

WritingforthePrintMedia:News Stories,Features,Editorials

(Theteacherisrequiredtociteexamplesandusematerial frommassmedia)

Unit-3

Writing for the Electronic Media, advertisement caption writing and taglines (print and electronic), email,blogs,socialnetworking,InternetJournalism,podcasting

Unit-4

Useoftechnologyinmedia:AI, IT,andICTetc.

PrescribedTexts

- Rangaswamy Parthasarathy, *Journalism in India: From the Earliest Times to the Present Day*,Sterling.
- *Media andCommunication: A Handbook ofStudents*byTulsiand Madan
- Parhi,AsimaRanjan,*IndianEnglishthroughNewspapers*,Concept,NewDelhi,2008.
- *ModernMassCommunication:ConceptsandProcesses*byDeepakNayar
- *MassCommunicationsandMediaStudies* by PeytonPaxson
- RajaRao,Prefaceto *Kanthapura*and'TheCasteofEnglish'(AwakenedConsciousness:Studiesin CommonwealthLit.ed.C.D.Narasimhaiah).

SuggestedReadings

- *StepehenMcLaren,Easy Writer*
- *GLLabru, IndianNewspaperEnglish, BRPublishingHouse.*
- *VinodDubey,NewspaperEnglishinIndia, BahriPublications.*
- *DuttaandParhi,'ProspectofElectronicMediaasCurriculuminNon-NativeContexts',I-Manager's Journal on EnglishLanguage Teaching,2014.https://files.eric.ed.gov.pdf*
- *AijazAhmed:'DisciplinaryEnglish:Third-WorldismandLiterature'.*
- *Narasimhaiah; C.D. (ed.): Awakened Consciousness: Studies in Commonwealth Literature, NewDelhi:Sterling.*
- *Parhi, A. R.'Towards the Anti-Canon: A Brief Focus on Newspaper English in India', SHSS(Studies in Humanities and Social Sciences, UGC Care), Ed. T.R. Sharma, IIAS (Indian Instituteof Advanced Study), Shimla, Vol. XIII, No.1, Summer 2006, pp.143-155. http://14.139.58.200,iias.ac.in.journals*
- *OmkarN.Koul:EnglishinIndia:TheoreticalandAppliedIssues.NewDelhi:CreativePublishers.*

Value Added Course
SEM-VI: Indian Constitution
(3 Credit)

Course Outcomes:

Upon completion of this course, students will be able to:

1. Constitutional Framework: Analyse the Indian Constitution's history, Preamble, Fundamental Rights, and basic structure.

2. Union Government Structure: Describe the roles of the President, Prime Minister, and the legislative bodies (Lok Sabha and Rajya Sabha).

3. State Government Mechanisms: Examine the powers of the Governor, Chief Minister, and the State Secretariat.

4. Local Administration: Assess the functioning of local government bodies like District Administration, Municipal Corporations, and Zila Panchayats.

5. Electoral Processes: Analyze the role of the Election Commission in conducting free and fair elections.

6. Application of Knowledge: Apply constitutional principles to contemporary political issues and evaluate governance effectiveness.

Unit 1: The Constitution - Introduction
- The History of the Making of the Indian Constitution
- Preamble and the Basic Structure, and its interpretation
- Fundamental Rights and Duties and their interpretation
- State Policy Principles

Unit 2: Union Government
- Structure of the Indian Union
- President – Role and Power
- Prime Minister and Council of Ministers
- Lok Sabha and Rajya Sabha

Unit 3: State Government
- Governor – Role and Power
- Chief Minister and Council of Ministers
- State Secretariat
- **Unit 4: Local Administration**
- District Administration
- Municipal Corporation
- Zila Panchayat

Unit 5: Election Commission

- Role and Functioning
- Chief Election Commissioner
- State Election Commission

Suggested Learning Resources:

1. Ethics and Politics of the Indian Constitution by Rajeev Bhargava, Oxford University Press, New Delhi, 2008
 2. The Constitution of India by B.L. Fadia Sahitya Bhawan; New edition (2017)
 3. Introduction to the Constitution of India by DD Basu Lexis Nexis; Twenty-Third, 2018 edition

Suggested Software/Learning Websites:

1. https://www.constitution.org/cons/india/const.html
2. http://www.legislative.gov.in/constitution-of-india
3. https://www.sci.gov.in/constitution
4. https://www.toppr.com/guides/civics/the-indian-constitution/the-constitution-of-india/

Cases

● Rustom Cavasjee Cooper v. Union of India, (1970) 1 SCC 248

● State of Rajasthan v. Mohan Lal Vyas, AIR 1971 SC 2068 (confirmation of a private monopoly, not a violation of fundamental right)

● Mithilesh Garg v. Union of India, (1992) 1 SCC 168 : AIR 1992 SC 221 (Right to carry on business, not breached when it is liberalised)

● Chintamanrao v. The State of Madhya Pradesh, AIR 1951 SC 118 (scope of reasonable restrictions in relation to trade and occupation)

● Cooverjee B. Bharucha v. Excise Commissioner, Ajmer, AIR 1954 SC 220 (the reasonableness of the restriction imposed may depend upon the nature of the business and prevailing conditions including public health and morality)

● T. B. Ibrahim v. Regional Transport Authority. Tanjore, AIR 1953 SC 79

● Harman Singh v. RTA, Calcutta, AIR 1954 SC 190

● Dwarka Prasad Laxmi Narain v. State of U.P., AIR 1954 SC 224

● State of Bombay v. R.M.D. Chamarbaugwala, AIR 1957 SC 699

● Parbhani Transport Coop. Society Ltd. v. Regional Transport Authority, Aurangabad, AIR 1960 SC 801

● State of Bombay v. R. M. D. Chamarbaugwala, (1957) S.C.R. 874,

● G.K.Krishnan vs State of Tamil Nadu, 1975 SCC (1) 375

● Automobile Transport (Rajasthan) Ltd. Vs State of Rajasthan, AIR 1962 SC 1406

SUMMERVOCATIONALCOURSEUNDERNEP–2020

(Studentsmay choose vocational coursesafter2^{nd}Semesteroptforexit.Studenthavetopay additional fees for this as specified by the course provider)

SEM-V: Education inEarlyChildhood

(4Credit,Theory:45hrs,Practical: 30hrs)

Course Outcomes:

The completion of this course will result in understanding of fundamental learning processes and mechanisms involved during early childhood years that has important repercussion on cognitive,linguistic,andpsychosocialmaturityofachild.Sinceitisimportantforbothparents and teachers to understand their role in early stimulation without burdening the young mind, this course is meant for all students in general and aspiring preschool professionals in particular.

Unit-I:IntroductiontoEarlyChildhoodEducation

• Meaning, significance and objectives of Early Childhood Education (ECE); Issues Influencing the Practice of Early Childhood Education, Understanding child's rights to recognize young children as participants in their own development to create responsive environments

• Significance of Play; Programme planning and evaluation in early childhood education Learning Outcome: The knowledge regarding background and concept of ECE will be acquired along with child right perspective.

Unit–II:Roleoffamilyandteacherin childhood

• Role of parents: Critical years of learning of a child; preparing enriched environment for infants and toddlers; children with disabilities; culturally appropriate practices.

• Role of Teachers: Preschool years and goals of preschool, school readiness and holistic development of a child; children with special needs and inclusive classroom Learning Outcome:Studentswillbeclearabouttheroleand contributionoffamily andteachersduring childhood.

Unit-III:AssessmentanduseofTechnologyforchildren

• Assessment and Its Purpose; Developmentally appropriate classroom assessment, reporting to and communicating with Parents and Families, Types and Methods of Assessment, Assessment for School Readiness; Purposes of Observation.

• Children of the Net Generation: Technological Integration in Educational Settings; Digital Literacy, Supporting Children's Technology Use; DevelopmentallyAppropriate Technology

Use for Young ChildrenLearningOutcome:Studentswillunderstand the role andcontribution of assessment and technology during childhood.

UnitIV:Practical(Anytwo)

(i)   ConductacasestudyofachildfromAnganwadi/pre-schoolregardingher participation in classroom learning activities.
(ii)   Visit a preschool and write a detailed report on its use of early stimulation learningaids.
(iii)   Visitapreschoolforspecialchildrenandprepareareportonitsteaching-learning practices.
(iv)   Writeareporton technologyused ina pre-school for classroomactivities ofchildren.

TextBooks:

✓ Fundamentals of Early Childhood Education, 9th Edition, G. S Morrison, and Mary Jean Woke, L. Griffin, Pearson Education, 2021.

✓ IntroductiontoEarly   Childhood   Education:PreschoolThroughPrimaryGrades,byJoAnn Brewer,   Sixth   Edition,   Pearson   New   International   Edition,   2014 https://api.pageplace.de/preview/DT0400.9781292052113_A24582025/preview97812920521 13_A24582025.pdf

✓ EarlyChildhoodEducation:AnIntroduction,:R.Kapoor,R.Soni&K.K.Vasishtha,2021o https://ncert.nic.in/dee/pdf/Earlychildhood.pdf . NCERT, New Delhi

Reference:

✓ NationalEarlyChildhoodCareandEducation(ECCE)Curriculum Frame work,Ministryof
   Women   and   Child   Development,   Govt   of   India,   2023 https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014% 20%282%29_1.pdf

SUMMERVOCATIONALCOURSEUNDERNEP–2020

(Studentsmaychoosevocationalcoursesafter4ᵗʰSemesteroptforexit.Studenthavetopay additional fees for this as specified by the course provider)

SEM-VI: Psychological Testing

(4Credit,TheoryandPractical:60hrs)

Course Outcomes:

Toequipstudentswiththetheoreticalknowledgeandpracticalskillsnecessaryforconducting psychological assessments across diverse contexts, including intelligence, personality, and specializeddomains,therebypreparingthemforprofessionalpracticeinclinical,educational, and organizational settings.

Unit 1: Introduction

Nature and use of psychological tests - Definition of a test -Types of tests - Uses of testing - Who may obtain tests, Standardized procedures in test administration - Procedures of test administration-Influenceofexaminer-Backgroundandmotivationofexaminee,TheOrigins of psychological testing.

Learning Outcomes:

Students will be able to understand the theoretical foundations, origin, types and practical applications of psychological assessment in various domains, including intelligence, personality, and specialized areas.

Unit2:IntelligenceTesting

*Thestudentsarerequiredtounderstandtheprocessesof testing, use ofmanualtoadminister, record the response and interpret the result of any **two** of the following Tests.*

MalinsIntelligenceScaleforIndianChildren(MISIC)ORSeguinFormBoardTest

&

Bhatia's Battery Performance Tests of Intelligence OR Wechsler Adult Intelligence ScaleFourth Edition (WAIS-IV) India

Learning Outcomes:

Students will be able to Learn the assessment of human abilities, administer tests following standardized procedures, understand the integration of data in evaluating, scoring and interpretation of behaviour accurately and develop effective communication skills for conveying assessment findings while maintaining confidentiality and sensitivity.

Unit3:PersonalityTesting

Thestudents are requiredto understand he processesof testing, useof manual to administer record the response and interpret the result of any of the following **two** *Tests*

*Inventories:*ThePersonalityInventoryBriefForm(PID-5-BF), **OR** NEOFFI

ProjectiveTests: SentenceCompletionTest,**OR**theRorschachInkBlot Test

Learning Outcomes:

Studentswillbeableto learnthe assessmentofhuman personality, administer testsfollowing standardized procedures, understand the integration of data in evaluating, scoring and interpretation of behaviour accurately and develop effective communication skills for conveying assessment findings while maintaining confidentiality and sensitivity.

Unit 4: Psychometric Tests in other domains

The students are required to understand the processes of testing, use of manual to administer record the response and interpret the result of any of the following two Tests.

• GeneralHealth Questionnaire

• JobSatisfaction Scale

• PsychologicalCapital (PsyCap)

• The Multi-dimensional Scale ofPerceivedSocialSupport

Learning Objectives:

Students will be able to Learn the assessment of human abilities, administer tests following standardized procedures, understand the integration of data in evaluating, scoring and interpretation of behaviour accurately and develop effective communication skills for conveying assessment findings while maintaining confidentiality and sensitivity.

TextBooks

✓ Singh,A. K. (2010). Tests, measurements and Research Methods in Behavioral Sciences. Bharathi Bhawan.

✓ Gregory, R.J (2015). Psychological Testing: History Principles andApplications (7th ed.). Pearson Education Limited

CommunityEngagement&Services/FieldWork/Internship

Semester–IV(4Credits)

Students have to engage in a **field- based learning/Internship/ Community Engagement & Services**under the guidance of an external entity in **Semester IV**.The curricular component of 'community engagement and service'will involve activities that would expose students to the socio-economicissues in society so that the theoreticallearning'scanbesupplementedbyactuallifeexperiencestogeneratesolutionstoreal- life problems.