

Syllabus
For
GRADUATE PROGRAM
In
Mass Communication and Extension
- Honors (Program Code- MC6H)
- Regular (Program Code- MC6R)



Sir Vithaldas Thackersey College of Home Science
(Autonomous)

SNDT Women's University,
Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W), Mumbai- 400 049.
Tel: 91-22-26602504 / 26608179
For Further Details Visit College Website
www.svt.edu.in
Reach us at
Email: office@svt.sndt.ac.in / svtcollegehomescience@yahoo.co.in

DEPARTMENT OF MASS COMMUNICATION AND EXTENSION

Faculty:

- | | | |
|----|--------------------|---|
| 1) | Ms. Vipra Banerjee | Head of Department, Associate Professor |
| 2) | Ms. Kamini Pradhan | Assistant Professor |
| 3) | Mr. Rohit Pawar | Assistant Professor |

And

Visiting Faculty

Specialization Offered:

Mass Communication and Extension

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Ability Enhancement Courses

The Ability and Skill Enhancement Courses (ASEC) are based upon the content that leads to Knowledge enhancement and value based competencies and skills. These are mandatory for all disciplines and program.

Ability and Skill Enhancement Courses credit distribution
for all Specializations(Honors/ Regular)

ASEC Courses		B. Sc. in Mass Communication and Extension			Credits		B. Sc.	
Sr. No.	Code No.	Semester	Ability and Skill Enhancement Courses	10 credits (Regular) 10 credits (Honors)	Theory	Practical	Regular	Honors
1.	LA101	I	Communicative English	4	-	8	8	
2.	SA101		Environmental Studies	4	-			
3.	HA200	III / IV	Gender Studies	2	-	2	2	
Total Credits							10	10

Program- B.Sc. In Mass Communication and Extension

Mass Communication and Extension is a program designed to create an understanding of developmental mechanisms for changing the mind and action of people to attain community development through skills and processes in the areas of mass communication and extension education.

Duration- 3 years

Eligibility- HSc in Home Science / Science / Arts / Commerce

Objective of the Program-

1. To sensitize students about the issues related to society, environment, health, and education.
2. To train students in the various mass media skills and processes linked to Photography, Sound Reproduction, Film making, Advertising and the like.
3. To apply the knowledge of extension education and mass communication in mainstream and alternative media to bring about social change and reach to the unreached.
4. To develop skills to critically evaluate the nature and content of mass media for creating innovative and effective communication.

This program may be the right choice for those who

- ✓ Find it interesting to observe and understand the sociological concepts.
- ✓ Wish to explore ways to communicate creatively.
- ✓ Are innovative in communicating with the society for their development.
- ✓ Like to seek career options in Media and Development sector

Professional Opportunities-

- Event Manager, Public Relations officer, Client Service manager in Advertising agency.
- Production House- as assistant director, scriptwriter, cinematographer, photographer, actor.
- Sound engineer and designer.
- Photojournalist, journalist, graphic designer.
- Program Officer/Community Development officer, Extension Education Departments of Government of India.
- Project-in-charge, in the Department of Corporate Social Responsibility in corporate houses.
- Community Development officer in Non-Governmental Organizations

- Entrepreneur in the area of Mass Communication and Extension Education viz. freelance photographer, graphic designer, content developer.

Opportunities for further education-

- MSc. in Extension Education
- M.A. in Journalism and Mass Communication
- Masters in Educational Technology
- PG Diploma in Journalism, Script writing, Video production, Advertising, Public Relations, Event Management
- MSW in Social Work

SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)
S.N.D.T. Women's University, Juhu, Mumbai

Sem.	Program: B.Sc. in Mass Communication and Extension – Honors / Regular	Course Type	Credits	
	Course Name		Regular	Honors
I	Communicative English (4+0)	ASEC	20	20
	Environmental Studies (4+0)			
	Nutrition for Health Promotion (4+0) OR Fundamentals of Bakery (0+4)	GE		
	Fashion Craft (0 + 4) <u>OR</u> Fundamentals of Fashion (4+0)	Core		
	Fundamentals of Communication (0+4)			
II	Consumer Education and Financial Literacy (4+0) <u>OR</u> Travel Arrangements and Formalities (4+0)	GE	20	20
	Personal and Professional Relationships in Adulthood (4+0) OR Marriage and Parenting (4+0)			
	Functional English OR Advanced English (4+0) <u>OR</u> Science for Life (4+0)			
	Contemporary Social Issues (4+0)	Core		
	Fundamentals of Photography (0+4)			
III	Gender Studies (2+0)	ASEC	20	24
	Foreign Language (0+2) <u>OR</u> Media and Information Literacy (0+2)	GE		
	Extension Education (4+0)	Core		
	Computer Application in Mass Communication and Extension (0+4)			
	Leadership Development (4+0)			
	Media Studies (4+0)			
	Research Methods in Mass Communication and Extension (4+0) <i>*Only for Honors</i>	<i>*Core</i>		
IV	Public Relations (4+0)	Core	20	24
	Sound for Media (4+4)			
	Marketing and Advertising (4+0)			
	Writing for Print Media (0+4)			
	Brand Building (0+4) <i>*Only for Honors</i>	<i>*Core</i>		

Sem.	Program: B.Sc. in Mass Communication and Extension – Honors / Regular		Course Type	Credits	
	Course Name			Regular	Honors
V	Sustainable Development (4+0)		Core	20	24
	Corporate Social Responsibility (4+0)				
	Entrepreneurship Development (0+4)				
	Programme Planning and Evaluation (4+0)	8 credits for Regular + 4 credits * Only for Honors	DSE		
	Video Production (0+4)				
	Content Development for Broadcast Media (0+4)				
	Event Management (4+0)				
VI	Community Outreach Program (0+6)		Core	20	28
	Research and Trends in Mass Communication and Extension Education (0+2)				
	Internship (0+4)				
	Appreciation of Films (0+4) * Only for Honors		* Core		
	Dubbing and Voice Over (0+4)	8 credits for Regular + 4 credits * Only for Honors	DSE		
	Soft Skills and Image Management (0+4)				
	Photojournalism (0+4)				
	Editing (0+4)				
TOTAL CREDITS			120	140	

Communicative English (Theory)

COURSE CODE: LA101

SEMESTER: I

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CONTACT HOURS	SELF-STUDY HOURS
Communicative English	04	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Read with fluency and comprehend passages in English
2. Develop written communication skills for everyday and professional communication
3. Express ideas descriptively and creatively.
4. Develop oral communication skills to participate independently in conversations and discussions conducted in English

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Reading skills i. through seen texts ii. unseen texts iii. Pictures	The students will be able to : 1. Read and comprehend seen, unseen passages and pictures(non-verbal) 2. Acquire skills to read the text and poems with understanding and enjoyment. 3. Appreciate critically the literary pieces by eminent writers and poets	15
II	A. Writing skills i. Speech drafting ii. Letter writing iii. Note writing iv. Report writing	The students will be able to : 1. Draft various kinds of speeches and Vote of thanks 2. Write social and business letters effectively 3. Write Formal complaints with the help of suitable words and phrases 4. Write short note (eg. thank you note and apology note) 5. Prepare a report of an event/visit with correct usage of grammar and tense	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Speaking skills i. Social Interaction ii. Public Speaking iii. Group Discussion	The students will be able to: 1. Interact and communicate at personal and social level 2. Acquire Public speaking skills which are required at professional level 3. Participate in group discussions confidently	15
IV	Listening skills through various audios and CD	The students will be able to: 1. Acquire listening skills by listening to each other 2. Speak with correct pronunciation, proper stress, intonation and pacing by listening to speeches by eminent speakers	15

N.B. The above said skills would be developed with the help of selected topics from the text book 'Reflections II-An Anthology of Prose, Poetry and Fiction by Nandini Nayar' (Foundation Books).

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

Evaluation weightage - internal 50% and external 50%.

RECOMMENDED READING MATERIALS

1. Chaskar, A. (2015) Literacy Pinnacles, Hyderabad: Orient Blackswan Private limited.
2. Dhavan, J.K. (2011), Communication Skills and Functional English, Jaipur: Prism Books.
3. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. Hyderabad: Orient Longman Ltd.
4. Gupta, R. (2010) A Course in Academic Writing, Hyderabad: Orient Blackswan Private limited.
5. John, A. (2014) On Track: A Textbook for College students, Hyderabad: Orient Blackswan Private limited.
6. John, A. and Pawar, N. B (2015) Staying Ahead, Hyderabad, Orient Blackswan Private limited.

7. Jones, S. and Macziola (2000), *Getting Ahead: A communication skills course for Business English*, New Delhi: Cambridge University Press.
8. Jones, L. & Alexander, R. (2003), *New International Business English*, New Delhi : Cambridge University Press.
9. Krishnaswamy, N.(2015), *Eco English*, New Delhi: Bloomsbury Publishing India Pvt Ltd.
10. Mulgaonkar, S.D. and Waradkar V.G. (2009), *Business Communication*, Mumbai: Manan Prakashan.
11. Nayar, N . (2009), *Reflections II-Anthology of Prose, Poetry, Drama & Fiction* Foundation Books , New Delhi : Cambridge University Press India Pvt. Ltd. Oxford University Press.
12. Pennington, M. C. (1995) *New ways in Teaching Grammar*, USA: Pantagraph Printing, Bloomington, Illinois.
13. Prakash, C.L.N. (2010), *Reflections III, Anthology of Prose, Poetry, Drama & Fiction* Foundation Books, New Delhi: Cambridge University Press India Pvt. Ltd.
14. Raman, M.&Sharma, S. (2004), *Technical Communication: Principles and Practice (Vol I, II & III)*, New Delhi : Oxford University Press.
15. Sadanand,K. and Punitha, S. (2015) *Spoken English (II): A Foundation Course*, Hyderabad: Orient Blackswan Private limited.
16. Sadanand,K.and Punitha, S. (2015) *Spoken English (I): A Foundation Course*, Hyderabad, Orient Blackswan Private limited.
17. Seely, J. (2007), *Oxford Guide to Effective Writing and Speaking*, New Delhi:
18. Shrivastava, M. (2005), *News Reporting and Editing*, New Delhi: Sterling Publication Pvt Ltd.
19. Turton, N.D. (2005), *ABC of Common Grammatical Errors*, New Delhi: Mcmillan India.Ltd.
20. <https://www.englishforums.com/English/IndustrialVisitReportFormat-IndustrialVisitOrganisersCoimbat/qzzgz/post.htm>
21. <http://www.slideshare.net/sammyZAMMY/a-sample-on-industrial-visit-report-for-mba-students-by-bilal-khan>
22. <http://work.chron.com/write-industrial-visit-report-3844.html>
23. <http://www.citehr.com/360770-industrial-visit-report-format-iv-report-format.html>
24. <http://public.wsu.edu/~mejia/Summary.htm>
25. <http://www.cws.illinois.edu/workshop/writers/tips/summary/>
26. <https://en.wikipedia.org/wiki/Mountaineering>
27. <https://en.wikipedia.org/wiki/Preservative>
28. https://en.wikipedia.org/wiki/Reality_television

Environmental Study (Theory)

COURSE CODE: SA101

SEMESTER: I

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Environmental Study	4	60	60

OBJECTIVES

On completion of the course the students will be able to-

1. Describe ecology and environment and take active participation in environment improvement and protection.
2. Identify and analyse surrounding environmental settings and associated problems.
3. Generate ideas to deal with ecological crises.
4. Interpret and address socio-environmental issues.
5. Develop skill to determine the concentration of primary pollutants.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Environmental Awareness- Multidisciplinary Approach i. Definition and Scope of Environmental Awareness ii. Need for Environmental Awareness iii. Multidisciplinary nature of Environmental Studies B. Natural Resources i. Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people. ii. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and disadvantages.	The students will be able to: 1. Get acquainted with physical environment and its components. 2. Enumerate the intervention of Environment in different subjects. 3. Explain various natural resources, their importance, and usage. 4. Enumerate the concept of ecosystem in the environment. 5. Develop an interest in nature through direct experience.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<p>iii. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>iv. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Agro-chemicals in Environment.</p> <ul style="list-style-type: none"> ▪ Types of pesticides and fertilizers ▪ Pesticides residue in the food ▪ Impacts of agrochemicals on human health ▪ Present scenario of pesticides contamination in India. <p>v. Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources.</p> <p>vi. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</p> <ul style="list-style-type: none"> ▪ Role of an individual in conservation of natural resources. ▪ Equitable use of resources for sustainable lifestyles. <p>C. Ecosystem</p> <p>i. Structure and functions of an ecosystem.</p> <ul style="list-style-type: none"> ▪ Producers, consumers and decomposers. 		

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<ul style="list-style-type: none"> ▪ Energy flow in the ecosystem. ▪ Ecological succession. ▪ Food chains, food webs and ecological pyramids. ii. Types, characteristic features, structure and functions of ecosystem iii. Entry of toxin through the food.		
II	A. Biodiversity and its Conservation i. Definition and Types of Biodiversity ii. Bio-geographical classification of India iii. Value of biodiversity : Biodiversity at global, National and local levels. iv. Importance of Biodiversity v. Hotspots of Biodiversity vi. Western Ghat's Biodiversity in India vii. Threats to Biodiversity viii. Conservation of Biodiversity B. Environmental Pollution i. Source, impacts and measures for controlling pollutions ii. Municipal Solid waste: Present issues, challenges and management iii. Nuclear holocaust and hazards iv. Role of Individual in prevention of pollution	The students will be able to: 1. Describe concept of ecology and Biodiversity. 2. Explain significance of Biodiversity in day to day life and different conserva-tion practices. 3. Enumerate the impacts of human activities and ecology and need to conserve the resources. 4. Recognize different environmental pollutions and their health risks. 5. Identify the role of modern technological tools for mitigation of pollution.	15
III	A. Social Issues and the Environment From Unsustainable to Sustainable development i. Urban problems related to energy	The students will be able to: 1. Enumerate causes of various environment related problems. 2. Explain the impact of population on environment.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Environmental Deterioration in typical Indian Cities- Case Study iii. Water conservation iv. Resettlement and rehabilitation of people; its problems and concerns. Case Studies v. Environmental ethics vi. Acid rain, ozone layer depletion, vii. Climate Change and Impacts on Environment viii. Global warming ix. Environment Protection Act B. Human Population and Environment i. Population growth, variation among nations. ii. Population explosion - Family Welfare Programme iii. Family Planning programme: Issues and Challenges in Indian context iv. Environment and human health. v. Human Rights. vi. Value Education vii. HIV/AIDS. viii. Women and Child Welfare. ix. Role of Information Technology in Environment and human health.	3. Work on to act for the environmental preservation.	
IV	A. Study of Soil System i. Characteristics ii. Physical properties B. Study of Water System i. Characteristics ii. Normal and Unusual properties of Water C. Study of Air System i. Characteristics ii. Normal and Unusual properties of Air	The students will be able to: 1. Examine various types of soils with their physical features. 2. Explore the salinity content in the soil. 3. Determine various water parameters. 4. Estimate the quality of water for drinking and other uses.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	D. Noise- i. Measurement ii. Health impacts E. Ecological evaluation i) Measurements of ecological systems ii) Mapping of ecosystems F. Mapping of Flora and Fauna in Maharashtra in India with special reference to SNDTWU Juhu campus.	5. Detect microbes present in the water. 6. Identify the air pollutant in the atmosphere. 7. Discuss the methods of determining the noise level and its health impacts.	

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Debate, Exercises, Group activity

EVALUATION

Written test, Group project, Quiz, Classroom exercises, assignments and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Agarwal, K.C. (2001). Environmental Biology. Bimaner: Nidi Publication Ltd.
2. Anjaneyulu Y. and Rao N. (2004). Introduction to Environmental Science. Hyderabad: BS Publication.
3. Bharucha, E. (2006). The Biodiversity of India. Ahmadabad: Mapin Publishing Pvt. Ltd.
4. Bharucha, E. (2004). A Text Book for Environmental Study. New-Delhi: University Grant.
5. Clark, R.S. (2010). Marine Pollution. Oxford: Clanderson Press.
6. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. (2001). Environmental Encyclopedia. Mumbai: Jaico Publ. House.
7. De A.K. (2002). Environmental Chemistry. London: Wiley Eastern Ltd.
8. Dhere, A. M. (2013). Future and Renewable Energy Resources. Germany: Scholar Press.
9. Dhere, A. M, et al; (2010). Environmental Study. Kolhapur: Phadake Publications.
10. Dhere, A. M. and Pardeshi, P. B. (2010). Business Demography and Environmental Studies. Mumbai: Himalaya Publication House.

11. Hawkins, R.E. (2007). Encyclopedia of Indian Natural History. Mumbai: Bombay Natural History Society.
12. Mhaskar, A.K.(2000). Matter Hazardous. Chennai: Techno-Science Publication.
13. Miller, T. G. Jr.(2010) Environmental Science. Delhi: Wadsworth Publishing Co.
14. Sharma, B.K.(2001). Environmental Chemistry. Meerut: Geol Publ. House.
15. Townsend, C., Harper J, and Michael Begon. (2000). Essentials of Ecology, London: Blackwell Science.

Websites

- 1) www.redlist.org/info/captions
- 2) www.biomeso.net

Gender Studies (Theory)

COURSE CODE : HA200

SEMESTER: III/IV

CREDITS: 2

COURSE	THEORY CREDITS	TOTAL CREDITS	SELF STUDY HOURS
Gender Studies	2	2	30

OBJECTIVES

On completion of the course the students will be able to -

1. Discuss the current status of women in India in view of the historical developments.
2. Identify various indicators that determine status of women.
3. Differentiate between the concepts of gender and feminism.
4. Describe various problems and issues faced by women and the legal provisions for the same.
5. List different government and non-governmental organizations working for women.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Deconstructing women's status in India i. Women's empowerment and strength. ii. Status of women in historical eras history iii. Status report on equality of women iv. Emergence of women's studies in India. v. Demographic profile of men and women in India. vi. Concept of equality and equity. B. Women, marriage and the family i. Patriarchal ideology and the concept of gender ii. Gender socialization iii. Marital roles and status of women	The student will be able to: 1. Identify the need for studying women. 2. Describe and compare the status of women in historical India with the current context and discuss their status in terms of education, health, familial roles, etc. 3. Discuss gender and various forms of gender based discrimination in Indian family as effected by the patriarchal ideology. 4. Critically analyze the depictions of women in media.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	iv. Dowry and dowry deaths v. Domestic violence C. Women and education i. Status of women's Education ii. Women in higher education D. Women, health and sexuality i. Factors affecting women's health ii. Health and nutrition problems faced by women iii. Family planning methods and women E. Women and media Portrayal of women in media		
II	A. Crime against women i. Rape, sexual harassment, trafficking, cyber crimes B. Laws for women i. Overview of related laws <ul style="list-style-type: none"> · PNDT Act, 1994 · Dowry Prohibition Act, 1961 · Domestic Violence Act, 2005 · PITA/ ITPA, 1956 · Maternity benefit Act, 1961 · Hindu succession Act, 1956 and property rights of women in other religions · Laws related to divorce and maintenance · Laws related to rape and sexual harassment of women act, 2013 C. Women and work i. Concept of work ii. Women in the organized and unorganized sectors iii. The emerging corporate sectors.	The students should be able to: 1. Discuss various crimes against women and the legal provisions. 2. Explain the loop holes in laws that deter women from achieving their rights. 3. Describe the status of women related to work. 4. Describe in brief the government schemes for women.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	D. Overview of the organizations at local and national level working for betterment of women i. Difference between government and non government organizations. ii. Governmental schemes for women. iii. Non government organizations working for women at the local level.		

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Guest Lectures, Group activity, Screening of documentaries, Visits to related institutions.

EVALUATION

Written test/Group project/Quiz/Classroom exercises/survey/critical analysis of videos/ making a scrape book /dossier and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Agnes, Flavia (2011). Family and law: Family laws and constitutional claims. New Delhi : Oxford.
2. Conway, J.K., & Bourque, S.C. (Eds). (1993). The politics of women's education: Perspectives from Asia, Africa & Latin America. Michigan: Uni. of Michigan.
3. Desai, K. (2014). Demographic profile of women in India. SNTD: RCWS
4. Katyam, R., & Shoukla, V. (2014). Indicators of women's status. SNTD: RCWS
5. Khullar, M. (Ed.). (2005). Writing the women's movement: A reader. New Delhi: Zubaan.
6. Krishna Raj, Maithreyi (Ed.). (1986). Women's studies in India: some perspectives. Bombay: Popular Prakashan.
7. Patel, Vibhuti (2005). Sex selection & pre birth elimination of girl child. Paper presented at a round table on 'sex selection' organised by HIVOS, Bangalore on 17-18 February.
8. Sharma, Kumud, & Sujaya, C.P. (Eds). (2012). Towards equality: Report of the committee on the status of women in India. New Delhi: Pearson.
9. Special issue (2014). Women, work and economy. Women's Link, 20 (4).

Generic Electives

Generic Elective (GE) course can be chosen by the student from other branches of the faculty of Home Science, with an intention to seek exposure and Knowledge beyond the specialization of their choice. These Elective Courses can enhance their personal and professional development. Each student has to take one course from the Generic Elective courses offered from the other departments.

Generic Elective Courses credit distribution for Specialization in Mass Communication and Extension (Honors / Regular)

GE Courses		B.Sc. for all Specializations				Credits		B.Sc.		
Sr. No.	Code No.	Semester	Department offering the course	Generic Elective Courses	22 credits (Regular) 22 credits (<i>Honors</i>)	Theory.	Practical.	Regular	Honors	
1.	FG101	I/II	FN Department	Nutrition for Health Promotion OR Fundamentals of Baking	4	-	20	20		
2.	FG102				-	4				
3.	MG101		HD Department	Personal and professional Relationships in Adulthood OR Marriage and Parenting	4	-				
4.	MG102				4	-				
5.	RG101		RM Department	Consumer Education and Financial Literacy OR Travel Arrangements and Formalities	4	-				
6.	RG102				4	-				
7.	TG101		TAD Department	Fashion Craft OR Fundamentals of Fashion	-	4				
8.	TG102				4	-				
9.	LG101		English or Science Department	Functional English OR Advanced English OR Science for Life	4	-				
10.	LG102									
11.	Sg101				4	-				
12.	LG201	III/IV	English or MCE Department	Foreign Language OR Media and Information Literacy	-	2	2	2		
13.	MG201				-	2				
Total Credits									22	22

Nutrition For Health Promotion (Theory)

Course Code:FG101

Semester: I /II

Credits : 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Nutrition for Health Promotion	4	60	60

OBJECTIVES

On completion of the course the students will be able to-

1. Explain basic principles of nutrition.
2. Recognize the relationship of food ,nutrition and health.
3. Apply nutrition principles for good health, fitness and well-being.

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Food as a source of nutrient B. Relationship of Food with Nutrition C. Concept of Optimum Nutrition D. Basic food groups E. Concept of Food Pyramid F. Portion and serving sizes in food groups G. Healthy Plate Concept	The student will be able to: 1. Recognize the nutrients present in different foods. 2. Identify the basic food groups and its relationship with optimum nutrition. 3. Recall the serving size of different food groups.	15
II	A. Healthy Eating Concepts for: i. Young adults ii. Older adolescents iii. Infancy, preschool And School age iv. Elderly B. Healthy Cooking, Palatability and Nutrition i. Principles of healthy cooking ii. Nutrition and palatability of food preparations iii. Nutrition in selected national and international cuisines. iv. Healthy Eating Choices	The student will be able to: 1. Translate basic food groups into balanced meals for themselves. 2. Recognize the portions and selection of food groups as per the requirements of the age groups. 3. Enhance the nutritive value of food and make it palatable. 4. Decide prudent selection of foods from different cuisines while eating out.	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Concept of Fitness B. Body weight and body composition C. Nutrition for fitness D. Exercise and fitness E. Behavioral modification for healthy eating and fitness	The student will be able to: 1. Distinguish between body weight and body composition as the concept of fitness. 2. Apply healthy eating and exercise regime to achieve fitness.	15
IV	A. Understanding Non Communicable Diseases (NCD) B. Significance of Breakfast, snacking and sleeping pattern in prevention of non-communicable diseases C. Lifestyle factors and Non Communicable Diseases i. Physical activity ii. Smoking iii. Alcohol	The student will be able to: 1. Apply the nutrition principles for the early prevention of NCD.	15

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Group activity, group presentations.

EVALUATION

Group project, Quiz, Classroom exercises

Evaluation Weightage - Continuous assessment -100%

RECOMMENDED READING MATERIALS

1. AgarwalAnjana, ShobhaUdipi. (2014).*Textbook of Human Nutrition*(1sted.). New Delhi :Jaypee Brothers Medical Publishers(P). Ltd.
2. BamjiMahatb.S. (1996). *Textbookof Human Nutrition* (1sted.). New Delhi: Oxford & IBH Publishing Co.

Fundamentals of Baking (Practical)

COURSE CODE:FG102

SEMESTER: I

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Fundamentals Of Baking	4	120	120

OBJECTIVES

On completion of the course the students will be able to-

1. Identify the role of various ingredients in the preparation of bakery products.
2. Use various culinary skills and techniques.
3. Apply techniques of baking and preparing various types of bakery preparations.
4. Develop art of modifying, decorating bakery foods to enhance aesthetic appeal.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOME	NO. OF HOURS
I	A. Introduction to Bakery. i. History of baking ii. Safety / precautions and care to be taken during baking iii. Cookery terms and orientation to bakery lab iv. Bakery equipments and their uses v. Ingredients used in baking vi. Weights and measures B. Yeast products : different methods and steps in bread making i. Bread rollsii. ii. Brown bread iii. Masala bread iv. Multigrain bread v. Focaccia C. Role of ingredients used in bread D. Hints while baking bread E. Factors affecting quality of bread	The students will be able to : 1. Recognize equipments and explain their use in bakery. 2. Describe the common bakery terms. 3. Identify ingredients and their specifications for various baked items. 4. Accurately weigh and measure ingredients used while baking. 5. Prepare different varieties of bread using different kinds of flour. 6. Describe the role of different ingredients in bread 7. Solve problems faced while baking breads	30

3. Katch Frank, McArdle William. (1993). *Introduction to nutrition, exercise and health* (4thed.). Philadelphia: Lippincott Williams and Wilkins.
4. Willams, Melwin.H. (1999). *Nutrition: For health, fitness and sport*(5thed.). Boston:WCB/McGraw-Hill.
5. Bender David. (2009). *A Dictionary of Food and Nutrition* (3rded.). Oxford: Oxford University Press.
6. Dr.Mohan. (2013). *Dr.Mohan's Atlas of Indian Foods*(1sted.). Chennai: Dr.Mohan's Healthcare Products Pvt Ltd.
7. U.D.Chavan. (2015). *Nutritional Value and Health Benefits from fruits,vegetables,nuts and spices*(1sted.). New Delhi: Daya Publishing House.
8. Sari Edeldtein. (2011). *Food,Cuisine and Cultural Competency*(1st ed.). Canada: Jones and Barlett Publishers.
9. Al-Masri, Bartlett Simon. (2011). *100 questions & answers about sports nutrition and exercise* (1sted.). Canada: Jones and Barlett Publishers.

Personal and Professional Relationship in Adulthood (Theory)

COURSE CODE:HG101

SEMESTER: I/II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Personal And Professional Relationship In Adulthood	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Recognize the self (stage of adolescence & emerging adulthood) through self -exploration.
2. Become familiar with the developmental tasks of adolescence & emerging adulthood.
3. Appreciate the importance of relationships in their personal and professional lives.
4. Be aware of the destructive communication styles & constructive relationship building skills.
5. Be sensitized to the need for improving relationship with parents and grandparents.
6. Be motivated to improve their relationship-building skills.
7. Recognize the impact of work on personal and social relationship.
8. Interpret the components of Professionalism.
9. Be aware of characteristics of effective professional relationships.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Interpersonal Relationships i. Nature & Meaning of interpersonal relationships ii. Significance of relationship in today's world iii. social relationships & social interaction iv. Impact of early years & adolescence on relationships in adulthood	The students will be able to: 1. Explain the meaning of interpersonal relationships. 2. Discuss the significance of relationship in today's world. 3. Explain how early experiences (esp. attachment,) can affect relationships in adulthood.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	<p>B. Overview of Adolescence as a stage of life and its impact on adult life</p> <p>i. Definition,</p> <p>ii. Stages of adolescence</p> <p>iii. Developmental tasks of adolescence</p> <p>C. Healthy Relationships during Adolescence (parents, siblings, peer)</p> <p>i. Imp of relationships in adolescence</p> <p>ii. Transformation of Family Relationships</p> <p>iii. Friendships</p> <p>iv. Dev of Close relationships with Peers</p> <p>v. Healthy friendships</p> <p>vi. Cautions in Relationships/Relationship Threats</p> <p>D. Friendships across Life cycle</p> <p>i. Aspects of friendships</p> <p>ii. Lifecycle of friendships</p> <p>E. Stepping into adulthood</p> <p>i. Definition and meaning of adulthood</p> <p>ii. Markers of adulthood.</p> <p>iii. Developmental tasks for Emerging Adulthood (19 to 25 years)</p> <p>iv. Characteristics & developmental tasks of Emerging adulthood</p> <p>F. Alternate life styles - Singlehood, Same sex marriages -Challenges& implications</p>	<p>4. Define adolescence.</p> <p>5. Describe the different developmental tasks of adolescence.</p> <p>6. List and explain the importance of the adolescent's relationships with different people.</p> <p>7. Explain the process of development of close relationships with peers during adolescence.</p> <p>8. Describe the meaning of Healthy friendships.</p> <p>9. Examine the cautions that adolescents need to have while developing relationships with same/opposite sex peers.</p> <p>10. Discuss the meaning of adulthood.</p> <p>11. Discuss the development tasks and characteristics of adulthood.</p> <p>12. Examine the alternative life styles in today's world and discuss its implications.</p>	

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
II	<p>A. Heterosexual relationships</p> <p>i. Nature of heterosexual relationship</p> <p>ii. Factors affecting mate selection</p> <p>iii. Mate selection process</p> <p>B. Family Life Cycle</p> <p>i. Stages of Family Life cycle</p> <p>ii. Developmental tasks of the stages of Family Life cycle</p> <p>C. Enhancing relationship in family</p> <p>i. Expanding caring relationship with children and their spouse</p> <p>ii. Enhancing relationships with elderly</p> <p>iii. Caring for aging parents</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature of heterosexual relationship. 2. Discuss and analyze the factors influencing mate selection. 3. Discuss the developmental tasks of the stages of Family Life cycle. 4. Describe the different heterosexual relationships in family through the different family life cycle. 5. Discuss the different ways of enhancing relationships in the family (with children, spouse and the elderly). 	15
III	<p>A. Marital & Family Relationships</p> <p>i. Importance of Communication in marital & family relationship</p> <p>ii. Foundation blocks of successful communication</p> <p>iii. Improving Marital Communication and relationship</p> <p>iv. Adult sibling relationship and communication</p> <p>v. Inter generational ties</p> <p>vi. Family Communication Network</p> <p>vii. Barriers in Relationship- Conflict Resolution & Problem Solving Skills</p> <p>B. Portrayal of Relationships in Media</p> <p>C. Significance of work- job satisfaction and wellbeing</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the importance of building healthy relationships in adulthood. 2. Explain the foundation blocks of successful communication. 3. Explain the destructive communicative styles. 4. List the skills needed for improving marital communication. 5. Critically analyze the way in media portrays relationships 6. Explain and discuss the work related factors and concerns influencing the life of adults in today's world. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	D. Work related stress i. Work conditions in globalised world and its impact. ii. Stress and Burn out in adulthood. iii. Workaholic behavior and its impact on the individual and family life. iv. Second careers		15
IV	A. Issues and concerns related to financial adjustments i. Availability of funds- instalments, loans ii. Financial Responsibilities iii. Financial planning- savings v/s investments B. Professional relationships i. Professionalism at workplace ii. Attributes of Professionalism iii. Relationship building skills in a professional setting iv. Emotional Intelligence & Relationships C. Managing Professional Relationship i. Understanding Personality & Emotions of Colleagues/ Team members ii. Gender Sensitivity at workplace iii. Skills for coping with competitiveness, success & failure iv. Teamwork D. Building & sustaining relationships I. Rights & Responsibilities in relationships II. Skills of influencing people (Persuasion skills) III. Skills of sustaining relationships	The students should be able to: 1. Discuss the significance of appropriate financial planning for satisfactory family life. 2. Define and list the attributes of professionalism. 3. Explain need for relationship building in professional setting. 4. Discuss the relationship between emotional intelligence & relationships. 5. Analyse and interpret personalities & emotions of team members Describe the meaning of gender sensitivity at workplace. 6. Delineate the skills for coping with competitiveness, success and failure at work front. 7. List skills required/ needed to work in a team. 8. Discuss the rights & responsibilities and sustenance of relationships.	15

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

EVALUATION

Written test, Group project/video viewing, Quiz, Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Candlin, S & Roger, P. (2013). *Communication and Professional Relationship in Healthcare*. London: Practice, Equinox Publishing.
2. Duck, S. (2007). *Human Relationships*. (4th ed.). Chennai: Sage Publications.
3. Duffy, K.G & Atwater, E. (2008). *Psychology For Living: Adjustment, Growth, And Behavior Today*. (8th ed.). Pearson Education (pg 233-234 wheel network etc) retrieved https://books.google.co.in/books?id=wgwvP9hvTVMC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q=wheel&f=false
4. Goleman, D. (2006). *Social Intelligence: The New Science of Human Intelligence*. New York: Random House.
5. Hayes, J. (2003). *Interpersonal Skills at Work*. (2 nd ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
6. Hendrick, C. & Hendrick, S.S. (Eds.) (2000). *Close Relationships: A Sourcebook*. New Delhi: Sage Publications.
7. Miller, R. (2011). *Intimate relationships*. New York: McGraw Hill Education.
8. Robbins, S.P., Judge, T.A. & Vohra, N. (2013). *Organizational Behaviour*
9. Ullmen, J & Karz, M. (2006). *Invisible Bridges: Building Professional Relationships for Results*. retrieved <http://bookstore.xlibris.com/Products/SKU-0031869001/Invisible-Bridges.aspx>
10. Wallace, L.A. & Masters, H.R. (2011). *Personal Development for Life and Work*. (10th ed.). Delhi: Cengage Learning India Pvt. Ltd
11. Williams, B, Sawyer, S & Wahlstrom, C. (2016). *Marriages, Families, and Intimate Relationships*. New Delhi: Pearson.

Marriage and Parenting (Theory)

COURSE CODE:HG102

SEMESTER: I/ II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Marriage and Parenting	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Relate the process of mate selection to the goals of marriage.
2. Be sensitive to the factors contributing to healthy marital adjustment.
3. Become aware of developmental task of children from birth to school.
4. Determine the role of caregiver in promoting overall development of children.
5. Analyze the special issues and concerns in rearing children.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Mate selection i. Changing trends and values in mate selection, ii. Factors affecting mate selection. iii. Readiness for marriage iv. Maturity for marriage and marriage ability v. Premarital counseling. B. Engagement i. Meaning, functions of engagement ii. Special concerns -Broken engagement- causes, ways of coping. C. Marriage as an institution: goals and challenges D. Cohabitation - concerns and issues.	The students will be able to: 1. Discuss the criterion of mate selection. 2. State the importance of premarital counseling. 3. Discuss ways of coping with broken engagement. 4. Define marriage and its goals. 5. Discuss various issues related to cohabitation.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
II	<p>A. Adjustments in marriage.</p> <p>i. Patterns of adjustment in marriage.</p> <p>B. Financial Adjustment.</p> <p>i. Family Money Management.</p> <p>ii. DINK</p> <p>iii. Work and stress in families.</p> <p>C. In-law Adjustment.</p> <p>i. Causes of friction with in-laws</p> <p>ii. Improving relationships with in-laws</p> <p>D. Sexual Adjustments in Marriage.</p> <p>i. Factors affecting attitudes towards sexual intimacy.</p> <p>ii. Achieving sexual adjustment.</p> <p>E. Communication in Marriage.</p> <p>i. Barriers to communication.</p> <p>ii. Styles of communication.</p> <p>iii. Effective communication patterns.</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize patterns of adjustment in marriage. 2. Discuss the adjustments made in various situations in marital relationship. 3. Explain various barriers to communication in marriage. 	15
III	<p>A. Concept & significance of parenthood.</p> <p>i. Delights & Mundane of parenthood.</p> <p>ii. Planned Parenthood.</p> <p>B. Parenting: 3L's (love, limitations & letting them grow) of the development.</p> <p>C. Parenting infants and toddlers.</p> <p>i. Developmental tasks of infant and toddlers.</p> <p>ii. Guidance in sleeping, weaning, teething, toilet training, health and Immunization.</p> <p>iii. Role of caregiver in providing a safe environment for developing Motor abilities.</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Examine the impact of parenthood on the parents. 2. States the developmental tasks of infant and toddlers. 3. Discuss the role of caregiver in the socio-emotional development. 4. Recognize the role of care-giver in language development. 5. Enumerate the developmental tasks of preschoolers. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	iv. Role of caregiver in socio-emotional development. v. Role of the care-giver in enhancing language development. D. Parenting preschoolers i. Developmental tasks of preschoolers. E. Role of the care-giver & preschool in socialization i. Guiding children in the different stages and types of play. ii. Enhancing the sibling relationship and minimizing rivalry. iii. Preparing the preschooler for preschool. F. Role of the caregiver in enhancing language development. i. Vocabulary. ii. Promoting language development. (through songs and stories) iii. Selecting developmentally appropriate books and toys for children.) iv. Bilingualism & Multilingualism. G. Role of the care-giver in enhancing Creativity.	6. Discuss the role of parents in promoting overall development of preschoolers. 7. Discuss the importance of sibling relationship in child's life. 8. Determine the role of parents in managing the sibling rivalry. 9. Explain the role of parents to minimize the stress related to the admission. 10. Discuss the role of parents in child's language development. 11. Extrapolate the role of parents in selecting the developmentally appropriate books and toys for children 12. Compare the effects of, bilingualism and multilingualism. 13. Describe the role of care giver in enhancing the creativity in children.	
IV	A. Parenting school age children i. Developmental tasks of school age children. B. Role of care-giver during School years i. Guidance in nutrition, sleep, rest, dentition and body posture. ii. Encouraging mastery of motor skills.	The students will be able to: 1. State the developmental tasks of school age children. 2. Discuss the role of parents in promoting development of school age children. 3. State the importance of pocket money.	15

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

EVALUATION

Written test, Group project/poster making, Quiz, Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Berk, L. (2006). *Child development* (7th ed.). New Delhi: Prentice Hall of India Private Limited.
2. Benokraitis, N., V. (1996). *Marriages and families: Changes, choices & constraints*. New Jersey: Prentice Hall
3. Charlesworth, R. (2000). *Understanding child development* (5th ed.). USA: Thomson learning.
4. Click, P.H., & Parker, J. (2012). *Caring for school age children*. USA: Wadsworth.

Consumer Education and Financial Literacy (Theory)
COURSE CODE:RG101

SEMESTER: I & II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF-STUDY HOURS
Consumer and Financial Literacy	4	60	60

OBJECTIVES

On completion of the course the students will be able to-

1. Become familiar with the various consumer problems
2. Be sensitized about consumer rights and responsibilities
3. Interpret critical thinking skills with respect to financial planning.
4. Be aware of various credits in finance.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	<p>A. Consumer Education</p> <p>i. Introduction to Consumer Education and Consumer Movement\</p> <p>ii. Common problems faced by consumers</p> <p>B. Purchase Practices</p> <p>i. Consumer Buying behavior</p> <p>ii. Consumer decision making process</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Identify consumer issues 2. Analyse to wise methods of buying 3. Apply the consumer decision making process 	15
II	<p>A. Consumer Buying Aids</p> <p>B. Consumer Protection</p> <p>i. Consumer Rights and Responsibilities</p> <p>ii. Consumer Protection</p> <p>iii. Consumer Redressal</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate their duties as consumers 2. Explain about the methods to seek redressal 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Introduction To Financial Education i. Income Management ii. Expenditure B. Savings and Investments i. Features and types ii. Introduction to Taxes	The students will be able to: 1. List basic money management methods. 2. Discuss the patterns of expenditure 3. List the basic Taxes 4. Identify the avenues for saving and investment	15
IV	A. Credit In Finance i. Introduction and types of credit ii. Banks and its functions B. Loans and Mortgages i. Types of Loans and Mortgages ii. Procedure for acquiring Loans	The students will be able to: 1. Explain basic formalities and procedures of banking 2. Describe types of loans and mortgages	15

TEACHING METHODOLOGY

Lectures, Use of Power Point and discussion, Group activity.

EVALUATION

Written test, Presentations, Quiz, Form Completion, Survey Sheets, Weekly Budgets and Final Examination.

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Ahuja, H.L.(1986). *Modern Economics*. New Delhi : S. Chand & Co.
2. Gandotra, V. & Divatia, A. (2013). *Consumer Education*. Dominant Publishers.
3. Gross and Crandal (1973). *Management for Modern families*. New Delhi: Prentice Hall
4. Jeff, M. & Hardeep Singh, G. (2015). *Personal Finance*. Canada : Pearson Education.
5. Jain, S., Mehta, C. & Mittal, M. (2011). *Resource Book of Family Finance and Consumer Education*. Academic Excellence Publishers.

6. Nickel, P. & Dorsey, J.M. (1967). *Management in Family Living*. Hoboken : John Wiley & Sons, Inc.
7. Pamecha, V.K. (2010). *How to File a Complaint Before Consumer Forum (Do it Yourself Guide)*
8. Parmeswaran, M.G. (2009). *Ride the change - A perspective on changing Indian consumer, market and marketing*. McGraw Hill Education Pvt. Ltd.
9. Pithawala, H.G. (2013). *The Consumer Protection Act*. C. Jamnadas and Co.
10. Schiffman, G. &Kausik, L. (1997). *Consumer Behaviour*. (6th ed.). New Delhi: Prentice Hall.
11. Sethi, M.&Seetharaman, P. (1994). *Consumerism: A growing concept*. New Delhi: Phoenix Publishing House Pvt. Ltd.
12. Sherlekar, S.A. (1984). *Trade Practices and Consumerism*. Mumbai: Himalaya Publishing House.
13. Sherlekar, S.A., Sawadore S.J.& Dr. Nirmala P. (1994). *Principles of Marketing*. Mumbai: Himalaya Publishing House.
14. Shete, M.M. &Subedar, M.S. (1986). *Elementary Economics*. Mumbai: Somaiya Publishing House.
15. Verma, J.D & Dewett, K.K.(1997). *Introductory Economics*. New Delhi : S. Chand & Co.
16. Wilhems, Heimeri&Jelley.(1966): *Consumer Economics*. New York: McGraw Hill

Other Study Material :

1. CGSI - 'KEEMAT'
2. CERC - 'INSIGHT'
3. MGP - 'GRAHAK'

Travel Arrangements and Formalities (Theory)

COURSE CODE:RG102

SEMESTER: I / II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Travel Arrangements & Formalities	4	60	60

OBJECTIVES

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

1. Get oriented to the prominent tourist destinations in India and abroad.
2. Understand the basis for any travel arrangements for a leisure tour - within India and abroad
3. Become aware about the documentation and requisite processes for international travel.
4. Learn the procedures involved in booking of transport & accommodation.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Travel & Tourism B. Destination Management in India i. Airports , Domestic Airlines, Railways, Heritage trains, Roadway - Highway ii. Fact file of India and Indian States -Capitals - three letter city codes, two letter airport codes iii. Study of popular domestic tourist destinations iv. Map plotting v. Study of domestic itineraries/travel brochures	The students will be able to: 1. Identify the different services in the Indian Transportation industry 2. Plot map for a domestic leisure tour 3. Compare itineraries and list pros and cons	15
II	A. Destination Management for International tourism i. Major Airports, International Airlines, Railways, Trains of the world, Roadway - Highway, Waterways -Cruises ii. Study of prominent International Tourist Destinations	The students will be able to: 1. Identify the different services in the Global Transportation industry 2. Enumerate the requisites of International/Foreign leisure tour	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	iii. Europe, USA, UAE, South East Asia 5 A's of tourism : Accessibility, Attraction, Accommodation , Amenities, Activities B. Accommodation i. Types of Hotels ii. Schemes of Hotels iii. Terminology used by Hotels iv. Reservation process	3. Compare the types of accommodation and different services offered by the Hospitality / Hotel Industry	
III.	A. Passport - an important travel document i. Definition, Types of passport ii. Process of acquiring passport - application form and requisite documents iii. Emigration Check - ECNR and ECR stamp iv. Procedures for the following: Damaged passport, Lost passport, Renewal Change of name etc. v. Tatkal Service - Role of the passport office B. Visa - an endorsement to travel i. Definition, Types of Visa - Single / Multiple Entry, TWOV, VOA, Schengen Visa ii. Classification of Visa - Tourist, Immigration, Business, Employment, Student, Medical iii. Special Permits - Requirements for restricted areas such as North Eastern States Andaman, Lakshadweep.	The students will be able to: 1. Explain the need & importance of documentation for international Travel 2. Work towards acquiring travel documentations	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV.	<p>A. Travel Requirements</p> <ol style="list-style-type: none"> Importance of Travel Information Manual (TIM) Health Requirements, Types of vaccination (Required and Recommended) Travel Insurance - medical and other insurance Money matters - Foreign Exchange (FOREX) Basic Travel quota (BTQ) Rules applicable , Credit Cards Other requirements - Travel budget, Travel agency vouchers and travel tips <p>B. Airport Formalities and Customs</p> <ol style="list-style-type: none"> Formalities before and after air travel Custom regulations, restricted goods, Red and Green Channels Clearance of Passengers, Baggage weight and clearance, lost baggage, routings of baggage, rules regarding pets Emigration and Immigration forms Travel taxes 	<p>The students will be able to:</p> <ol style="list-style-type: none"> Discuss the need for insurances when on travel Describe the basic finances of travel planning Explain the immigration process at the Airport 	15

TEACHING METHODOLOGY

Lectures, Use of Maps, Power point, Travel brochures, Samples of Travel Documents

EVALUATION

Written test, Group project, Classroom exercises, Assignments and Final Examination

Evaluation Weightage -

Internal 50% and Final 50 %

RECOMMENDED READING MATERIALS

1. Bhatia, A. (1991). *Tourism Development & Principals*. New Delhi, Sterling Publishers Pvt. Ltd.
2. Bradnock, R. (2001). *Footprint India Handbook 2002 - The Travel Guide*, (11th ed.). England, Bat Footprint Handbooks.
3. Bruyn, P.D. & Bain, K. (2004). *Former India*, (1st ed.). New Delhi, Inc., Wiley Publishing.
4. Kishore, B. & Goyal, G. (2001). *India - Travel Guide*, New Delhi, Diamond Pocket Books.
5. Khuller, R. (2004). *Gateway to the Gods - Haridwar, Rishikesh, Yamunotri, Gangotri, Kedarnath, Badrinath*, New Delhi, USB Publishers Distributors Pvt. Ltd.
6. Puri, M. (2005). *Travel & Tourism Management*
7. Robert, A. (1996). *India Unveiled*, Georgia, Atman Press.
8. Seth, P. et al (1998). *Introduction to Travel & Tourism*, New Delhi, Sterling Publication Pvt. Ltd.
9. Singh, S. & Greenway, P. et al (2001). *India, USA*, Lonely Planet Publications.
10. *India a Tourist Delight*-Readers Digest Publication
11. *Tourism Operation* - Oxford Publication
12. *DK Eyewitness Travel Guides* (2002). India, London, Dorling Kindersley Ltd.
13. *India: A Tourist's Guide* (1999), Bangalore, Vasan Book Depot.
14. *India: The Journey* (2004). Mumbai, MRM Publication.
15. *India: The World Encyclopedia* (1999), USA, World Book.
16. *Student's Britannica: India*. New Delhi, Encyclopedia Britannica (India) Pvt. Ltd.
17. *Travel House Guide to Incredible India* (2009). New Delhi, Har-Anand Publications Pvt. Ltd.
18. *Outlook Traveller Getaways*. New Delhi, Maheshwar Peri, Hathway Investments Pvt. Ltd.
19. *LONELY PLANET-India*

Maps:

1. OXFORD ATLAS
2. INDIA AS TOURIST DESTINATION ATLAS

Travel Website / Travel Portals

1. www.incredibleindia.org/tourism.gov.in/
2. www.yatra.com/travel/india-tourism/
3. www.tourismofindia.com/
4. www.thomascook.in/tcportal/international-holidays
5. www.makemytrip.com/holidays-international
6. www.indianairports.com/php/showNews
7. www.tataaiginsurance.in/travelinsurance

Fashion Craft (Practical)

COURSE CODE: TG101

SEMESTER: I / II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Fashion Craft	4	120	120

OBJECTIVES

On completion of the course the students will be able to-

1. Familiarize themselves with various embellishment techniques.
2. Select appropriate material for construction of fashion articles.
3. Apply traditional textile craft techniques as per current market trends.
4. Design and develop fashion articles.

COURSE CONTENT:

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to smocking techniques and preparation of samples. B. Preparation of fashion article.	The student will be able to: 1. Familiarize themselves with different techniques of smocking. 2. Select appropriate fabric and smocking technique. 3. Develop a product.	30
II	A. Introduction to various techniques of fabric painting. B. Painting on various garments using a combination of techniques.	The students will be able to: 1. Familiarize themselves with different techniques of painting. 2. Develop skill of fabric painting. 3. Apply various techniques of painting on fashion articles.	30
III	A. Introduction to techniques in bead work. B. Design and prepare bead work jewelry.	Students will be able to: 1. Learn techniques of traditional bead work. 2. Develop contemporary fashion articles.	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	A. Introduction to knotting techniques of Macramé. B. Preparation of a article.	Students will be able to: 1. Select appropriate yarns for macramé articles. 2. Create fashion articles using knotting techniques.	30

TEACHING METHODOLOGY

Demonstration, selection of appropriate designs, application of designs on various fashion articles.

EVALUATION

Continuous assessment of fashion crafts.

Evaluation Weightage - Internal 100%

RECOMMENDED READING MATERIALS

1. Cavendish, M. (1975). *Golden hands encyclopedia of crafts*. London: Marshall Cavendish.
2. Colette, W. (1996). *The Art of manipulating fabric*. Iola. Wisconsin: Krause Publications.
3. Davis, J. (2001). *The Complete Guide to Beading Techniques*. Iola: Kruase publication.
4. Dodge, J. (1979). *Step-by-step new macrame*. New York: Golden Press.
5. Gentry, J. (2002). *Macrame*. New York: Lark Books
6. Hahn, S. (2001). *A complete guide to silk painting*. Tunbridge Wells: Search Press.
7. Ito, K. M. (2007). *Bead Weaving Brilliance*. Tokyo: English Tex. Japan Publication Trading Co. Ltd.
8. Reader's Digest. (1979). *Crafts and Hobbies*. New York: Reader's Digest Association.
9. Robinson, R. (1994). *Decorative Fabric Painting*. London: Chancellors Press.
10. Schneebeli, D. & Morrel. (2007). *Bead & Button, Ribbon & Felt Jewellery*. London: Cico Books.
11. Verman, L. (Ed.) (1983). *The Complete Book of Sewing & Fabric for the Home*. London: Cavendish House.

Fundamentals of Fashion (Theory)

Course Code: TG102

Semester: I / II

Credits: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Fundamentals Of Fashion	4	60	60

OBJECTIVES

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

1. Classify the fiber, yarn and fabric.
2. Define fashion terminologies.
3. Interpret color and design concepts in personal grooming.
4. Relate to various fashion concepts.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Introduction to Textiles B. Use of textiles in fashion i. Properties of fiber, yarn and fabrics with their applications. ii. Care of textiles.	The student will be able to: 1. Define terms used in textiles. 2. Classify the textile fibres, yarn and fabric. 3. Relate properties with their uses. 4. Select appropriate procedure for the care of textiles.	15
II	A. Terminology in fashion design B. Functions and Socio economic aspects of clothing. C. Evolution of Fashion i. Fashion history. ii. Fashion cycle	The student will be able to : 1. Familiarize with terms used in fashion. 2. Relate various types of clothing according to its function and society. 3. Identify the stages of fashion cycle. 4. Appreciate trends in fashion.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Introduction to fashion styling B. Colour and design concepts in fashion.	The student will be able to : 1. Use colour combinations and clothing as per the personality. 2. Apply various techniques to be used to develop appropriate garment design. 3. Select appropriate accessories and make-up.	15
IV	A. Basics of wardrobe planning B. Selection of fabrics and garments according to figure type D. Clothing used at various stages of life.	The students will be able to: 1. Identify and relate appropriate garment design to body type. 2. Source and recognize fabrics and garments to be used age wise. 3. Creatively assemble a wardrobe.	15

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, role play, Group activity.

EVALUATION

Written test, Group project/video viewing, Quiz, Classroom presentation and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIAL:

1. Bhargav R. (2005). *Design Ideas and Accessories*. New Delhi: B. Jain Publishers (P) Ltd.
2. Bhatt P. & Goenka S. (2001) *Foundation of Art and Design* (2nd ed.) Bombay: Lakhani Book Depot.
3. Celia S. (2004). *Fashion Accessories*. New York: Fairchild's Publications.
4. Denton M. J. & Daniels (2009). *Textile Terms and Definitions*. (11th ed.) Manchester U. K.: The Textile Institute.
5. Goverholser, C. (2013). *Design and Structure of Fabric*. New Delhi: Random Publications.
6. Potter M. D. & Corbman B. P. (1983). *Textile: Fiber to Fabric*. (6th ed.). New York: McGraw- Hill Book Co.
7. Rastogi M. (2009). *Industrial Laundry*. New Delhi: Sonali Publications.
8. Toratora, P. G. & Merkel R. S. (2005). *Dictionary of Textiles*. (7th ed.) New York: Fairchild's Publications.
9. Wynne, A. (1997). *Textiles: The motivate series*. (1st ed.) London: MacMillan

Functional English (Theory)

Course Code:LG101

Semester: II

Credits: 04

COURSE	THEORY CREDITS	TOTAL CONTACT HOURS	SELF-STUDY HOURS
Functional English	04	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Read with fluency and comprehend passages in English
2. Develop written communication skills for everyday and professional communication
3. Express ideas logically and descriptively.
4. Participate independently in conversations and discussions, and acquire basic oral communication skills required for the work place.

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	Reading and Comprehension Skills A. Skimming B. Scanning	The students will be able to- 1. Employ techniques of skimming and scanning while reading a passage 2. Select and use new words in context. 3. Identify cohesive devices.	15
II	Writing Skills A. Note Making B. Story writing and Paragraph development C. Job Application i. Resume Writing (basic resume)	The students will be able to- 1. Identify key points while making notes. 2. Develop effectively study skills. 3. Synthesize sentences using correct structure and expand ideas 4. Prepare bio data/ C. V.	15
III	Listening and Speaking skills A. Listening and Note Taking B. Telephonic Etiquette C. Interviews	The students will be able to: 1. Listen, identify and document key information. 2. Use effective call greetings as a caller and receiver. 3. Use appropriate language and soft skills relevant to telephonic conversation. 4. Face interviews confidently	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	Professional Communication A. Email writing B. Presentation Skills	<p>The students will be able to -</p> <ol style="list-style-type: none"> 1. Communicate effectively through emails with accurate English 2. Use proper structure and format in emails <p>The students will be able to-</p> <ol style="list-style-type: none"> 1. Use different techniques of presentations 2. Apply the concept of sequencing in presentations 3. Select appropriate language relevant to presentations 4. Make effective and interactive presentations 5. Engage audience in presentation 	15

N.B. The above said skills would be developed with the help of selected topics from the text book 'Reflections II -An Anthology of Prose, Poetry and Fiction by Nandini Nayar (Foundation Books) , On Track'- English Skills for Success by Annie John (Orient Black Swan)

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

EVALUATION WEIGHTAGE - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Chaskar,A. (2015) *Literacy Pinnacles*, Hyderabad: Orient Blackswan Private limited.
2. Dhavan , J.K. (2011), *Communication Skills and Functional English*, Jaipur: Prism Books.
3. Geetha , N. (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
4. Gupta,R. (2010) *A Course in Academic Writing*, Hyderabad: Orient Blackswan Private limited.

5. John , A. (2014) *On Track: A Textbook for College students*, Hyderabad: Orient Blackswan Private limited,
6. John, A. and Pawar, N. B (2015) *Staying Ahead*, Hyderabad, Orient Blackswan Private limited.
7. Jones , S. and Macziola (2000), *Getting Ahead: A communication skills course for Business English*, New Delhi: Cambridge University Press.
8. Jones ,L. & Alexander, R. (2003), *New International Business English*, New Delhi : Cambridge University Press.
9. Krishnaswamy, N.(2015), *Eco English*, New Delhi: Bloomsbury Publishing India Pvt Ltd.
10. Mulgaonkar , S.D. and Waradkar V.G. (2009), *Business Communication*, Mumbai: Manan Prakashan.
11. Nayar , N . (2009), *Reflections II-Anthology of Prose, Poetry, Drama & Fiction Foundation Books* , New Delhi : Cambridge University Press India Pvt. Ltd. Oxford University Press.
12. Pennington, M.C. (1995) *New ways in Teaching Grammar*, USA: Pantagraph Printing, Bloomington, Illinois.
13. Prakash ,C.L.N. (2010), *Reflections III, Anthology of Prose, Poetry, Drama & Fiction Foundation Books*, New Delhi: Cambridge University Press India Pvt. Ltd.
14. Raman, M.&Sharma ,S. (2004),*Technical Communication: Principles and Practice (Vol I, II & III)*, New Delhi : Oxford University Press.
15. Sadanand ,K. and Punitha, S. (2015) *Spoken English (II): A Foundation Course*, Hyderabad: Orient Blackswan Private limited.
16. Sadanand ,K. and Punitha, S. (2015) *Spoken English (I): A Foundation Course*, Hyderabad, Orient Blackswan Private limited.
17. Seely, J. (2007), *Oxford Guide to Effective Writing and Speaking*, New Delhi:
18. Shrivastava, M. (2005), *News Reporting and Editing*, New Delhi: Sterling Publication Pvt Ltd.
19. Turton, N.D. (2005), *ABC of Common Grammatical Errors*, New Delhi: McmillanIndia.Ltd.
20. <https://www.englishforums.com/English/IndustrialVisitReportFormat-IndustrialVisitOrganisersCoimbat/qzzgz/post.htm>
21. <http://www.slideshare.net/sammyZAMMY/a-sample-on-industrial-visit-report-for-mba-students-by-bilal-khan>
22. <http://work.chron.com/write-industrial-visit-report-3844.html>
23. <http://www.citehr.com/360770-industrial-visit-report-format-iv-report-format.html>
24. <http://public.wsu.edu/~mejia/Summary.htm>
25. <http://www.cws.illinois.edu/workshop/writers/tips/summary/>
26. <https://en.wikipedia.org/wiki/Mountaineering>
27. <https://en.wikipedia.org/wiki/Preservative>
28. https://en.wikipedia.org/wiki/Reality_television

Advanced English (Theory)

Course Code:LG102

Semester: II

Credits: 4

COURSE	THEORY CREDITS	TOTAL CONTACT HOURS	SELF-STUDY HOURS
Advanced English	04	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Appraise and analyze a variety of texts -fiction and non- fiction.
2. Independently compose written text required for work place.
3. To acquire oral communication skills to enter and function at the work place.

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Reading and Comprehension i. Fiction ii. Non Fiction B. Using different reading sub skills i. Reading for gist, ii. For specific information, iii. For inference iv. For comprehending different perspectives.	The students will be able to- 1. Develop motivation to read different genres of books 2. Acquire skills in expressing critical analysis of the text. 3. Use different reading sub skills	15
II	A. Professional Writing Skills i. Job Application ii. Business E-mail	The students will be able to- 1. Acquire knowledge of different formats of written text relevant to work place. 2. Apply the mode of e-communication.	15
III	Speaking and Soft skills A. Interviews B. Group Discussion	The students will be able to- 1. Acquire oral communication skills to enter the work place. 2. Participate confidently in group discussions on current issues, case studies.	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	Presentation Skills : A. Oral Presentation B. Power point Presentation	The students will be able to- 1. Use different techniques of presentations 2. Apply the concept of sequencing in presentations 3. Select appropriate language relevant to presentations 4. Make effective and interactive presentations 5. Engage audience in presentation	15

N.B. The above said skills would be developed with the help of selected topics from the text book 'Reflections II -An Anthology of Prose, Poetry and Fiction by NandiniNayar (Foundation Books),*Literacy Pinnacles*, Hyderabad: Orient Blackswan Private limited.

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Role play, Exercises, Group activity.

EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

EVALUATION WEIGHTAGE- Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Chaskar, A. (2015) *Literacy Pinnacles*, Hyderabad: Orient Blackswan Private limited.
2. Dhavan, J.K. (2011), *Communication Skills and Functional English*, Jaipur: Prism Books.
3. Geetha, N. (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
4. Gupta, R. (2010) *A Course in Academic Writing*, Hyderabad: Orient Blackswan Private limited.
5. John, A. (2014) *On Track: A Textbook for College students*, Hyderabad: Orient Blackswan Private limited,
6. John,A.and Pawar, N. B (2015) *Staying Ahead*, Hyderabad, Orient Blackswan Private limited.

7. Jones, S. and Macziola (2000), *Getting Ahead: A communication skills course for Business English*, New Delhi: Cambridge University Press.
8. Jones, L. & Alexander, R. (2003), *New International Business English*, New Delhi : Cambridge University Press.
9. Krishnaswamy , N.(2015), *Eco English*, New Delhi: Bloomsbury Publishing India Pvt Ltd.
10. Mulgaonkar , S.D. and Waradkar V.G. (2009), *Business Communication*, Mumbai: Manan Prakashan.
11. Nayar , N . (2009), *Reflections II-Anthology of Prose, Poetry, Drama & Fiction Foundation Books* , New Delhi : Cambridge University Press India Pvt. Ltd. Oxford University Press.
12. Pennington, M.C. (1995) *New ways in Teaching Grammar*, USA: Pantagraph Printing, Bloomington, Illinois.
13. Prakash ,C.L.N. (2010), *Reflections III, Anthology of Prose, Poetry, Drama & Fiction Foundation Books*, New Delhi: Cambridge University Press India Pvt. Ltd.
14. Raman, M.&Sharma ,S. (2004),*Technical Communication: Principles and Practice (Vol I, II & III)*,New Delhi : Oxford University Press.
15. Sadanand ,K. and Punitha, S. (2015) *Spoken English (II): A Foundation Course*, Hyderabad: Orient Blackswan Private limited.
16. Sadanand ,K. and Punitha, S. (2015) *Spoken English (I): A Foundation Course*, Hyderabad, Orient Blackswan Private limited.
17. Seely , J. (2007), *Oxford Guide to Effective Writing and Speaking*, New Delhi:
18. Shrivastava , M. (2005), *News Reporting and Editing*, New Delhi: Sterling Publication Pvt Ltd.
19. Turton, N.D. (2005), *ABC of Common Grammatical Errors*, New Delhi: Mcmillan India.Ltd.
20. <https://www.englishforums.com/English/IndustrialVisitReportFormat-IndustrialVisitOrganisersCoimbat/qzzgz/post.htm>
21. <http://www.slideshare.net/sammyZAMMY/a-sample-on-industrial-visit-report-for-mba-students-by-bilal-khan>
22. <http://work.chron.com/write-industrial-visit-report-3844.html>
23. <http://www.citehr.com/360770-industrial-visit-report-format-iv-report-format.html>
24. <http://public.wsu.edu/~mejia/Summary.htm>
25. <http://www.cws.illinois.edu/workshop/writers/tips/summary/>
26. <https://en.wikipedia.org/wiki/Mountaineering>
27. <https://en.wikipedia.org/wiki/Preservative>
28. https://en.wikipedia.org/wiki/Reality_television

Science for Life (Theory)

Course Code:SG101

Semester: II

Credits: 4

COURSE	THEORY CREDITS	TOTAL CONTACT HOURS	SELF-STUDY HOURS
Science For Life	04	60	60

OBJECTIVES

On completion of the course the students will be able to-

1. Understand the relationship between science, society and the environment.
2. Recognize and appreciate the positive and negative impacts of modern technology and make informed decisions.
3. Appreciate interdisciplinary connections between various fields.
4. Appreciate and apply principles of science evident in everyday life and use these to solve problems.
5. Acquire and apply scientific skills to ensure a better and improved standard of living.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Household chemicals i. Chemical composition, application and harmful effects of <ul style="list-style-type: none">▪ Cleansing agents such as Soaps, detergents and certain preparation, foaming capacity▪ Antiseptic and disinfectant▪ Green Cleaners▪ Chemicals used for pest control▪ Other chemicals (mosquito repellent, room freshener etc.) ii. Household chemical safety B. Household Appliances i. Basic principle and specifications of heat based and motor based appliances - Microwave oven, mixer and grinder, washing machine, refrigerator and air conditioner.	The students will be able to: 1. List various chemicals used at home and about safety measures to be taken. 2. Explain efficient usage and the basic principles of household appliances. 3. Describe different applications of micro-organisms.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Use of Energy in every-day life <ul style="list-style-type: none"> ▪ Introduction ▪ Types of energy used at home ▪ Energy conservation, consumption and efficient use of energy C. Role of Micro-organisms in our life <ul style="list-style-type: none"> i. Basic introduction to various microorganisms (bacteria, algae, fungi, protozoa and virus) ii. Application and importance of microbes in various fields such as Agriculture, Food industry and mushroom cultivation, Medicine iii. Study of certain infectious diseases caused by micro-organisms such as HIV and AIDS, HBV, Hep C 		
II	A. Cosmetics <ul style="list-style-type: none"> i. Introduction and definition ii. Chemistry of different cosmetics and certain preparation iii. Hazards involved iv. Herbal cosmetics B. Dyes <ul style="list-style-type: none"> i. Introduction and definition ii. Uses of dyes as food colors, in medicines, textiles, cosmetics and paints iii. Hazards involved iv. Eco-friendly dyes C. Drugs <ul style="list-style-type: none"> i. Introduction and definition ii. classification based on their mode of action iii. side effects iv. legal and illegal drugs v. Drug abuse 	The students will be able to: <ul style="list-style-type: none"> 1. Explain chemistry of drugs dyes and cosmetics. 2. Enumerate usages and Hazards involved in using chemical products. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	A. Purification techniques i. Filtration ii. Decantation iii. Crystallization iv. Distillation v. Chromatography. B. Solubility and pH i. Temperature dependence of solubility ii. pH of various fruit and vegetable juices C. Phytochemicals in plant D. Water i. Disinfection of water ii. Hardness of water	The students will be able to: 1. Enumerate to identify different purification and separation techniques and their application. 2. Enumerate the scientific techniques used in water analysis. 3. Enumerate the simple methods for preparation of soap and cream. 4. Differentiate between foaming capacity of various soaps available in the market. 5. Identify the presence of phyto chemical in the medicinal plants.	15
IV	A. Gardening i. Soil ii. Medicinal and culinary plants § Common name § Description and uses iii. Soilless agriculture iv. Organic farming practices B. Project - An insights into new scientific technologies	The students will be able to: 1. Explain different types of soils, medicinal and culinary plants. 2. Enumerate benefits of organic farming 3. Describe the current scientific applications in our daily life. 4. Extrapolate applied aspects of science in day to day life.	15

TEACHING METHODOLOGY

Lectures, Use of Power point and discussion, Debate, Exercises, Group activity

EVALUATION

Written test, Group project, Quiz, Classroom exercises, assignments and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Ananthanarayan and Paniker's, (2010). *Textbook of Microbiology*, (8th ed.). Orient Longman Private Limited.

2. Arvind Singhal, Everett M. Rogers, (2003). *Combating AIDS*. New Delhi: SAGE.
3. Baveja C.P., (2012). *Textbook of Microbiology*(4th ed.). New Delhi: Arya Publications.
4. Chatwal G.R., Vol II, (2008). *Pharmaceutical Chemistry- organic*. Himalaya Pub. House.
5. Foye, (2013), Foye's *Principles of Medicinal Chemistry*.(7th ed.). Lippincott Williams and Wilkins.
6. Harsh Mohan, (2010). *Textbook of Pathology*, (6th ed.). Jaypee Brothers, medical Publishers Pvt. Limited.
7. Panda H., (2004). *Herbal Cosmetic Handbook*, Delhi: Asia Pacific Business press.
8. Sesley H. W., Paul J. Vanwesnark, (2008). *Microbes in Action, A laboratory Manual of Microbes*.(8thed.). London: W H Feeman Publisher.
9. Sharma P.P., (2010). *Cosmetics - Formulation, manufacture and quality control*,(5thed.). Delhi: Vandana Publications.
10. Shenai. (1991) *Introduction to the Chemistry of dyestuff*. Delhi: Sevak Publication.
11. Shenai. (1987), *Chemistry of dyes and principles of dyeing*.(3rded.). Delhi: Sevak Publication.
12. Singh K., (2012). *Chemistry in Daily Life*, (3rd ed.). Eastern Economy Edition, PHI Publication
13. Singh and Jindal Journal Conserv Dent. (2010). *Evaluating the buffering capacity of various soft drinks, fruit juices and tea*. Jul-Sep; 13(3): 129-131., Journal of conservative Dentistry.
14. *A Handbook of Cosmetics*, (2009). Delhi: Vallabh Prakashan.
15. *Methods Manual Soil Testing in India*, (2011). Department of Agriculture & Cooperation Ministry of Agriculture Government of India, New Delhi.

Websites-

1. https://my.clevelandclinic.org/health/healthy_living/hic_Household_Chemicals_The_Basics/hic_Household_Chemicals_Chart_Whats_in_my_House
2. <http://householdproducts.nlm.nih.gov/>
3. <http://www.medtox.org.uk/household-items.html>
4. <http://www.toxipedia.org/display/toxipedia/Toxic+Chemicals+in+Household+Products>
5. <http://www.epa.nsw.gov.au/warr/cleanoutGuide.htm>
6. <http://www.ifrc.org/Global/Publications/disasters/142100-hwt-en.pdf>
7. <http://www.intermed.it/istbiotech/reach/A06web1992.pdf>
8. <http://www.chem.elte.hu/w/gpch/tasks/gpch1997-hardness-ac.pdf>
9. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2980607>

GE Course Offered by Department of English Foreign Language - Conversational French

Amongst all foreign languages French is a major language used internationally for communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world.

This course provides students the required competency to communicate and converse in French Language with great ease and comfort to find a job in various sectors like Diplomatic service professional, Foreign language trainer, Translator for MNCs and govt. organization, Research associate, Interpreter, Tourist guide, Airhostess or flight steward, Attendant at hotels, Online content writers, technical translators and Public relation officer.

Conversational French Course (Practical)

COURSE CODE: LG201

SEMESTER - III

CREDITS- 2 (PR)

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	TOTAL CONTACT HOURS
Conversational French Course	02	02	60

OBJECTIVES

On completion of the course the students will be able to -

1. Identify and write French alphabets. Numbers
2. Construct Simple sentences following grammatical rules
3. Communicate in French language
4. Converse in French language with native speakers

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	i. Alphabets, ii. Number, iii. Parts of Speech, iv. Time	The student will acquire basic knowledge of : 1. French Alphabets 2. Numbers and Time 3. Parts of Speech	15
II	i. Introduction ii. Nation, Nationality, iii. Contact Information iv. Expressing Likes, Dislike,	The student will be able to: 1. Introduce herself in French 2. Communicate about her Nation, Nationality, 3. Share her contact information 4. Express her likings and dislikings in French	15

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
III	i. Dreams and Passion ii. Localizing City iii. Taking Direction, iv. Mode of Transport v. Making Hotel Reservation,	The student will be able to: 1. Talk about her dreams and passions 2. Communicate in French to localize any place in a city. 3. Inquire about the different modes of transport 4. Make Hotel reservation	15
IV	i. Description of the Place ii. Describing Weather, iii. Doing Activities, iv. Drafting a Letter.	The student will be able to: 1. Describe any place 2. Describe weather 3. Talk about her daily routine and activities 4. Draft a small letter in French	15

No. of students per batch : Not more than 20

Teaching Methodoly

Lectures, demonstration, Use of Power point Presentation, Role play , dialogue delivery, Use of multi media for oral comunication

Evaluation

Internal	External
50%	50%

Course material

Course material will be provided by the faculty

RECOMMENDED READING MATERIALS

1. Battye, Adrian (1992) . *French Language Today: A Linguistic Introduction*. London: Routledge.
2. Rickard, Peter (1995) . *A History of the French Language*. London: Routledge.
3. Mc Donald, Maryon (1989) *We are not French, Language and Culture and Identity in Brittney*. London, Routlege.
4. Meisel.M, Jurgen (1994) *Bilingual First Language Acquisition: French and German Gramatical Development*. Amsterdam: John Benjamin Publication

Media and Information Literacy (MIL)(Practical)

Course Code:MG201

Semester: III/IV

Credits:2

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Media and Information Literacy	2	60	60

OBJECTIVES

On completion of the course students will be able to -

1. Get oriented to media and information literacy.
2. Know about the functions of media and information channels in democratic societies.
3. Understand about the conditions needed for the effective performance of media and information providers.
4. Foster the development of free, independent and pluralistic media and open information systems in the society.

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	A. Information and Media Literacy i. media and information literacy- need and importance B. Print Media i. Types of newspapers and magazines i.e. Broadsheet, Tabloid, Weekend Papers, News magazines, Niche magazines. ii. Role of Print media in representing political, economic and socially relevant issues such as Human Rights, illiteracy, Overpopulation, Gender issues, Special children, Malnutrition.	The student will be able to- 1. Identify key learning outcomes/elements of media and information literacy 2. Explore the roles of media in changing society 3. Delineate the purpose of media in strengthening or pursuing issues of community welfare and democratic functioning	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	C. Radio : i. Commentaries and analysis, music appreciation programs, plays and features, news and current affairs D. Television : Information and critiquing the television programs i. Hard news, ii. Talk programmes and Interviews, iii. Documentaries - contents, research and narration iv. Special features of Television news, v. Investigative stories, vi. Sports, vii. Educational Programs, viii. Soap Operas, ix. Reality Shows E. Analyzing music videos F. Media and social change		
II	A. Feature films - i. Film genres B. Advertising- i. Commercial and Development sector communication. C. NEW AND TRADITIONAL MEDIA i. From traditional media to new media technologies ii. Types and uses of new media technologies in society - mass and digital communication D. INFORMATION LITERACY AND LIBRARY SKILLS i. Information and information literacy (IL):-	The student will be able to- 1. Identify a variety of film genres and understand the successful film formulae 2. Evaluate the impact of advertising in imparting socially relevant messages. 3. Compare representations in alternative media to those in the mainstream 4. Identify and explore general information sources (print and electronic) 5. Identify and discuss ethical and responsible uses of information tools and resources	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. i. Data, information, knowledge, wisdom, data mining and data analysis. iii. ii. IL: Concept, usefulness iv. iii. Library:-Concept, types, etc. v. iv. Sources of information:- Primary, secondary, and tertiary sources of information v. Books, serials, journals, magazines, pamphlets, newsletters, newspapers, etc. vi. International standard numbers vii. Reference sources viii. Evaluation of electronic information resources ix. Library classification and library cataloguing E. DIGITAL INFORMATION LITERACY i. An introduction to Intellectual Property Rights(IPRs) F. Online search techniques G. FOSS (Free and Open Source Software), free resources, Web 2.0, Digital libraries and institutional repositories	6. Use the basic capabilities of productivity tools for word processing, file storage, access to remote information sources, and interpersonal communication 7. Understand and apply copyright laws including creative commons and copyright Licencing 8. Search online using the relevant techniques (search engines, subject directories and gateways)	

TEACHING METHODOLOGY

Lectures, discussions, demonstrations, audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

Group assignment:-Project presentation - Group and Individual, Journal and Visits

Evaluation Weightage – Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Blanchett, H., Powis, C., & Webb, J. (2012). *A guide to teaching information literacy: 101 practical tips*. London: Facet Pub.
2. Burkhardt, J. M., MacDonald, M. C., & Rathemacher, A. J. (2010). *Teaching information literacy: 50 standards-based exercises for college students*. Chicago: American Library Association.
3. Chandler Dainel and Munday Rod. (2011). *A Dictionary of Media and Communication*. New York: Oxford University Press.
4. Das, A. K., Sen, B. K., & Josiah, J. (2008). *Open access to knowledge and information: Scholarly literature and digital library initiatives, the South Asian scenario*. New Delhi: The United Nations Educational Scientific & Cultural Organization.
5. Frydenberg, M., & Shelly, G. B. (2010). *Web 2.0*. Mason, OH: South-Western.
6. Harcup Tony (2009). *Journalism, Principles and Practice*. New Delhi : Sage South Asia.
7. Hollister, C. V. (2010). *Best practices for credit-bearing information literacy courses*. Chicago: Association of College and Research Libraries.
8. K. Neelamalar (2009). *Media Law and Ethics* Paperback new Delhi: Prentice Hall India Learning Private Limited.
9. Kumar J. Keval. (1994). *Mass Communication in India*. Jaico Publishing House: Mumbai.
10. Kumar, P. S. G. (2002). *A student's manual of library and information science*. Delhi: B. R. Publishing Corporation.

Manyozo

11. Linje Media, Communication and Development: Three Approaches. Sage Publications: Washington D.C.
12. Mcquail Denis (1990). *Mcquail's Mass Communication Theory*. Mumbai: Om Books.
13. Narula Uma (2007). *Development Communication: Theory and Practice*. New Delhi: HarAnand Publications.
14. Parkes, D., & Walton, G. (2010). *Web 2.0 and libraries: Impacts, technologies and trends*. Oxford: Chandos Pub.
15. Wimmer D Roger. (2015). *Mass Media Research An Introduction*. New Delhi: Cenage Learning

Core Courses for Specialization in Mass Communication and Extension (Honors/ Regular)

Core Course are designed for the specialization of choice to develop the basic foundation that a student is expected to imbibe in the specialization. Each student is expected to complete the defined core credits for the specialization (B.Sc. Regular- 72 credits and B.Sc. Honors- 84 credits) as a prerequisite for the B.Sc. program.

Core Courses		Developmental Counselling			Credits		B.Sc	
Sr. No.	Code No.	Semester	CORE Courses	72 credits (Regular) 84 credits (Honors)	Theory	Practical	Regular	Honors
1.	MCI03	I	Fundamentals of Communication		-	4	4	4
2.	MCII04	II	Contemporary Social Issues		4	-	8	8
3.	MCII05		Fundamentals of Photography		-	4		
4.	MCIII06	III	Extension Education		4	-	16	20
5.	MCIII07		Computer Application in Mass Communication and Extension		-	4		
6.	MCIII08		Leadership Development		4	-		
7.	MCIII09		Media Studies		4	-		
8.	MCIII19		Research Methods in Mass Communication and Extension <i>*Only for Honors</i>		4	-		
9.	MCIV10	IV	Public Relations		4	-	20	24
10.	MCIV11		Sound for Media		4	-		
	MCIV12				-	4		
11.	MCIV13		Marketing and Advertising		4	-		
12.	MCIV14		Writing for Print Media		-	4		
13.	MCIV20		Brand Building <i>*Only for Honors</i>		-	4		
14.	MCV15	V	Sustainable Development		4	-	12	12
15.	MCV16		Corporate Social Responsibility		4	-		
16.	MCV17		Entrepreneurship Development		-	-4		
17.	MCVI18	VI	Community Outreach Program		-	6	12	16
18.	MCVI01		Research and Trends in Mass Communication and Extension Education		-	2		
19.	MCVI02		Internship		-	4		
20.	HCVI36		Appreciation of Films <i>*Only for Honors</i>		-	4		
Total Credits					72	84		

Fundamentals of Communication (Practical)

COURSE CODE : MCI03

SEMESTER: I

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Fundamentals of Communication	4	120	120

OBJECTIVES

On completion of the course the students will be able to -

1. Describe the concept of communication.
2. Develop skills required for production of audio visual aids as means of communication.
3. Create media suitable for community outreach programme.
4. Apply the concept of audio visual Communication to their area of specialization.

COURSE CONTENT

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
I	<p>A Introduction to Communication</p> <p>i. Concept of Communication.</p> <p>ii. Types, Characteristics.</p> <p>iii. Function of communication.</p> <p>iv. Communication process</p> <p>B. Classification of Audio Visual Aids</p> <p>I. Definition, meaning and types of audio visuals.</p> <p>ii. Role of Audio visual aids.</p> <p>iii. Guidelines for preparing Audio visual aids.</p> <p>iv. Selection and use of Audio visual aids.</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning and definition of Communication. 2. Classify different types and characteristics required for a good Communicator. 3. Identify the significance of audio visual aids in teaching and learning process 	30
II	<p>A. Preparation of graphic aids</p> <p>B. Posters</p> <p>i. Definition</p> <p>ii. Characteristics Uses</p> <p>iii. Points to remember while making a poster</p> <p>iv. Advantages and Limitations</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand various types of audiovisual aids. 2. Develop creative thinking/ innovative approach towards communication. 	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	C. Charts I. Definition ii. Characteristics Uses. iii. Points to remember while making a poster. iv. Advantages and Limitations. v. TypesPreparation and submission of chart. D. Bulletin board display i. Definition and uses ii. How to develop a bulletin board display. iii. Advantages and Limitations iv. Preparation and submission of Bulletin board display. E. Flash cards. i. Definition and uses. ii. Advantages and Limitations. iii. Steps of preparing Flannel board display. iv. Preparation and submission of poster. v. Preparation and submission of flash card.	3. Prepare visual aids by applying knowledge of principles of designing visual aids.	
III	A. Introduction to Street play I. Definition, Characteristics and historical development of street play ii. Advantages and Limitations B. Script writing for a street play C. Techniques of voice modulation, confidence building. D. Performing a street play.	The student will be able to: 1. Creatively work with team members 2. Formulate creative ideas and express them through audiovisual language. 4. Inculcate confidence in presenting ideas before a group. 5. Familiar with the theory and practice of narrative tools	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
IV	A. Introduction to Puppets B. Types of Puppets C. Puppets Making I. Making the basic garments, D. Performing a puppet show.	The student will be able to: 1. Select appropriate topic for puppet show. 2. Learn to draft puppet body. 3. Construct the garments. 4. Inculcate confidence in presenting ideas before a group.	30

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

Individual and group assignment- graphic aids, street play and puppet show presentations, and internal oral test

Evaluation weightage - Internal -100%

RECOMMENDED READING MATERIALS

1. Aggarwal, V; Gupta, V. (2002). Handbook of journalism and mass communication. New Delhi: Concept Publishing Company.
2. Chande S. & Banerjee v. (2001). Handbook on Preparation of Audio visual aids; SM Enterprises.
3. Kumar, K. (2013). Mass communication in India (4th ed). Mumbai: Jaico Publishing House.
4. Gupta, D. (2006: Rajat Publications, (2006) Media and mass communication. New Delhi: Rajat Publications.
5. Ghosh, S. (2008). Modern trends in journalism and mass communication - New Delhi: Adhyayan Publishers.
6. Chakravarthy, J (2005). Net, media and mass communication Delhi: Authors press,
7. Dubey, V. Bishnoi, I. (2009). Extension education and communication New Delhi: New Age International [P] Limited, Publishers.
8. Sahay, M. (2013) A textbook of communication, media & society New Delhi: Wisdom press.
9. Tripathi, N. (2005). Communication management New Delhi : Reference Press

10. Singh, B.(2011). Communication management in journalism. New Delhi : Anmol Publications Pvt. Ltd.
11. Raman, M.; Sharma, S (2009) Communication skills. New Delhi : Oxford University Press
12. Shaikh, J. (2014). Communication theory - Delhi : Wisdom Press,
13. Bhatia, A (2005), Visual communication- New Delhi :Rajat Publication.

Contemporary Social Issues (Theory)

COURSE CODE : MCII04

SEMESTER: II

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Contemporary Social Issues	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Understand the issues prevalent in the society.
2. Appreciate the dynamics of social change.
3. Comprehend the substantive social problems and their solutions.
4. Critically evaluate the roles of peace, conflict, and education in the development of human society

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Introduction to Contemporary Social Issues.</p> <p>i. Meaning, concept and importance of contemporary social issues.</p> <p>B. Issues in Indian Society:</p> <p>i. Urban Society-Housing and civic services, Pollution, Crime and Juvenile Delinquency and HIV/AIDS</p> <p>ii. Rural Society-Poverty and Unemployment, Indebtedness and farmers' suicides and Illiteracy</p> <p>iii. Tribal Society: Exploitation of Tribes, Land alienation and displacement and Problems of Health and Nutrition</p> <p>C. Sociological Approaches to the study of Social Problems-</p> <p>I. Value Conflict Approach and</p> <p>ii. Anomie Approach</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the concept of contemporary social issues. 2. Recognize the diverse social issues in urban, rural and tribal context. 3. Review the various sociological approaches to understand the social problems 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Structural issues in Indian society:</p> <ul style="list-style-type: none"> i. Inequality of caste and class ii. Problems of Minorities, iii. Human rights <p>B. Issues related to family:</p> <ul style="list-style-type: none"> i. Women - Changing Status of Women in India, Violence against Women. ii. Intra and inter-Generational conflict, iii. Problems of elderly 	<p>The student will be able to -</p> <ul style="list-style-type: none"> 1. Analyze the various pressing structural issues and familial issues in the society today. 2. Predict the cause and effect of the social issues. 	15
III	<p>A. Social disorganization and its impact</p> <p>B. Social Problems</p> <ul style="list-style-type: none"> i. Population, Poverty, Illiteracy and Unemployment - Concepts and their interrelations, consequences and Remedies ii. Environmental Problems - Sustainable Development, Appropriate Technology and Renewable energy - need and scope. iii. Communalism, Regionalism, Terrorism - concept, causes and consequences. iv. Corruption- concept and remedial measures. 	<p>The student will be able to -</p> <ul style="list-style-type: none"> 1. Summarize the various issues that disorganize the society. 2. Categorize the measures to inhibit social disorganization. 	15
IV	<p>A. Mass-Media and Society</p> <ul style="list-style-type: none"> i. Concept, influence of mass-media in social life. <p>B. Social Change.</p> <ul style="list-style-type: none"> i. Globalization and social change. ii. Role of youth in social change. iii. Role of Governmental and Non- governmental organizations in the process of social change. 	<p>The students will be able to -</p> <ul style="list-style-type: none"> 1. Demonstrate the use of voice creatively in various areas of presentation. 2. Speak without stress. 	15

TEACHING METHODOLOGY

Lectures, Use of Power point, Demonstrations and discussion, Role play, Exercises, Group activity.

EVALUATION

Written test, Group project, Quiz, Classroom exercises and Final Examination

Evaluation Weightage - Internal 50% and External 50%

RECOMMENDED READING MATERIALS

1. Ahuja, Ram. (2000). *Social Problems in India*, New Delhi: Rawat Publications.
2. Asa Briggs & Burke (2005). *A Social History of the Media*, Cambridge: Polity Press.
3. Bereman, G.D. (1979). *Caste and Other Inequalities: Essay in Inequality*, Meerut: Folklore Institute.
4. Beteille, Andre (2002). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. New Delhi: Oxford University Press.
5. Chaudhuri, Maitrayee ed. (2004). *Feminism in India*, New Delhi: Kali for Women and Women Unlimited.
6. Chaudhury, Sukant K.(2006). *Culture, Ecology and Sustainable Development*, New Delhi: Mittal Publications.
7. Conrad, Peter ed. (2005). *Sociology of Health and Illness: Critical Perspectives*, New York: Worth Publishing.
8. Coser, Lewis (2002). *Masters of Sociological Thought*, Jaipur: Rawat Publications
9. Dean, H. (2006). *Social Policy*, Cambridge: Polity Press.
10. Giddens, Anthony (2004). *In Defense of Sociology*, Cambridge: Polity Press
11. Das, Veena (2004). *Handbook of Indian Sociology*, New Delhi: Oxford University Press
12. Dayananadan, R. 2005. *Sustainable Development Opportunities and Challenges*: Serials Publ.
13. Deshpande, Satish (2003), *Contemporary India: A Sociological View*, Haryana, Penguin India.
14. Desouza, P.R (2000). *Contemporary India: Transitions*, New Delhi: Sage Publications
15. Giddens, Anthony (2004). *In Defense of Sociology*, Cambridge: Polity Press

16. Gill, S.S. (1998): *The Pathology of Corruption*, New Delhi: Harper Collin Publishers.
17. Jha, Avinash (2000). *Background to Globalization*, Mumbai: Centre for Education and Documentation
18. Jogdand, P.G. (2000). *New Economic Policy and Dalits*, Jaipur: Rawat Publications.
19. Jogdand.P.G ed. (2008). *Globalization and Social Justice*, Jaipur: Rawat Publications.
20. Leon-Guerrero, Anna. (2014). *"Social Problems: Community, Policy, and Social Action."* (4th ed.): Sage Publications.
21. Patel, Tulsi (2005). *The Family in India: Structure and Practice*, New Delhi: Sage Publications.
22. Prabhash, J. (2001). *Affirmative Action and Social Change: Social Mobility of Dalits*, New Delhi: Anmol Publications,
23. Satya Murty, T.V. (1996): *Region, Religion, Caste, Gender and Culture in Contemporary India*, New Delhi.
24. Singh, A.K., Singh, S.P., Koubek, N. and Shukla, O.P. (2012). *Micro financing an women empowerment: emerging prospective, issues and strategies*, Lucknow: New Royal Book Company.
25. Tucker, K.N (2002). *Classical Social Theory*, Oxford: Blackwell Publication.
26. Vivek, P.S. (2002). *Sociological Perspectives and Indian Sociology*, Mumbai: Himalaya Publishing House

Fundamentals of Photography (Practical)

COURSE CODE : MCII05

SEMESTER: I

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Introduction to Photography	4	120	120

OBJECTIVES

On completion of the course the students will be able to -

1. Understand the art and science of photography
2. Handle a DSLR (Digital Single Lens Reflex) camera and point and shoot cameras
3. Capture pictures in available lighting conditions
4. Appreciate the applications of photography.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOM	NO OF PERIODS
I	Introduction to Photography: i. History of photography ii. Basics Light iii. Difference between DSLR & Point-&-shoot cameras iv. Parts of camera. v. Depth-of field vi. Shutter-speed vii. ISO viii. Exposure Meter ix. Image Composition x. lens	The students should be able to: 1. Understand the science of photography. 2. Make-out the functioning of the camera. 4. Appriciate the quality and aesthetes of a good image. 5. Control depth of field. 6. Capture motion by controlling shutter.	30
II	Basic Photography: i. Handling a DSLR/Compact Camera ii. Types of lights iii. Sensor iv. Color theory v. White-balance vi. Histogram graph vii. Ethics and legalities in photography viii. Indoor/Outdoor shoots	The students should be able to: 1. Operate a DSLR camera and its various controls. 2. Identify the relation of exposure with light. 3. Identify with and control colors in the picture. 4. Work with simple techniques of controlling lights to get perfect exposure	30

UNIT NO	CONTENT	LEARNING OUTCOM	NO OF PERIODS
III	Advanced Photography: i. Controlling the light. ii. Techniques to be used studio iii. Reflectors and filters iv. Light meter v. Portrait. vi. Simple Table tops.	The students should be able to: 1. Click pictures in available light. 2. Able to work in a studio 3. Able to click Portrait. 4. Work with simple techniques of controlling lights to get perfect exposure.	30
IV	Editing in Photoshop: i. Editing according to compositions. ii. File formats used in photography/Photoshop. iii. Working with RAW & DNG iv. Tools of Photoshop v. Image Editing and collage development.	The students will be able to: 1. Work with various file formats in the software life Photoshop 2. Compose images for better photography. 3. Do editing of the image after clicking the image. 4. Identify the scope and types of photography.	30

EVALUATION

Internal Marks 100%, External Marks -

RECOMMENDED READING MATERIALS

1. Birnbaum (1995), *How to take Good Pictures*, USA, Kodak Company
2. Brayan Peterson, (2010), *Understanding Exposure*, , New York, Amohoto Books
3. Bush David (2012), *DSLR Photography for Dummise*, New Jersey, John Wiley & Sons Publication.
4. Busselle Michael (1992), *Photographic Assignments*, London, David & Charles plc.
5. Lowe Jim (2007), *Architectural Photography: Inside and Out*, USA , Hippo Books
6. Miotke Jim (2010), *Better Photo Basics: Beginners Guide*, New York, Crown Publishing Group.
7. Scott Kelby (2014), *Digital Photography*, UK, Peachpit Press.

Extension Education (Theory)

COURSE CODE : MCIII06

SEMESTER: IV

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Extension Education	4	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Acquire knowledge of the fundamental concept of extension education.
2. Understand the social and economic environment of rural, urban and semi urban communities.
3. Get oriented to the rural and urban development programmes in India.
4. Recognize the importance of Extension Education in Community Development
5. Be aware of innovations into the Extension programmes in India.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Fundamentals of Home Science Extension Education</p> <p>i. Meaning</p> <p>ii. Objectives of extension education</p> <p>iii. History of extension education.</p> <p>iv. Philosophies of extension education.</p> <p>v. Principles of extension education</p> <p>B. Role of Extension Education in Community Development</p>	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the basic concept and significance of Extension Education 2. Describe the theoretical basis of Extension education. 3. Identify the impact of Extension Education in Community Development 	15
II	<p>A. Extension Teaching Methods</p> <p>B. Extension Program Planning</p> <p>i) Steps in programme planning</p>	<p>The student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of extension Program Planning 2. Differentiate between the Formal / Non - formal / Extension education 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	ii) Importance of programme planning. C. Non-Formal Education I) Meaning ii) Importance iii) Characteristics of Non formal Education iv) Problems and Challenges encountered in Formal / Non - formal / Extension D. Extension Worker. I. Characteristics ii. role	3. Identify the role of extension worker	15
III	National Extension Systems A. Importance of Extension Education in I) Home Science ii) Agriculture iii) Dairy iv) Other faculties B. Role of extension education in national development C. Current Approaches in Extension	The student should be able to 1. Recognize the significance of Extension Education in various faculties 2. Identify the role of extension educator in Extension Education. D. Analyze the current Approaches in Extension	15
IV	Role of Extension Education in Community Development Programme i) Development work by NGOs, government and collaboration ii) Privatization of Extension, e-extension and corporate social responsibility	The student should be able to: 1. Estimate various extension education programmes by NGOs, government and collaboration 2. Recognize the importance Privatization of Extension, e-extension and corporate social responsibility in today's situation.	15

TEACHING METHODOLOGY

Lectures, Use of Power point, Demonstrations and discussion, Role play, Exercises, Group activity and visits.

EVALUATION

Internal 50%, External 50%

RECOMMENDED READING MATERIALS

1. Ahluwalia, M.S. (2000): India's Economic Reforms and Development, Oxford University Press.
2. Bhattacharya, B. (2006), Urban Development in India, Shree Publishing House, Delhi.
3. Bose Ashish, Bhatia Jitendra (1980), India's Urbanisation, Institute of Economic Growth, Delhi University.
2. Chandra, S.P. (ed.) (2001) Private Extension: Indian Experiences, National Institute of Extension Management, Hyderabad.
3. Desai, Vasant. (1988), Rural Development, Himalaya Publishing House, Bombay.
4. Gupta, Manju. (2003), Effective Guidance and Counselling, Mangal Deep Publications, Jaipur
5. Kindervalter, Suzzane. (1979): Non-formal Education an Empowering Process, Centre for International education, 285, Hills House South Amherst, Massachusetts 01003. USA, University of Massachusetts.
6. Mistry S.P. Non-formal Education 1998 Radha Publications 437814B, Ansari Road, Darya Ganj, New Delhi-110002.
7. Pankajam, G. (2000): Extension - Third Dimension of Education, Gyan Publishing House, New Delhi.
8. Purushottam Singh Baldeo. (2010), Environmental Science, Extension Education, Geography, Water Resources, New Delhi.
9. Ray, G.L. (1999), Extension Communication and Management, Naya Prokash, Kolkata.

Computer Application in Mass Communication and Extension (Practical)
COURSE CODE : MCIII07

SEMESTER: III

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Computer Application	4	4	120	120

OBJECTIVES

On completion of the course the students will be able to -

1. Understand the concept of Graphic Designing and Animation.
2. Develop skills required for the designing of Graphic Aids (Corel Draw, Photoshop) , and Animated movies using softwares (Flash and 3D Max)
3. Create media suitable for commercial application and community outreach programme.
4. Apply the knowledge of listed softwares in the field of the specialization.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A VECTOR BASED GRAPHIC DESIGNING SOFTWARE i. Introduction to Corel Draw - Interface ii. Usage of simple tools iii. Artistic Media Tool, Weld, Trim Intersect, Bezier iv. Paragraph Text, Artistic Text, Interactive Tool	The student will be able to: 1. Understand the concept of Graphic Designing 2. Develop skill to prepare Visual Aids with the software 3. Use of visual aids in teaching and learning process	30
II	A. PIXEL BASED/BITMAP EDITING GRAPHIC DESIGNING SOFTWARE i. Introduction to Photoshop. ii. Working with Selection Tools, Clone Stamp, Pattern stamp ,Layers, Layer properties, and Channels. iii. Use Brushes and Filters iv. Applying adjustment layers and layer Masks.	The student will be able to: 1. Understand how to edit bitmap images. 2. Develop creative thinking/ innovative approach by applying image editing techniques. 3. Create visual aids by applying knowledge of Photoshop.	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	A. 2D ANIMATION SOFTWARE i. Introduction to Flash ii. Time line, frames, Onion skin, Key frames, iii. Animation Techniques- iv. Layers, Mask ,Movie Clips, Buttons, Sounds. Scripting	The student will be able to: 1. Understand concepts of 2 D Animation and creatively apply them. 2. Express ideas through animated multimedia movies in SHOCKWAVE FLASH FILE FORMATS (.SWF) 3. Produce movies (.swf files)related to their specialization	30
IV	3D ANIMATION SOFTWARE i. Introduction of 3DS Max. ii. 3D Modeling using Standard Primitive, Extended Primitive, Compound Objects, Spline etc. iii. Modifiers iv. Material Editor, Lights, Camera, Timeline. Rendering.	The student will be able to - 1. Select appropriate tools to create , modify and transform, 3D models. 2. Apply materials and maps to design realistic scene. 3. Use Time line to create 3D Animation and render it.	30

TEACHING METHODOLOGY

Lectures, demonstration, Individual and group activities

EVALUATION

INTERNAL 100%, EXTERNAL 100%--

RECOMMENDED READING MATERIALS

1. Autodesk 3D Max Help
2. Bark Steve, (2012). *An Introduction to Adobe Photoshop Online*: BookBoon
3. Blair Preston, (1994). *Cartoon Animation (Collector's Series)* USA:Walter Foster Publishing.
4. Boutan Gary, (2012). *CorelDRAW X7, The Official Guide*, USA:Corel Press
5. *Frank Thomas and Ollie Johnston*(1995). *The Illusion of Life*, USA: Disner editions.

6. Kogent Learning (2014) . *Coreldraw X7 in Simple Steps*, USA: Dreamtech Press.
7. Steuer Sharon, Hunt Shane and Dayton Linnea(1999). *The CorelDraw Wow! Book*, San Fansisco: Peachpit Press.
8. Williams Richard (2012). *The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators*, London: Faber & Faber.

Leadership Development (Theory)

COURSE CODE : MCIII08

SEMESTER:

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Leadership Development	4	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Understand the concept of leadership.
2. Comprehend the attributes required to be a leader.
3. Identify the role of leaders' in different spheres of life.
4. Apply the concept of leadership to their area of specialization

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Introduction to leadership i. Concept of leadership ii . Leadership Types, iii. Characteristics of Leaders iv. Functions of Leaders	The student will be able to- 1. State the meaning and definition of leadership. 2. Classify different types and characteristics required for a good leader. 3. Develop creative thinking/ innovative approach towards leadership. 4. Develop out of the box approach.	15
II	A. Organisational Behaviour i. Styles of leadership ii. Motivation iii. Definition, meaning and types of motivation iv. Motivational cycle vi Importance of motivation in students vii. Stress management viii. Stress and behavioral manifestation Effects of stress on health	The student will be able to- 1. Understand various styles of leadership 2. Identify the significance of motivation in leadership 3. Perceive a situation from other's point of view. 4. Strengthen motivation in themselves.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	A. Domains of Leadership I. Training in leadership Need and methods of training ii. Team Building iii. Characteristics of team building iv. Roles of team leader	The student will be able to: 1. Recognize different methods of training leaders. 2. Classify types and importance of team. 3. Creatively work with team members	15
IV	A. Corporate communication I. Communication Skills ii. Basic communication skills iii. Applied communication skills	The student will be able to: 1. Develop skill in public speaking and project presentation. 2. Review the importance of stress management 3. Inculcate the ability to manage change, take risks collaborate and build partnership and teams without stress.	15

TEACHING METHODOLOGY

Lectures, Discussions, Debates, Hat-speeches, Use of Power point, Demonstrations, Role play, Exercises, Presentations and Group activity.

EVALUATION

INTERNAL - 50 %, EXTERNAL - 50 %

RECOMMENDED READING MATERIALS

1. Adair, J. (1995). Effective Communicator. Bombay: Alco Publishing House.
2. Anderson, A. H. and Anna, K. (1994). Effective Organization Behaviour. Oxford Blackwell Publisher.
3. Anslem, M. (1985). Organizational Behaviour towards an Integrated Organization. Bombay: Himalaya Publications.
4. Aswathappa k, (2013)Organisational behavior (11 th ed.) Mumbai Himalaya publishing house.
5. Batra, P. (1996). Management Thoughts. (3rd ed.). New Delhi: Books Today.
6. Chande, S., Banerjee, V. (2009). Introduction to Leadership Development. Mumbai: Vipul Prakashan.

7. Carrol, S. J., Rizzo J.R., and Tossi H.L. (2000). Handbook of Organizational Behaviour, NewYork: Infinity Books.
8. Cole, G.A. (1993). Management Theory and Practical. (4th ed.). London: D.P.Publisher.
9. Dayal, I. (1988). Management Training in Organization, New Delhi: Prentice Hall of India Pvt Ltd.
10. D'souza, A. (1989). Leadership. Bombay: Better Yourself Book.
11. Luthans, F. (1989). Organizational Behaviour, (5th ed.). Singapore: McGraw Hill Book Company.
12. Northouse, P. G. (2003). Leadership Theory and Practice. (3rd ed.). New Delhi: Sage Publications.
13. Portnoy, Robert, (1986), Leadership. New Jersey: Prentice Hall Inc.
14. Robins, S.(2001). Organizational Behaviour. (9th ed.). New Delhi: Prentice Hall of India Private Limited.
15. Verma shweta (2013) Organizational Behaviour New Delhi Black prints India Inc

Media Studies (Theory)

COURSE CODE : MCIII9

SEMESTER: IV

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Media Studies	4	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

- 1) Describe the key concepts of media studies.
- 2) Develop an understanding of the effects of media on the understanding of reality.
- 3) Gain understanding of various theoretical approaches within media studies.
- 4) Identify themes relating to media power, ownership, control and regulation, with a focus on the Indian context.
- 5) Describe the issues relating to media in the context of globalization and the rise of neo-liberalism.
- 6) Analyze the processes which shape the media laws and policies.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOUR
I	<p>A. Media :</p> <p>i. Types and Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies)</p> <p>ii. Role of Media in a Democracy: Free Speech, Diversity, Media Policy and the Public Interest</p> <p>iii. Media and Identity: Class and Gender, Race & Ethnicity</p> <p>iv. Media Effects Mass Culture, Mass Panic, and Mass Persuasion</p> <p>B. Media, Development And Society</p> <p>I. Development Communication, Initiatives in India.</p>	<p>The will s be able to :</p> <ol style="list-style-type: none"> 1. Explain the basic concept and significance of Communication and Media 2. Describe the role of Media in contemporary issues of society. 3. Illustrate the theoretical explanation to media 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOUR
	C. Theories and Models of Mass Media i. Classical theories ii. MAGIC BULLET/ HYPODERMIC NEEDLE/ STIMULUS RESPONSE THEORY iii. TWO STEP FLOW THEORY iv. USES AND GRATIFICATION THEORY v. SPIRAL OF SILENCE THEORY vi. AGENDA SETTING THEORY vii. MODELING BEHAVIOUR THEORY viii. STALAGMITE THEORIES ix. Social learning theory x. The Osgood and Schramm circular model xi. Gerbner's General Model xii. Shannon-Weaver Model. xiii. Berlo's S-M-C-R Model	The students will s be able to : 1. Explain the basic concept and significance of Communication and Media 2. Describe the role of Media in contemporary issues of society. 3. Illustrate the theoretical explanation to media	
II	A. Print Media: I. Role of Press Council of India ii. Press Ownership and Control iii. Alternatives to Mainstream Journalism B. Radio: i. Broadcasting in India ii. Internet Radio and Community Radio in India iii. Ownership and Control - regulation of airways	The students will be able to: 1. Explain the concept of print media. 2. Describe the important aspects related to radio	15
III	A. Television i. Trends in Indian Television: From SITE to Opening of Skies. ii. Formats of Television Programmes iii. Ownership and Control B. Cinema? Evolution of Indian Cinema	The students will be able to : 1. Summarize the aspects related to the understanding of Television 2. Categorize the films according to genres 3. Critique the select films	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOUR
III	<ul style="list-style-type: none"> • Various genre of Indian Cinema • Cinema and society (case studies: classic & contemporary) 		
IV	<p>A. New Media :Future of journalism</p> <p>i. Characteristics of New Media</p> <p>ii. Traditional vs new media</p> <p>iii. New Media and Convergence</p> <p>iv. Blogging</p> <p>v. Citizen journalism</p> <p>B. Global Media</p> <p>i. Globalization</p> <p>ii. cultural and media imperialism, cultural homogenization and cultural autonomy; Neoliberalism</p> <p>C. Advertising</p> <p>I. Current Issues in Advertising- Product Placement, Surrogate Advertising, Celebrity Endorsements, and Ethics in Advertising</p>	<p>The student will be able to :-</p> <ol style="list-style-type: none"> 1. Illustrate the concepts related to new media 2. Explain the impact of globalization on media leading to the development of global media 3. Explain the importance of advertising in propagation of commercial and social messages 	

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

- Individual and group assignment:- Report on the representation of youth and women in media
- Case studies of selected media professionals .The students create a report supported with video clips on the case. Interview and report of media professionals .
- Research articles presentation from the journals of Media Studies.

- iv. Media Studies Portfolio to include items like: journal notes, drafts, photographs, audio or video recordings, computer files, sketches and drawings, etc. Each student should develop a portfolio representing her work.
- v. Visits to various media houses.
- vi. Evaluation weightage – internal -50% External 50%

RECOMMENDED READING MATERIALS

1. Bateman Antony. (2011). AS Media Studies. USA: Routledge,.
2. Bell Christine. (2012). WJEC AS Media Studies: Study and Revision Guide. Gloucestershire : Illuminate Publishing,.
3. Branston . (2010). The Media Student's Book. USA: Routledge.
4. Chomsky Noam and Herman S Edward. (1988). Manufacturing Consent: The Political Economy of the Mass Media. United States of America: The Fateful Triangle.
5. Clark Vivienne. (2002). Key Concepts and Skills for Media Studies. London :Gray Publishing.
6. Laughey Dan. (2009). Media Studies Theories and approaches. Herts: Kamera Books.
7. Long Paul and Wall Tim. (2012). Media Studies: Texts, Production, Context. USA: Routledge.
8. McDougall Julian. (2008). OCR Media Studies for AS. U.K: Hodder Education.
9. Sardar Ziauddin. (2010) Introducing Media Studies: A Graphic Guide. U.K. :Icon Books Ltd.
10. Miller Toby. (2016) . Global Media: U.K Polity Press.

Research Methods in Mass Communication and Extension (Theory)

COURSE CODE : MCIII19

SEMESTER: III

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Research Methodology	4	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Describe the meaning of research
2. Comprehend the importance of research in the field of social sciences
3. Recognize different types of research studies
4. Develop outline in designing and executing research

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I.	<p>A. Introduction to Research: - Meaning, Objectives and Significance. Qualities of researcher.</p> <p>B. Types of Research: - Basic research, Applied, Descriptive, historical, Exploratory, Experimental, Ex-post-facto and Case Study approach.</p> <p>C. Quantitative and Qualitative approach to research: -Inferential, Experimental, Simulation, Ethnographic, Phenomenological, Field Research</p> <p>D. Importance of research communication and extension</p> <p>I. Basic need for research in the social sciences</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning and definition of Research 2. Understand the significance of research in mass media and extension 3. Identify different types of researches 4. Describe the theoretical and practical concept of activities related to media extension. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	ii. Issues of relevance, social responsibility and cultural appropriateness, iii. Government policies and economic systems, Social relationship. iv. Fundamental issues in research		
II.	A. Research process: i. Selecting the topic, defining the research problem, objectives of research, ii. Literature survey iii. Sample design iv. Data collection v. Execution of project vi. Analysis of data and hypothesis testing, generalization interpretation and preparation of research report B. Features of good research I. Objectives - Meaning, types and criteria for judging the objectives. Concept and Construct - Meaning, role of concepts in research and Conceptual frame work ii. Variable - Meaning, types and their role in research. Definition - Meaning, characteristics of workable definitions, types and their role in research.	1. Study different research papers from different research journals to understand the writing of research process 2. Learn to formulate objectives. 3. Understand variables and also parameters in research.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III.	<p>A. Hypothesis - Meaning, importance and functions of hypothesis in research, Types of hypothesis, linkages, sources, problems in formulation and criteria for judging a workable hypothesis.</p> <p>B. Measurement - Meaning postulates and levels of measurement, Use of appropriate statistics at different levels of measurement, criteria for judging the measuring instrument and importance of measurement in research. Validity - Meaning and methods of testing Reliability – Meaning and methods of testing Variable and their types</p> <p>C. Research design – Meaning, need, features of good research design. Types of research design – For exploratory research For descriptive research For causal research studies.</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Learn assumptions and to create hypothesis 2. Learn ethical practices to used while doing research <p>Prepare research design</p>	15
IV.	<p>A. Sampling and Sources and Methods of data collection:-</p> <ol style="list-style-type: none"> i. Meaning, Sample and sampling, essentials of good sample. Sample size ii. Methods of sampling: - iii. Probability sampling iv. Non-probability sampling v. Primary sources vi. Secondary sources 	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Learn to prepare questionnaires, interview schedules etc. 2. Learn how to write report for research study and how to present it. <p>Learn ethical practices to used while doing research</p>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	B. Data processing and Statistical Design - i. Tabulation ii. Measures of Central Tendency iii. Representation of Data C. Report writing - layout of research report D. Ethical Issues i. Evaluations and Impact assessments ii. Confidentiality and research iii. Areas of contemporary concerns		

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

Group assignment: -

Project presentation

Evaluation Weight age - Internal -50% External 50%

RECOMMENDED READING MATERIALS

1. Bandarkar, P.L. and Wilkinson, T.S. (2000): *Methodology and Techniques of Social Research*, Himalaya Publishing House, Mumbai.
2. Bernard, H. R. (2000) *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, California: Sage Publications.
3. Blaxter, L. H.; and Tight, K. (1999). *How to Research*. New Delhi: Viva Books.
4. Chandrakandan K, Venkatapirabu J, Sekar V & Anand Kumar V. (2000).
5. Krishnaswami O.R. & Ranganatham M. (2005). *Methodology of Research in Social Sciences*. Himalaya Publ. House.
6. Ranjit Kumar.(1999) *Research Methodology - A Step by Step Guide for Beginners*. Sage Publ.
7. Ray, G.L. and Mondal, S. (1999): *Research Methods in Social Sciences and Extension Education*, Naya Prokash, Calcutta.

Public Relations (Theory)

COURSE CODE : MCIV10

SEMESTER: IV

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Public Relations	4	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Understand the concept of Public Relations.
2. Comprehend the attributes required to be a Public Relations personnel.
3. Identify the role of Public Relations in different Government, Non-Government organisations.
4. Apply the knowledge for creating public relations campaign.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Introduction to Public relations i. Concept and trends of public relations ii. Concept of marketing and public relations. iii. Scope, Elements and role of public relations. iv. Principles, process. Tools and methods of public relations v. Structures and Practice of public relations vi. Ethics of public relation	The student will be able to- 1. State the meaning and definition of public relations. 2. Understand the different principles and tools of public relations. 3. Utilize the knowledge to practice public relations.	15
II	B. The Media industry -Business structure i) Role of media in public relations ii) Corporate Communication iii) Corporate identity, Team identity, Symbols, Anthems iv) Corporate Image management. v) Case study—on the Public Relations practices of select media houses	The student will be able to- 1. Understand various types of communication. 2. Identify the significance of corporate communication. 3. Strengthen image management.	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	C. Crisis communication management i. Definition, Types of crisis. ii. PR and crisis management iii. Crisis communication team iv. Steps to be kept in mind to solve the problem. v. Case study: A study on the crisis management by corporate houses.	The student will be able to: 1. Recognize different types of crisis. 2. Learn different methods to solve the crisis. 3. Inculcate the ability to manage change, take risks collaborate and build partnership and teams .	15
IV	D. Public relation campaign I Meaning and need of public relation campaign, the process of PR campaign. ii) Public relations activities- The students would create the following as a part of understanding public relations process. i) Press notes and press releases. ii) corporate/institutional films iii) Live sites/social media messages iv) Pitch stories v) Undertake public relations campaigns for crisis management/celebrity management/image management vi) Exhibitions and events	The student will be able 1. Develop creative thinking/innovative approach towards Public relations. 2. Learn skills in writing press note and press releases. 3. Develop skill in public speaking and project presentation. 4. Develop out of the box approach.	15

TEACHING METHODOLOGY

Lectures, discussions, Case studies, Visits, Individual and group activities

EVALUATION

INTERNAL 50, EXTERNAL 50

RECOMMENDED READING MATERIALS

1. Jethwaney, J. & Sarkar, N (2005). Public Relations, New Delhi: Sterling publishers Pvt. Ltd.
2. Kotler, Philip (2005). Marketing Management, New Delhi: Prentice Hall of India Pvt. Ltd.

3. Kumar, Vijay (2005). Public Relations in India, New Delhi: Anmol publications Pvt. Ltd.
4. Lee. M, Johnson. C (2007). Principles of Advertising - A Global perspective, New Delhi: Viva books Pvt. Ltd.
5. Lesly, P (2002). Lesley's handbook of Public Relations and communications, Jaico Publishing house.
6. Moore, H. Frazier; Frank B. (2005) Public Relations, principles, cases and problems, New Delhi ; Irwin Inc USA, Surjit publications
7. Ribeiro, M. (2010). Introduction to Public Relations, Mumbai: Vipul prakashan Pvt. Ltd.
8. Sachdeva, I. (2009). Public Relations principles and practices, New Delhi: Oxford University Pvt. Ltd.

Sound For Media (Theory)

COURSE CODE : MCIV11

SEMESTER: IV

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Sound For Media	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Describe the basics of sound.
2. Extend the concept of sound to the professional sound recording methods.
3. Recognize the importance of the various equipment used in professional sound recording.
4. Distinguish between the various studio environment needed for various professional sound recordings.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOM	NO OF HOURS
I	A. Introduction to sound i. Introduction to wave motion. B. Physical Acoustics -Meaning and definition of : i. waves, ii. frequency, iii. amplitude , iv. wavelength , v. velocity , vi. echo , vii. Reverberation viii.resonance , ix. digital , analogue , tones. C. Musical acoustics - i. Types of musical instruments, ii. Vocal ranges, frequency range of musical instruments. D. Psycho acoustics - Meaning and definition of: i. pitch , ii. loudness , iii. timbre ,	The students will be able to:- 1. Describe the wave motion 2. State the concepts related to the Physical, Musical and Psycho Acoustics. 3. Illustrate the role of ear in the process of hearing	15

UNIT NO	CONTENT	LEARNING OUTCOM	NO OF HOURS
	iv. growth and decay, v. duration , vi. vibrato, vii. consonance and Dis - consonance viii. beats, ix. volume , x. rhythm , xi. presence and absence. E. Anatomy and physiology of human ear.		
II	A. Introduction to sound recording ii. Historical developments in the field of recording iii. Basis of Analogue recording techniques iv. Digital theory and digital recording techniques & v. Introduction to Digital Audio Work Station . vi. Types of Connectors and Media used in Sound Recording. B. AUDIO MIXING CONSOLE AND OUTBOARD EQUIPMENT. i. Audio Mixing Console. Purpose, essential feature working (input / output channels). Multitrack mixers - Different between 'split' or European style and 'in-line' mixing consoles. Routing of various signals, laying the tracks and final mixdown. ii. Outboard equipments: The necessity of Effect and processors, signals processing units, compressor - limiter systems, Noise gate and other outboard devices.	The students will be able to:- 1. Outline the historical developments in the field of recording. 2. Recognize the analog and digital recording methods 3. Analyse the role of audio mixing console and outboard equipments in sound recording.	15

UNIT NO	CONTENT	LEARNING OUTCOM	NO OF HOURS
III	<p>A. MICROPHONE:</p> <ul style="list-style-type: none"> i. Purpose of microphone in an audio in an chain and it's characteristics. ii. The design, principle, essential parts and their working, iii. Types of microphones. and their selection during recording. iv. Microphone techniques for recording speech v. Music Balance: Natural balance, Multi - microphone techniques. Microphone placements for various categories of musical instruments, stereo microphones techniques - stereo recording and reproduction. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> 1. Explain to the importance of microphone in audio recording. 2. Distinguish the microphones on the basis of their function and type. 3. Illustrate microphone techniques, microphone placements for various categories of musical instruments, stereo microphones techniques - stereo recording and reproduction. 	15
IV	<p>A. LOUDSPEAKER</p> <ul style="list-style-type: none"> i. Purpose and importance of a loud speaker in an audio chain, ii. Principle of loudspeaker working, Cross-over network, Active and Passive <p>ARCHITECTUREL ACOUSTICS</p> <ul style="list-style-type: none"> i. Open air theatres. Auditorium ii. Acoustics, Need for acoustical treatment, iii. Understanding , Reverberation and Reverberation time (RT), Echo intimacy, Liveliness, Warmth, Brilliance, Balance, Blend, Texture, Tonal quality and percentage articulation iv. Principle of studio design. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> 1. Express the purpose and importance of a loud speaker in an audio chain. 2. Distinguish between various types of loudspeakers. 3. Identify the various concepts of Studio design. 	15

TEACHING METHODOLOGY

Lectures, demonstration, Individual and group activities

EVALUATION

INTERNAL MARKS 50%, EXTERNAL MARKS 50%

RECOMMENDED READING MATERIALS:-

- 1) Baragary Ray(1996), *Home Recording*, New York, Billboard Books.
- 2) Eargle, John,(1986) *Handbook of Recording Engineering* , New York : Van Nostrand.
- 3) Michael Talbot-Smith, *Audio Recording and Reproduction*, Focal Press, New Delhi.
- 4) Michael Talbot Smith (1999) *Sound Assistance*, New Delhi Focal Press.
- 5) Michael Talbot-Smith(2004) *Sound Engineering*, , New Delhi, Focal Press.
- 6) Nisbet Alec, (1995), *Sound Studio* 6th Ed.. Oxford: Focal Press.
- 7) Talbot-Smith, Michael (2004), *Sound engineering explained: 2nd ed*, Oxford: Focal Press.
- 8) Williams Philip and Huber David (1999), *The Professional Microphone Techniques*, California, Clymer Publications

TEACHING METHODOLOGY

Lectures, demonstration, Recordings, Individual and group activities

EVALUATION

INTERNAL MARKS 50%, EXTERNAL MARKS 50%

Each activity is to be evaluated and viva vocal to be arranged at the end of the Practical.

RECOMMENDED READING MATERIALS

1. Owsinsk Bobby 2013, TheMixing Engineer's Handbook, Boston, Cengage Learning.
2. Senior Mike (2015)Recording Secrets for the Small Studio, New York, Focal Press.
3. Toole Floyd (2008), Sound Reproduction: The Acoustics and Psychoacoustics of Loudspeakers and Rooms, U.K. Focal Press

Sound For Media (Practicals)

COURSE CODE : MCIV12

SEMESTER: IV

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Sound For Media	4	120	60

OBJECTIVES

On completion of the course the students will be able to -

1. Learn the basics of sound
2. Use the various equipments in the recording chain.
3. Record music and sound on the tracks
4. Mix, add effects and re-record the sound track

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOM	NO OF HOURS
I	Setting up a Studio: i. Equipment ii. Microphones iii. Recording system iv. Booting up procedure	The students will be able to:- 1. Understand the functioning of the studio 2. Know various equipments involved in the process of sound recording	30
II	2 Track Recording: i. Microphone placement ii. Quality of Audio iii. Maintaining the mood iv. Controlling the system.	The students will be able to:- 1. handle and adjust the microphones 2. Control DAW 3. Record basic sound with minimum requirements	30
III	Multitrack Recording : i. Recording with DAW ii. Quality sound iii. Proper Mixing using DAW	The students will be able to: 1. Do multi-track recording 2. Mix the sound using DAW.	30
IV	Mixing and Reproduction. i. Precautions for multi-track recording. ii. More than 2track recording iii. Final mix and output	The students will be able to: 1. Do sound effects along with multi-track recording 2. Mix tracks using appropriate effect.	30

Marketing and Advertising (Theory)

COURSE CODE : MCIV13

SEMESTER: IV

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Marketing and Advertising	4	4	60	60

OBJECTIVES

On completion of the course the students will be able to -

1. Understand the conceptual framework of marketing
2. Comprehend the consumer decision making process and its applications in marketing function of firms.
3. Apply the knowledge of marketing to the Urban and Rural Marketing environment in order to understand the emerging challenges in the upcoming global economic scenario.
4. Get acquainted with concepts, techniques for developing an effective advertising programme.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Introduction to Marketing:</p> <p>i) Market and Marketing,</p> <p>ii) Functions of Marketing,</p> <p>iii) Importance of Marketing,</p> <p>iv) Marketing Orientation, process,</p> <p>v) Marketing Mix</p> <p>B. Marketing Environment:</p> <p>i) Introduction,</p> <p>ii) Differences between Micro and Macro Environment of an organization.</p> <p>C. Marketing-Information Systems (MIS):</p> <p>i) Introduction,</p> <p>ii) Characteristics of MIS,</p> <p>iii) Benefits,</p> <p>iv) Marketing Research</p> <p>D. Product Management: Decisions, Development and Lifecycle Strategies</p>	<p>The student would be able to:</p> <ol style="list-style-type: none"> 1. To understand the basics of marketing. 2. To learn about the different elements of Marketing mix. 3. To identify the different requirements of organizations by comprehending the concepts of MIS and Marketing Research. 4. Estimate the marketing strategies for products at varying stages of Product Life Cycle. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	I) Introduction, ii) Levels and , Classification of Products, iii) Product Life Cycle (PLC)		
II	A. Consumer buying behavior: i) Introduction, ii) Characteristics and Types of Buying Decision Behaviour, iii) Buying Decision Process, iv) Buying Motives B. Segmentation, Targeting and Positioning: i) Introduction, ii) Concept and process of Market Segmentation, iii) Markets, Targeting (T), iv) Market Positioning (P) C. Distribution Management: i) Introduction, ii) Need for Marketing Channels iii) Logistics and Taxation D. Customer Relationship Management and Other Contemporary Issues: i) Relationship Marketing Vs. Relationship Management, ii) Rural Marketing, iii) Services Marketing, iv) E-Marketing or Online Marketing, v) International Marketing. E. Direct Marketing: Techniques and methods F. Integrating Marketing Programs and Activities, Personalising Marketing: I) Experiential Marketing, ii) One to One Marketing, Permission Marketing	The student would be able to: 1. Identifying the basis of consumer behavior. 2. Understand the market and the strategies for effective marketing. 3. To recognize the importance of Distribution channels in marketing. 4. Recognize the various contemporary issues in marketing. 5. Differentiate between Direct Marketing and Personalized marketing	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	<p>A. Introduction to Advertising</p> <ul style="list-style-type: none"> i) Definitions and meaning types of advertising. ii) Role of advertising in Marketing, iii) Evolution of Advertising iv) Benefits of Advertising, v) Ethics in advertising, vi) Critique of advertising. <p>B. Factors Determining Advertising Opportunity of a Product/Service/Idea.</p> <p>B. Integrated Marketing Communications (IMC).</p> <ul style="list-style-type: none"> i) Concept of Sales Promotion, Public Relations and Publicity. 	<p>The student would be able to:</p> <ul style="list-style-type: none"> 1. 1. Understand the concept of Advertising. 2. Describe the importance of Advertising in the process of marketing 3. Identify the factors for advertising any product, idea or service. 4. Differentiate between the various communication process in advertising. 	15
IV	<p>A. Agency Structure:</p> <ul style="list-style-type: none"> i) Roles and Responsibilities Across Levels ii) Evolution of Ad Agencies iii) Types iv) Structure and Departments v) Client-Agency Relationship -Pitching vi) Revenue and Commission Systems vii) Media Buying and Selling <p>B. Digital Advertising</p> <ul style="list-style-type: none"> i) Evolution and Current Status, ii) E-mailers and Search Engine Optimization, iii) Digital Advertising Agencies - Structure and Functions <p>C. Advertising Research</p> <ul style="list-style-type: none"> i) Strategy/ Creative / Media Research, ii) Techniques, Benefits iii) Analysis, 	<p>The student would be able to:</p> <ul style="list-style-type: none"> 1. Describe the factors affecting the process of advertising. 2. Recognize the role and importance of Advertising agency 3. Illustrate the Digitization of advertising process. 4. Appraise the importance of regulatory bodies in advertising. 5. Comment on the status of women in advertising. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	iv) Methods of Creative research, v) Media research methods and issues E. Regulatory framework: i) Government rules and guidelines ii) Regulatory Organizations in advertising iii) Women in advertising- issues and position		

TEACHING METHODOLOGY

Lectures, Discussions, Presentations, Case studies, Individual and group activities

EVALUATION

Internal 50%, External 50%

RECOMMENDED READING MATERIALS

1. BIRD DRAYTON, (2008):Common Sense Direct & Digital Marketing (Kogan Page India Ltd
2. KOTLER PHILIP&ARMSTRONG (2012) Principles of Marketing (London Prentice Hall)
3. KOTLER PHILIP: (1999)Marketing for Hospitality and Tourism Oxford Focal Press
4. KOTLER PHILIP (1989), Social Marketing , New York, The free press,
5. MORSE STEPHEN: (2005)Encyclopedia of Strategic Marketing Management, New Delhi, Jaico Publishing House, ,
6. ROB DONOVAN: (2010)Social Marketing: An international perspective (Cambridge University Press.
7. RYAN DAMIAN, CLVIN JONES: (2012)Understanding Digital Marketing (2 Edition) . India, Replica Press Pvt. Ltd
8. S SHAJAHAN: 2010Strategic Marketing: Text and cases, Viva.
9. SHETH JAGDISH: (2002)Handbook of Relationship Marketing, New Delhi Response Books,
10. SHETH, JAGDISH: (2000), Customer relationship management, New Delhi, Sagar
11. ZETHAML VALARIE: (2004)Services Marketing, McGraw-Hill

MAGAZINES/JOURNALS

Business India

Business World

Business Today

Harvard Business Review

Journal of Marketing

Journal of Consumer Research

Writing For Print Media (Practicals)

COURSE CODE : MCIV14

SEMESTER: IV

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Writing For Print Media	4	4	120	120

OBJECTIVES

On completion of the course the students will be able to -

1. Describe the concept of news as manifested in broadcast and tabloid newspapers.
2. Develop skills of writing, reporting and editing newspapers.
3. Design the layout news for newspapers and internet.
4. Create newspapers at the college/local level.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Journalism</p> <p>i) Developments in Journalism</p> <p>ii) Journalism as Fourth Estate</p> <p>iii) Types, Roles and characteristics of a Journalist</p> <p>B. Contemporary trends in print Journalism- Change in form, format and functioning, Internet journalism</p>	<p>The student should be able to:</p> <ol style="list-style-type: none"> 1. Describe the concept of journalism 2. Recognize the role and responsibilities of a journalist 3. Differentiate between Broadsheet and tabloid <p>l) Analyze the content and issues presented in different news papers.</p>	30
II	<p>A. News: concept and definition, Types and Elements.</p> <p>i. News Values -Timeliness, Proximity, Size, Importance, Conflict, Human interest, Novelty</p> <p>ii. credibility and protection</p> <p>iii. News versus Information</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate the nature of news on the basis of the news values. 2. Write different kinds of news articles 3. Produce news article, news feature, backgrounder, editorial and photojournalistic writings following ethical practice 	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	B. Writing News I) Difference between article, news, feature, backgrounder, editorial. C. Ethics in news reporting and writing		
III	A. News Agencies and Bureau i. Highlights of a city reporting room ii. News Sources iii. Reporting staff iv. Reporting for different beat, role of off the record source in news	The student should be able to - 1. Interpret the roles and responsibilities of News Agencies and Bureau 2. Practice reporting for different beat. 3. Create a news bulletin with the understanding of the role of News Bureau, Bureau Chief, Chief Reporter, Correspondent, Stringers, and freelancer.	30
IV	A. Editing- i. Editorial Writing and its importance B. Design and layout i) Understanding Style book. ii) Spelling and Grammar/Punctuation and Quotation iii) Attribution, Capitalization iv) Commentary, Analysis, v) Letters to editor column. vi) Editing a copy/electronic editing. vii) Guidelines for writing headlines. viii) Use of graphics, cartoons and statistics ix) Online editing in Journalism.	The students will be able to - 1. Reconstruct news articles 2. Use the design and layout features in news articles	30

Teaching Methodology:

Lectures, Observation, Group Discussions, Class Presentations, Group and Individual activities, Visits and audio-visual method of teaching

EVALUATION:

Internal Continuous Assessment

- i. Individual assignment on Differentiating between Broadsheet and tabloid
- ii. The Group assignment on the visit to printing press and reporting the interview of and journalists
- iii. Selecting and critically analyzing the content and issues presented in any five news papers
- iv. Analyzing the news articles on the basis of the 5Ws and H and inverted pyramid
- v. Analyzing the various styles of news writing in various newspapers.
- vi. Write different stories on various subjects for Investigative, Cultural, Political, Seminar & civic issues.
- vii. Photojournalistic writing(captions and cut lines)
- viii. Comparison of regional national and international news agencies
- ix. Working on in house news bulletin, understanding the role of News Bureau, Bureau Chief, Chief Reporter, Correspondent, Stringers, and freelancer.
- x. Creating edits from the news presented in newspapers
- xi. Writing news and editing it.

RECOMMENDED READING MATERIALS:

1. Ahuja B.N. (1990) Reporting. New Delhi. Surjeet Publications
2. Boyce, George, James Curran and Pauline Wingate, (1978), Newspaper History from the 17th century to the present day, New Delhi. Sage.
3. Chakravarty Suhas (2006), News Reporting and Editing : An Overview, Delhi. Kanishka Publishers.
4. Hakemulder Jan R. and Ray Ac De (2006), News Reporting and Editing. New Delhi. Anmol Publications Pvt. Ltd.
5. Hicks Wynford. (2000). Writing for Journalist. London. Routledge,
6. Joseph M K (2006), Basic Source Material for News Writing. New Delhi. Anmol Publications Pvt. Ltd.
7. Kamath M. V.(2001), Modern Journalism. New Delhi. Vikas Publishing House.
8. Stein M. L. and Petero Susan F. (2003) The News Writers' Handbook. New Delhi. Surjeet Publication.
9. Wainwright David (1992), Journalism made Simple. New Delhi. Rupa & Company
10. Zachariah Aruna. (2007), Print Media, Communication and Management : Elements, Dimensions and Images. Delhi. Kanishka Publishers.

Brand Binding (Practicals)

COURSE CODE : MCIV20

SEMESTER: IV

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Writing For Print Media	4	4	120	120

OBJECTIVES

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

1. Understand the terminology, concepts and activities of brand management.
2. Comprehend the brand equity concept.
3. Identify and establish the brand values and positioning.
4. Plan and implement brand marketing programs.
5. Measure and interpret brand performance.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Introduction to Brand Management: -</p> <p>i) Meaning of Brand, Branding,</p> <p>ii) Importance of Branding to Consumers, Firms,</p> <p>iii) Brands v/s Products,</p> <p>iv) Scope of Branding,</p> <p>v) Branding Challenges and Opportunities</p> <p>B. Strategic Brand Management Process;</p> <p>i) Customer Based Brand Equity model (CBBE),</p> <p>ii) Sources of Brand Equity,</p> <p>iii) Steps of Brand Building including Brand Building Blocks</p> <p>iv) Brand Positioning: Meaning, Importance.</p> <p>C. Social Cause Marketing</p>	<p>The student would be able to:</p> <ol style="list-style-type: none"> 1. To understand basics of branding 2. To learn about the different elements of brand development. 3. To identify the different requirements of creating strong brands. 	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Planning and Implementing Brand Marketing Programmes:</p> <p>i) Brand Elements: Meaning, Criteria for choosing Brand Elements,</p> <p>ii) Types of Brand Elements</p> <p>B. Product Strategy: Perceived Quality and Relationship Marketing</p> <p>Pricing Strategy:</p> <p>i) Setting Prices to Build Brand Equity, Channel Strategy, Promotion Strategy,</p> <p>ii) Developing Integrated Marketing Communication Programs</p> <p>C. Leveraging Secondary Brand Associations to Build Brand Equity: Companies, Countries, Channel of Distribution,</p> <p>I) Co-branding, Characters, Events.</p> <p>D. Luxury Brand Marketing: Luxury marketing strategy</p>	<p>The student would be able to:</p> <ol style="list-style-type: none"> 1. List brand elements. 2. Explain the various marketing strategies in branding. 3. Describe the importance of Brand Equity. 	30
III	<p>A. Brand Performance</p> <p>i) The Brand Value Chain</p> <p>ii) Models of Brand Value Measurement</p> <p>iii) Measuring Sources of Brand Equity: Qualitative Research Techniques: Quantitative Research Techniques</p> <p>iv) Brand Asset Valuation</p> <p>v) Measuring Outcomes of Brand Equity</p>	<p>The student would be able to:</p> <ol style="list-style-type: none"> 1. Explain the methods of measuring brand equity. 2. Interpret the outcomes of Brand Equity. 	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
IV	Digital Branding: i) Importance ii) Target Markets and Costumer Needs iii) Differentiation iv) The process of marketing v) On line brands vi) Digital branding trends	The student would be able to: - 1. Understand the importance of digital branding 2. Apply the knowledge of digital branding in creating a digital brand.	30

TEACHING METHODOLOGY

Lectures, demonstration, case studies, Campaigns, Individual and group activities

EVALUATION

Continuous Assessment

RECOMMENDED READING MATERIALS

1. Berg Bettina, (2014), Retail Branding and Store Loyalty, Springer Gabler
2. BIRD DRAYTON, (2008):Common Sense Direct & Digital Marketing (Kogan Page India Ltd
3. Keller Kevin Lane, (2008), Strategic Brand Management: Building, Measuring and Managing Brand Equity, Pearson/Prentice Hall
4. KOTLER PHILIP&ARMSTRONG (2012) Principles of Marketing (London Prentice Hall)
5. MORSE STEPHEN: (2005)Encyclopedia of Strategic Marketing Management, New Delhi, Jaico Publishing House, ,
6. ROB DONOVAN: (2010)Social Marketing: An international perspective (Cambridge University Press.
7. RYAN DAMIAN, CLVIN JONES: (2012)Understanding Digital Marketing (2 Edition) . India, Replica Press Pvt. Ltd
8. S SHAJAHAN: 2010Strategic Marketing: Text and cases, Viva.
9. Salinas Gabriela (2009), The International Brand Valuation Manual: A complete overview and analysis of brand valuation techniques, methodologies and applications,
10. SHETH JAGDISH: (2002)Handbook of Relationship Marketing, New Delhi Response Books,
11. SHETH, JAGDISH: (2000), Customer relationship management, New Delhi, Sagar

12. Wheeler Alina (2012), Designing Brand Identity: An Essential Guide for the Whole Branding Team, 4th Edition, New Jersey, John Wheely
13. ZETHAML VALARIE: (2004)Services Marketing, McGraw-Hill

MAGAZINES/JOURNALS

Business India

Business World

Business Today

Harvard Business Review

Journal of Marketing

Journal of Consumer Research

Sustainable Development (Theory)

COURSE CODE : MCV15

SEMESTER: V

CREDITS: 4

COURSE	THEORY CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Sustainable Development	4	60	60

OBJECTIVES

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

- 1) Describe the concept of sustainable development
- 2) Recognize the importance of sustainable development in relation to environmental issues
- 3) Apply the appropriate and alternative technology for community development and welfare

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	Sustainable Development I. Meaning, Concept, and Need/ Importance ii. Three dimensions of sustainable development: environmental, social, and economic. iii. United Nation Development Programmes'Goals for Sustainable Development	The student will be able to; 1. Explain the meaning and definition of sustainable development 2. Appreciate the significance of sustainable development in relation to the environment 3. Outline the goals of United Nation Development Programmes for sustainable development	15
II	Environment and Resources:- i. Ecosystem Bio diversity ii. Atmosphere, hydrosphere, lithosphere, biosphere iii. Natural resources and their management- Air, Water, land, soil, minerals, energy, genetic resources, forest iv. Classification of non renewable and renewable natural resources	The student will be able to; 1. Develop an understanding towards the environment 2. Summarize the elements of biodiversity and natural resources 3. Classify the of non renewable and renewable natural resources	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	<p>Resource conservation and waste minimization/ utilization</p> <p>A. Appropriate technology- Concept and characteristics</p> <p>B. Appropriate technologies for the following:-</p> <ol style="list-style-type: none"> Energy- solar, biomass, hydro, wind, tidal, nuclear energy Agriculture and related activities Sanitation Housing Solid and Hazardous Waste Management Water recycling techniques Disaster management 	<p>The student will be able to:</p> <ol style="list-style-type: none"> Identify the appropriate technology concepts and characteristics Express the theoretical and practical concept of appropriate technology for energy management, agriculture, sanitation, housing, waste management water management and disaster management 	15
IV	<p>A. Indian Government Initiatives for sustainable development [National Policy on Biofuels The Indian Renewable Energy Development Agency (IREDA) , National Clean Energy Fund (NCEF)</p> <p>B. Role of Ngo in sustainable development</p> <p>C. Recent changes in policies and reforms in relation to sustainable development</p> <p>D. Protocols and conventions related to sustainable development in relation to global context</p>	<p>The student will be able to</p> <ol style="list-style-type: none"> Identify government initiatives and policies for promoting sustainable development. Summarize the effort of NGOs in sustainable development Recognize the global efforts in the area of sustainable development 	

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

- i. Evaluation weightage - Internal -50% External 50%

RECOMMENDED READING MATERIALS

1. ACCA (2004). Towards transparency: Progress on global sustainability reporting 2004, London.
2. Adams, W.M. (2001). Green Development: environment and sustainability in the Third World. London: Routledge.
3. Andreoni, J. and Levinson, A. (2001). The Simple Analytics of the Environmental Kuznets Curve. *Journal of Public Economics*, 80, p. 269-86
4. Baskin, J. (2006). Corporate responsibility in emerging markets. *Journal of Corporate Citizenship*, 24 (winter): p.29-47. Barton, H. (2000).
5. BusinessDictionary.com on definition of "Environmental Sustainability" <http://www.businessdictionary.com/definition/environmental-sustainability.html>
6. Du Plessis, C. (2000). Cities and sustainability: sustaining our cultural heritage.
7. In Cities and Sustainability: Sustaining Our Cultural Heritage, Conference Proceedings.
8. IUCN (1980). World conservation strategy: Living resource conservation for sustainable development. IUCN, Gland, Switzerland.
9. Human Development Reports (2009). Statistics of the Human Development Report. <http://hdr.undp.org/en/statistics/>
10. Johansson, T. B., Kelly, H., Reddy, A. K. N., and Williams, R.H. (1993). Renewable fuels and electricity for a growing world economy: defining and achieving the potential. In: Johansson,
11. T. B., Kelly, H., Reddy, A. K. N., & Williams, R.H. (Eds.) Renewable Energy. Sources for fuels and electricity. Washington, D.C: Island Press.
12. OECD (2008). An OECD framework for effective and Efficient Environmental Policies: Overview. <http://www.oecd.org/dataoecd/8/44/40501159.pdf> -
13. OECD (2007). Environmental Performance Review of China <http://www.oecd.org/dataoecd/58/23/37657409.pdf> -
14. Seldon, T. and Song, D. (1994). Environmental Quality and Development: Is There a Kuznets Curve for Air Pollution Emissions ? *Journal of Environmental Economics and Management*, 27, p.147-162.

15. UN Conference on Development (1992). Earth Summit. Rio de Janeiro
<http://www.un.org/geninfo/bp/enviro.html>
16. United Nations (1987). Our common future: The World Commission on Environment and Development. Oxford: Oxford University Press. 64
17. United Nations Framework Convention on Climate Change (1997). The Kyoto Protocol http://unfccc.int/kyoto_protocol/items/2830.php
18. United Nations Framework Convention on Climate Change (1997). The Kyoto Protocol - Status of Ratification
http://unfccc.int/kyoto_protocol/status_of_ratification/items/2613.php
19. World Business Council for Sustainable Development (2010). Vision 2050 : The new agenda for business http://www.wbcsd.org/DocRoot/a0RHrurQsXJepNYBrS8I/Vision_2050_FullReport_040210.pdf -

Corporate Social Responsibility (Theory)

COURSE CODE : MCV16

SEMESTER: V

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Corporate Social Responsibility	4	4	60	60

OBJECTIVES

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

1. Understand the meaning and concept of Corporate Social Responsibility.
2. Describe a range of issues relevant to Corporate Social Responsibility.
3. Explain and discuss theoretical approaches to CSR.
4. Apply learnt knowledge to enhance community based initiatives of the corporate.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I.	<p>A. Introduction to Corporate Social Responsibility</p> <p>i. The Meaning and Importance of Corporate Social Responsibility,</p> <p>ii. The Concept of Corporate Social Responsibility, Value approach to CSR</p> <p>B. Corporate Social Responsibility from a Historical Perspective</p> <p>i. International scenario,</p> <p>ii. Evolution of CSR in India,</p> <p>iii. CSR Provisions under Companies Act, 2013,</p> <p>iv. Companies (Corporate Social Responsibility Policy) Rules, 2014.</p> <p>C. Need for CSR</p> <p>D. CSR Principles and Strategies,</p> <p>E. Issues in CSR, Social Accounting</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Explain meaning of corporate social responsibility 2. understand historical perspective of CSR <p>Describe the need of CSR and issues related to it</p>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	F. Accountability - Responsibilities of Corporate towards communities. Case Studies like Green Peace, Unilever in Europe and India		
II.	<p>Scope of CSR</p> <p>A. Relevance and Significance of CSR in contemporary society</p> <p>B. Types of Social Responsibility, Aspects of CSR- Responsibility,</p> <p>C. Sustainability and Social Contract</p> <p>D. CSR policy, CSR committee, work done So Far,</p> <p>E. The Strategic Importance of CSR Implementation</p>	1. Understand the scope of CSR in today's times. the theoretical and practical concept of CSR application	15
III.	<p>CSR and Society:</p> <p>A. The Role of Business In Society-</p> <p>i. Different stakeholders, e.g. government,</p> <p>ii. Employers, Employees, and Society,</p> <p>iii. Social responsibility of business houses</p> <p>iv. Role and responsibility of Local Community in Business.</p> <p>v. Interventions of Business to fulfill social responsibilities</p> <p>vi. Role of civil society and International Agencies in CSR Integrating CSR into Business :</p> <p>vii. CSR Measures and Indicators: Measuring CSR to improve shareholders value and societal value</p> <p>viii. CSR and Sustainable Development</p>	<p>The students will be able to:</p> <p>1. Study Research papers, newspaper articles</p> <p>2. Communicate and collaborate with diverse colleagues, information seekers and community stake holders</p>	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
IV.	A. Ethics & CSR, i. Various projects in Indian context, ii. Tata Group's CSR Rating Framework iii. Sachar Committee Report on CSR iv. Ethical Issues in International Business Practices B. Recent Guidelines in CSR C. Society's Changing Expectations of Business With Respect to Globalization D. Future of CSR E. Identification, evaluation and monitoring and impact of CSR projects.	The students will be able to: 1. Read Case Studies And learn to analyze them	15

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

Group assignment:- Project presentation

Evaluation Weight age - Internal -50% External 50%

RECOMMENDED READING MATERIALS

1. Agrawal S. ,(2008) Corporate Social Responsibility in India, Sage Publications
2. Banerjee.S.B.(2007)Corporate social responsibility: the good, the bad and the ugly, Edward Elgar Publishing,
3. Blowfield M & Murray A (2008) Corporate Responsibility: A Critical Introduction. Oxford: Oxford University Press
4. Crane A & Matten D (2010) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalisation. Oxford: Oxford University Press.
5. Crane A, McWilliams A, Matten D, Moon J & Siegel D S (2008) The Oxford Handbook of CSR. Oxford: Oxford University Press.

6. Crane, A., Matten, D. & Spence, L. (Eds.) (2013). *Corporate Social Responsibility: Readings and Cases in a Global Context*, London and New York: Routledge
7. Fernando A.C, (2010) *Business Ethics - An Indian Perspective*, Pearson,
8. Gavai, A.K. ,(2008)*Business Ethics*, Himalaya Publishing House.
9. Grau, S., Gupta, S., & Pirsch, J. (2007). A framework for understanding corporate social responsibility programs as a continuum: An exploratory study. *Journal of Business Ethics*, 70, 125-140.
10. Mandal, A.C(2010) *Ethics is Business and Corporate Governance*, McGraw Hill. Williams, O. (2004). *The Role of 3rd Party Organizations in Driving CSR Initiatives (government, NGOs, the UN)*
11. Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage.Publications
12. Zadek, S. (2004). *The path to corporate social responsibility*. Harvard Business Review.

Entrepreneurship Development (Practicals)

COURSE CODE : MCV17

SEMESTER: V

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Entrepreneurship Development	4	120	120

OBJECTIVES

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

1. Describe the concept of Entrepreneurship.
2. Appreciate the role that entrepreneurs play in our society and economy.
3. Recognize some of the factors that influence entrepreneurial activities.
4. Apply the skills necessary to plan and begin a venture.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A Introduction to Entrepreneurship</p> <p>i. Concept Meaning, Definition.</p> <p>ii. Qualities, Functions of entrepreneurship.</p> <p>iii. Development of entrepreneurship.</p> <p>B. Defining and Accessing Resources</p> <p>i. Capital resources required</p> <p>ii Human resources</p> <p>iii. Financial resources</p> <p>iv. Technological</p>	<p>The students will be able to:</p> <p>1. Explain the meaning and definition of Entrepreneurship</p> <p>2. Identify characteristics required for good Entrepreneurs.</p> <p>3. Appreciate the significance of entrepreneurship in economic development.</p> <p>4. Describe the theoretical and practical concept of entrepreneurial activities.</p>	30
II	<p>A. Women Entrepreneurship</p> <p>i. Empowerment of women through enterprise development.</p> <p>ii. Issues faced by women entrepreneurs and their solutions</p> <p>iii. Schemes for women entrepreneurs.</p> <p>iv. Role of Government and other financial institution</p>	<p>The student will be able to;</p> <p>1. Develop innovative approach towards women entrepreneurship.</p> <p>2. Prepare case study reports by applying theoretical knowledge</p> <p>3. Present a report</p>	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	A. Social Entrepreneurship I. Meaning, characteristics and challenges of social entrepreneurs and enterprise. ii. Difference between social and business entrepreneurs	The students will be able to: 1. Formulate creative ideas and express them through audiovisual aids. 2. Equipped with the real business skills to start a business 3. Develop team based skills in report writing and presentation.	30
IV	A- Creating business idea for entrepreneurs I. Sources and methods of new ideas for entrepreneurs ii. Business creativity and innovation iii. Project planning and development iv. E-commerce, E-business Legal issues for the entrepreneurs., B. Marketing management I. Meaning, concept, function of marketing. ii. Marketing research iii. Advertising and sale promotion	The student will be able to 1. Inculcate confidence in presenting ideas before a group. 2. Develop creativity, leadership team building. Enhance management skills for various resources such as money, human, time. 3. Learn to manage a small scale entrepreneurial venture.	30

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

- Individual and group assignment: - A report on the coverage of selected entrepreneurs in print media.
- Case studies of selected entrepreneurs .The students create a report supported with video clips on the case. Interview and report of first generation entrepreneurs.
- Research articles presentation from the journals of entrepreneurship

- iv. Entrepreneurship Portfolio items may include: journal notes, drafts, photographs, audio or video recordings, computer files, sketches and drawings, etc. Each student should develop a portfolio representing his or her work Project-
- v. Entrepreneurial activity to be undertaken based on the skills learned in the college
- vi. Evaluation weightage - internal -100%

RECOMMENDED READING MATERIALS

- 1) Badi Ravindranath V. & Badi Narayansa V. (2005). Entrepreneurship. New Delhi: Vrinda Publication (P) Ltd.
- 2) Coulter Mary. (2008). Entrepreneurship in Action. New Delhi: PHI Learning Private Limited.
- 3) Ghosh Biswanath. (2000). Entrepreneurship Development in India. Jaipur: National Publishing House.
- 4) Michele Granger & Sterling Tina. (2003). Fashion Entrepreneurship: Retail business planning. New York: Fairchild Publication, Inc.
- 5) Mohanty Sangram Keshari. (2005). Fundamentals of Entrepreneurship. New Delhi: Prentice Hall of India Pvt. Ltd.
- 6) Rathore B.S. (2001). Entrepreneurship theory & Practice. New Delhi: Wheeler Publishing.
- 7) Saini Jasmer Singh. (2001). Entrepreneurship Development: Programmes and Practice. New Delhi: Deep & Deep Publication Pvt. Ltd.
- 8) Singh A.K, Saguna K. & Reddy R.V. (2013). Women Entrepreneurship: Emerging Issues, challenge & strategies. New Delhi: Serials Publications.
- 9) Sharma Mamoni. (2013). Entrepreneurship Development. New Delhi: Discovery Publishing House Pvt. Ltd.
- 10) Loss Monica & Bacunan F.L. (2011). Entrepreneurship Development. New Delhi: Global Vision Publishing House.

Community Outreach Program (Practicals)

COURSE CODE : MCV18

SEMESTER: VI

CREDITS: 6

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Community Outreach Program	6	180	180

OBJECTIVES

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

1. Apply the learnt skills for the community development.
2. Understand the community structure and functioning across the rural and urban geographies.
3. Develop logical and rational understanding to the issues related to community.
4. Gain skills in mobilizing community participation.
5. Develop skills in conducting programmes in the community.
6. Get exposure to working with community development agencies.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. SCOPE OF COMMUNITY OUTREACH PROGRAMMES IN THE URBAN COMMUNITY</p> <p>B. VISIT THE SELECTED URBAN COMMUNITIES AND NGO/ SCHOOL.</p> <p>C. CONDUCT A NEED ASSESSMENT ACTIVITY IN THE SELECTED COMMUNITY OR ORGANIZATION.</p>	<p>THE STUDENT WILL BE ABLE TO:</p> <ol style="list-style-type: none"> 1. UNDERSTAND THE COMMUNITY IN WHICH THEY WORK 2. DEVELOP SOCIAL AND CIVIC RESPONSIBILITY 3. ACQUIRE COMPETENCE FOR GROUP LIVING AND SHARING RESPONSIBILITIES 4. APPRECIATE THE SIGNIFICANCE OF COMMUNITY DEVELOPMENT IN ECONOMIC DEVELOPMENT. 	30
II	<p>A. IDENTIFICATION OF LOCAL PROBLEMS AND SOLVING THE PROBLEM AT THE FIRST INSTANCE OR TO ACT AS VEHICLE TO BRING THOSE PROBLEMS TO CONSULTING EXPERTS</p>	<p>THE STUDENT WILL BE ABLE TO:</p> <ol style="list-style-type: none"> 1. DEVELOP INNOVATIVE APPROACH TOWARDS COMMUNITY DEVELOPMENT PROGRAM. 	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	C. VISIT THE RURAL COMMUNITY FOR NEED ASSESSMENT AND IDENTIFICATION OF PROBLEMS D. IDENTIFY THE INTERVENTION APPROACH FOR THE VISITED COMMUNITY THROUGH GROUP DISCUSSION AND EXPERT CONSULTATION E. VISIT THE SELECTED RURAL COMMUNITY FOR THE IMPLEMENTATION OF INTERVENTION PROGRAM THROUGH SELF-HELP GROUPS/LOCAL LEADERS/VOLUNTARY ORGANIZATION F. EVALUATION OF INTERVENTION PROGRAM		
VI	A. DOCUMENTATION OF THE ACTIVITIES DONE IN RURAL AND URBAN COMMUNITY B. GROUP/ INDIVIDUAL PRESENTATION OF THE WORK DONE IN THE SELECTED COMMUNITY	THE STUDENT WILL BE ABLE TO: · ORGANIZE, CREATE, ARCHIVE, PRESERVE, RETRIEVE, MANAGE, EVALUATE, AND DISSEMINATE THE COMMUNITY OUTREACH PROGRAMMES · DEVELOP AND APPLY CRITICAL THINKING SKILLS IN PREPARATION FOR PROFESSIONAL PRACTICE	

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities

EVALUATION

Attendance & diligence, Work diary:, Practical record/Project report, Performance during intervention, Group Discussion/Presentation, Final Display
 Evaluation weight age- Internal -100%

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	B. DEVELOPMENT OF A PLAN OF ACTION FOR THE PROBLEM IDENTIFIED	2. FORMULATE RESOURCES TO ENHANCE COMMUNITY-BASED INITIATIVES 3. DEVELOP LEADERSHIP QUALITY IN PLANNING PROGRAMME FOR FIELD PROBLEMS	
III	IMPLEMENTATION OF INTERVENTION/ PROGRAM	THE STUDENT WILL BE ABLE TO: 1. EARNED COMPREHENSIVE PRACTICAL EXPERIENCE IN REAL FIELD SITUATION AND THEREBY BUILD UP OF CONFIDENCE 2. FORMULATE RESOURCES TO ENHANCE COMMUNITY-BASED INITIATIVES	30
IV	A. IMPLEMENTATION OF INTERVENTION/ PROGRAM B. EVALUATION OF WORK DONE IN THE SELECTED COMMUNITY / ORGANIZATION	THE STUDENT WILL BE ABLE TO · DEVELOP SOCIAL RELATIONSHIP AND EMOTIONAL ATTACHMENT TO THE COMMUNITY · UNDERSTAND CONTINUOUS PROCESS OF COLLECTING AND ANALYZING INFORMATION · COMPARE HOW WELL A PROJECT, PROGRAMME OR POLICY IS BEING IMPLEMENTED AGAINST EXPECTED RESULTS	30
V	A. SCOPE OF COMMUNITY OUTREACH PROGRAMMES IN THE RURAL COMMUNITY B. STUDY AVAILABLE SECONDARY DATA LIKE REPORTS OR WEB PORTALS ETC.	THE STUDENT WILL BE ABLE TO: · HELP SHOULDERING THE RESPONSIBILITY AS EXTENSION WORKER IN FUTURE. · FORMULATE RESOURCES TO ENHANCE COMMUNITY-BASED INITIATIVES	30

Appreciation of Films (Practicals)

COURSE CODE : MCVI21

SEMESTER: VI

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Appreciation of Films	4	4	120	120

OBJECTIVES

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

1. Understand the concept of appreciation of films.
2. Identify the changes in the evolution of cinema over a period of time.
3. Develop appreciation of the cinematic technique, structures, aesthetics and ideology.
4. Apply the concept of film appreciation to a wide variety of styles and genres.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Introduction to Film Appreciation</p> <p>i. Concept, Importance and trends of Film Appreciation.</p> <p>ii. Film: Mise en scene</p> <p>iii. Genres of Films</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. To become an active viewer of cinema, developing one's own informed perspective through personal engagement with films . 2. Understand the way that content, form, and contexts work together to create meaning in film. 3. Identify the contribution of different genres of films. 4. Be able to critically explore how film is a dynamic, multi-faceted medium, and how a work is created and received from a cultural, ideological and theoretical perspective 	30

RECOMMENDED READING MATERIALS

1. Application of the participatory rural Appraisal (PRA) method, http://www.adrc.asia/publications/Cooperative_projects/Indonesia/pdf/Ap-c%20Metode-PRA.pdf, accessed on 4th October 4, 2016
2. Albrecht, H et al. (1989): Rural Development Series, Agricultural Extension, Vol. I & II. Basic concepts and methods, Wiley Eastern Limited, New Delhi.
3. Extension Education in Community Development (1961), Ministry of Food and Agriculture, Government of India, New Delhi.
4. Pankajam, G. (2000): Extension - Third Dimension of Education, Gyan Publishing House, New Delhi.
5. Raddy, A. (1999): Extension Education, Sree Lakshmi Press, Bapatta.
6. Sandhu, A.S. (1994): Extension Programme Planning, Oxford & IBH Publishing Company Private Limited, New Delhi.
7. Manual on Rural Agricultural Work Experience (RAWE), http://www.icar.org.in/files/Guidelines%20_RAWE-16112015.pdf Accessed on October 4, 2016

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Narrative analysis</p> <p>i. Micro and macro analysis of structure</p> <p>ii. How to read a film:-</p> <ul style="list-style-type: none"> · film as an art · Technology : image and sound · The language of films, signs and syntax · Historical development · Film theory <p>B. Appreciation of Production Process and film</p> <p>C. i. Script Writer and ii. Director. iii. Producer, cinematographer, Editor, Set designer Production Manager,</p> <p>iii Sequence and Continuity in a film.</p> <p>iv. Selection of the casting , set and Location.</p> <p>v. Trends in Indian Cinema</p> <ul style="list-style-type: none"> · An overall view of films around the world. · Literary analysis Review of films · Purpose · Basic structure · Audience and style · Film Language 	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the myriad of creative and technical choices that construct a work, and how ultimately each individually impacts a finished film. 2. Define the roles and describe the artistic contributions of film writers, directors, cinematographers, editors, actors, and set designers; 3. Develop an appreciation for the aesthetic principles that guide or govern the art of film; 4. Identifying the important department and portfolios in the production team. 5. Explore the influence of literature, philosophy., and the arts on films. 	30
III	<p>A. Visual analysis</p> <p>i. Cinematic design: form & function -Vision and reception, Imagery, cinematography, voyeurism, .</p> <p>ii. Cinematic Movement & Impact - Visual style & kinetic movement</p> <p>iii. The Art & Craft of Editing</p>	<p>The student will be able to</p> <ol style="list-style-type: none"> 1. Explain primary technological aspects of camera operation and audio operation as related to film production 2. Engage in the creative process of interpretive performance and comprehend the physical and intellectual demands required of filmmakers; 	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
IV	<p>A. Film Critiquing and content analysis. India and world cinema</p> <p>I. Viewing regional and international films from various countries.</p> <p>ii. Sociological and cultural impact on films.</p> <p>iii. Impact of films on society</p> <p>iv. Censorship</p> <p>v. Film awards and guilds</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate skill in content analysis and critiquing 2. Understand works of film as expressions of individual and human values within an Cultural and social context. 3. Comprehend the role of awards in film appreciation 4. Demonstrate the ability to engage with regional, national, and global communities; 	30

TEACHING METHODOLOGY

Lectures, Film viewing, Film reviews, Discussions, Visits, Individual and group activities

EVALUATION

INTERNAL EXTERNAL 100 %

RECOMMENDED READING MATERIALS

1. McQuail Dennis, (2000) Mass Communication Theory, Sage Publisher, New York.
2. Monaco James (2000) How to Read a Film, The World of Movies, Media and Multimedia Language, Oxford University Press.
3. Grossberg Lawrence (2006) Media Making- Mass Media in Popular Culture, Sage Publications, New York.

Discipline Specific Elective Courses for Specialization in Mass Communication and Extension (Honors/ Regular)

Discipline Specific Elective Course is a course which can be chosen from a basket of course option of the specialization which may be very specific / specialized / advanced supportive to the discipline / subject of study. It also provides an extended scope and an exposure to allied discipline / subject / domain. It nurtures the candidate's proficiency/skill.

DSE Courses		Mass Communication and Extension			Credits		B.Sc.	
Sr. No.	Code No.	Semester	Discipline Specific Electives Courses	16 credits (Regular) 24 credits (Honors)	Theory	Practical	Regular	Honors
1.	MDV01	V	Program Planning and Evaluation	8 credits for Regular + 4 credits Only for Honors	4	-	8	12
2.	MDV02		Video Production		-	4		
3.	MDV03		Content Development for Broadcast Media		-	4		
4.	MDV04		Event Management		4	-		
5.	MDVI05	VI	Dubbing and Voice Over	8 credits for Regular + 4 credits Only for Honors	-	4	8	12
6.	MDVI06		Soft Skills and Image Management		-	4		
7.	MDVI07		Photojournalism		-	4		
8.	MDVI08		Editing		-	4		
Total Credits					16	24		

Program Planning and Evaluation (Theory)

COURSE CODE:MDV01

SEMESTER: V

CREDITS: 4

Course	Theory Credits	Theory contact Hours	Self study Hours
Program Planning and Evaluation	4	60	60

OBJECTIVES

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

1. Describe the meaning of program planning and evaluation.
2. Comprehend the importance of program planning and evaluation in the field of community development.
3. Understand different models of program planning and evaluation.
4. Develop outline in designing and executing community development program.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A Introduction to Program Planning</p> <ul style="list-style-type: none"> i. Concept Meaning, Definition. ii. Assumptions on Extension program planning iii. Approaches in Extension program planning iv. Need Assessment, Goal Setting, difference between programme projection and planning, <p>B. Principles of Extension program Planning</p>	<p>The student will be able to;</p> <ul style="list-style-type: none"> 1. Explain the meaning and definition of program planning 2. Comprehend the relationship between program planning 	15
II	<p>Stages and models in Extension program planning</p> <ul style="list-style-type: none"> · Ralph Tyler's(1949) Program Development Model · Boone et. Al (2002) Conceptual Programming Model · Boyle (1981) Lifelong learning perspective. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> 1. Appreciate the similarities/ differences between different planning models 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	<ul style="list-style-type: none"> · Caffarella & Ratchiff · Dafron (2013) Interactive Model · Extension Program LOGIC model · The Cooperative Extension Program development Model · 4-H Youth Development Program Umbrella Mode 		
III	<p>A. Managing an Extension Program</p> <ul style="list-style-type: none"> i. Definition of Management ii. Management functions iii. Steps in Extension Management Planning, organizing, coordination, staffing, controlling, and strategic planning and management <p>B. Case Analysis in planning extension program</p> <ul style="list-style-type: none"> i. Use of logic model to plan extension in outreach development program development ii. Case study of self help group/ any development program 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the process by which people, technology, job, tasks and other resources are combined and coordinated so as to effectively achieve organizational objectives 2. Develop a program plan that includes need assessment. 3. Identify the intervention approach and planning implementation 4. Assessing needs and problems of a target group in community. 5. Development of a plan of action for the problem identified. 	15
IV	<p>A. Monitoring and evaluation of Extension program</p> <ul style="list-style-type: none"> i. Meaning and purpose of evaluation, types of evaluation, self-evaluation, and external evaluation, criteria for evaluation. ii. Phases of evaluation, tools of evaluation, observation sheet, interview schedule, rating scale and checklist. iii. Follow-up 	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand continuous process of collecting and analyzing information 2. Compare how well a project, programme or policy is being implemented against expected results 	

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	B. Evolution of Monitoring and evaluation as discipline C. Documentation I. Need for reporting and recording. ii. Procedures for recording iii. Records and registers to be maintained in programme, implementing institutions. D. Ethics I. Rights of the community members ii. Concept concent		

TEACHING METHODOLOGY

Lectures, Discussion, demonstration, Audio & video clippings, newspaper clippings, Individual and group activities.

EVALUATION

- i. Individual and group assignment:-
- ii. Evaluation weightage - internal -50% External - 50%.

RECOMMENDED READING MATERIALS

1. Albrecsht, H et al. (1989): Rural Development Series, Agricultural Extension, Vol. I & II. Basic concepts and methods, Wiley Eastern Limited, New Delhi.
2. Chaubey, B.K. (1979): A Handbook of Extension Education, Jyoti Prakashan, Allahabad.
3. Dahama, O.P. and Bhatnagar, O.P. (1987): Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Extension Education in Community Development (1961), Ministry of Food and Agriculture, Government of India, New Delhi.
5. Pankajam, G. (2000): Extension - Third Dimension of Education, Gyan Publishing House, New Delhi.
6. Ray, G.L. (1999): Extension communication and Management, Naya Prokash, Calcutta.
7. Raddy, A. (1999): Extension Education, Sree Lakshmi Press, Bapatta.

8. Sandhu, A.S. (1994): Extension Programme Planning, Oxford & IBH Publishing Company Private Limited, New Delhi.
9. Singh, R. (1987): Textbook of Extension Education, Sahitya Kala Prakashan, Ludhiana.
10. Supe, S.V. (1982): Introduction to Extension Education, Oxford Publishers, New Delhi. Hortan, D., Peterson, W., & Ballantyne, P. (1993). M & E principles and concepts (p. 5-19).
11. Monitoring and Evaluating Urban Development Programs, A Handbook for Program Managers and Researchers. Bamberger, Michael and Hewitt, Eleanor. World Bank Technical Paper no 53. (Washington, D.C.: 1986)

Video Production (Practical)

COURSE CODE:MDV02

SEMESTER: V

CREDITS: 4

Course	Practical Credits	Total Credits	Practical contact Hours	Self study Hours
Video Production	4	4	120	120

OBJECTIVES

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

1. Understand the concept of video production
2. Know the detailed procedure of producing a video.
3. Make a short video or a film on social issues.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOME	NO OF HOURS
I.	<p>A. Introduction to Video Production</p> <ol style="list-style-type: none">i. Film and video.ii. Equipment.iii. Quality of the videoiv. Production Crew/People involved in video Production <p>Assignment: Watching the credits of a film and TV program and listing down the people involved in production.</p> <p>B. Technique of Video-Production</p> <ol style="list-style-type: none">i. Single cameraii. Introduction to Multi-cameraiii. Indoor - Outdoor productioniv. Introduction. to Day-Night <p>Assignment: Identify the difference between single and multi camera techniques in a video/ film and analyze the reasons.</p>	<p>The student will be able to:</p> <ol style="list-style-type: none">1. Understand the meaning and concepts of video production2. Know different skills required to make a video.3. The difference between single and multi camera production.	30

UNIT NO	CONTENT	LEARNING OUTCOME	NO OF HOURS
II.	<p>A. Pre- Production</p> <p>i) Fiction/Non Fiction</p> <p>ii) Research</p> <p>a) Characters</p> <p>b) Location</p> <p>c) History/facts</p> <p>iii) Target Audience</p> <p>iv) Script and screenplay</p> <p>v) Budget</p> <p>vi) Cast and Crew</p> <p>Assignment:</p> <p>A. Develop a screenplay for 5 to 10 minutes Video keeping in mind the elements of production</p> <p>B. Camera</p> <p>i) Handling</p> <p>ii) Camera Movements</p> <p>iii) Exposure</p> <p>iv) Focus</p> <p>v) lenses</p> <p>vi) lights</p> <p>vii) Composition</p> <p>Assignment:</p> <p>1) Try-out different settings of camera for right</p> <p>2) Get different types of shots with different composition for the screenplay</p> <p>C. Audio</p> <p>i) Stereo and Mono</p> <p>ii) Recording options</p> <p>a) Studio b) Field</p> <p>iii) Sync Sound</p> <p>Assignment:</p> <p>1) Sync sound recording of a sequence or scene.</p>	<p>The student will be able to:</p> <p>1. Know importance of research.</p> <p>2. Develop a screenplay for a video.</p> <p>3. Know different types of video</p> <p>4. Know various aspects of Camera</p> <p>5. Understand the sync sound recording process in video production.</p>	30
III.	<p>Execute Production</p> <p>i) Handling Talents</p> <p>ii) Blocking</p> <p>iii) Floor plans</p>	<p>The students will be able to:</p> <p>1. Handle the talents and technology involved in video-production</p>	30

UNIT NO	CONTENT	LEARNING OUTCOME	NO OF HOURS
III.	iv) Short breakdown v) Direction. vi) Rehearsals vii) Set and Properties viii) Make-up Assignment: 1) Rehearse a scene and work-out short breakdown. 2) Execute the script, and get the footage.	2. Create video footage as per the script.	30
IV.	A. Plan for graphics and VFX: I) VFX/Croma effects ii) Inserting titles and Graphics Assignment: Develop unique titles and credits for the video B. Post- Production/Final Edit I) Dubbing ii) Color Correction iii) Ensure Duration of video iv) Final Out-put- format Assignment: Complete the final video edit. C. Feedback I) Testing the video ii) Making the changes Assignment: 1) Get the feedback of the audiences for the video they have made and implement	The students will be able to: 1. Get aware about VFX and Graphics 2. Know the precautions to be taken at the time of Production 3. Understand the importance of a feedback.	30

TEACHING METHODOLOGY

Lectures, Discussion, Demonstration, Audio-video clippings, individual and group activities.

EVALUATION:INTERNAL 100%

Students will develop a script a script for videos and execute the productions.

RECOMMENDED READING MATERIALS

- 1) Millerson Giraldo (2010), Video Production Handbook, Focal Press, U.S
- 2) Robert b and Musburger (2014), Single Camera Video Production, Focal Press, U.S
- 3) Anderson Barry, DSLR Film Makers Handbook, Johan Wiley & Sons, Canada
- 4) Bukart Johan (2008), Video makers Guide to Production, Focal Press, London
- 5) Tarcosky (1989), Sculpting in Time, University of Texas Press, U.S.
- 6) In the Blink of an Eye (2001), Walter Murch, Silman-James Press, U.S.
- 7) Christopher Llewellyn Reed (2012), *Film Editing Theory and Practice*, Mercury Learning & Information, U.S
- 8) Karel Reisz, Gavin Miller (2011), The Technique of Film Editing, Focal Press,
- 9) The Technique of Film And Video Editing, Ken Dancyger, Focal Press.
- 10) Mark Cousins (2011), The Story of Film, Pavilion Books, US

Content Development for Broadcast Media (Practical)

COURSE CODE:MDV03

SEMESTER: V

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Content Development for Broadcast Media	4	120	120

OBJECTIVES

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

1. Understand the concept of Broadcast and its evolution
2. Know the role and responsibility of the people involved in the Content development.
3. Understand the steps involed in developing a broadcast content.
4. Produce basic content for broadcast media (TV & Radio)

COURSE CONTENT

UNI	CONTENT	LEARNING OUTCOME	NO OF HOURS
I	<p>A. Background of Broadcast Media</p> <p>i. History of Broadcast media in India and the world</p> <p>ii. Transmission of signals for Broadcast Media.</p> <p>B. Radio & Television</p> <p>i. Working of a Radio station</p> <p>ii. Role & responsibility of people involved in Radio Station</p> <p>iii. Radio Audience Meausrement</p> <p>C. Working of TV station</p> <p>i. Satellite</p> <p>ii. Out-door broadcast and Outdoor Broadcasting Vans. (News Channels)</p> <p>iii. People involved with TV channel</p> <p>iv. Role of BARC (Broadcast Audience Research Council) and TAM India (TRP)</p>	<p>The student will be able to:</p> <p>1. Understand how Broadcast technology for Radio and Television works.</p> <p>2. Recognize the jobs and responsibility of the people involved in Radio and Television.</p> <p>3. Summarize the organization and the structure of the Industry.</p>	30

UNI	CONTENT	LEARNING OUTCOME	NO OF HOURS
II	A. Planning for broadcasting content i. Target Audience ii. Introduction to formative research iii. Different types of programs. iv. Importance of a script B. Drafting the Script i) Budget ii) Different genre of Programs. iii) Writing script to suit/adopt to the medium and audience iv) Three act structure of script v) Understanding drama and conflict (final structure) vi) Developing characters	The students will be able to: 1. Know fiction and non fiction formats of programming. 2. Indentify the process of developing a script. 3. Understand the importance of character development and Drama.	30
III	A) Content for a Radio: i) Drafting the Script for Radio. ii) Planning for Audio Recording iii) Background Music and Sound effect iv) Radio jokey and his role in a radio	The students will be able to: 1. Plan the content for radio. 2. Produce the radio content as per the requirements in the sound studio.	30
IV	A. Developing Audio-Visual Content i. Developing the script according to the budget ii. Sets and location iii. Rehearsals and Planning iv. Camera blocking and lights v. Production of audio-visual content vi. Sound dubbing and Background music vii. Introduction to animation and special effects viii. Graphics and title ix. Editing of Video and Audio	The students will be able to: 1. Execute the Audio-Visual production on there own. 2. Know how to Edit the video and Audio.	

Students will be developing an Audio and Audio-Video content which will be evaluated. (Continuous Assessment)

TEACCHING METHODOLOGY

Lectures, Discussion, Demonstration, Audio-video clippings, individual and group activities.

EVALUATION

Students will be developing an Audio and Audio-Video content which will be evaluated. (Continuous Assessment) 100% practicals

RECOMMENDED READING MATERIALS

- 1) Millerson Giraldo (1957), Television Production, Focal Press, USA
- 2) Owens James, Millerson Giraldo (1957), Video Production Handbook, Focal Press, USA
- 3) Kumar Keval (2012), Mass Communication in India, Jaico Publication, New Delhi- India
- 4) Field Syd (2008), Screenplay Writing, Delta Books, New York
- 5) Rappaport Theodore (2011), Wireless Communication, Pearson Publication, USA
- 6) Green. CD (2011), Radio Communication, Longman Publication, London
- 7) Gorham Kindem and Robert Musburger (2001), Introduction to Media Production from Analog to Digital, Boston, Focal Press
- 8) Stephenson Alan, Reese David, Beadel Mary (2009), Broadcast, Announcing worktext, Focal Press, USA
- 9) <http://electronics.howstuffworks.com/radio.htm>

Event Management (Theory)

COURSE CODE:MDV04

SEMESTER: V

CREDITS: 4

COURSE	THEORY CREDITS	TOTAL CREDITS	THEORY CONTACT HOURS	SELF STUDY HOURS
Event Management	4	4	60	60

OBJECTIVES

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

- 1) Interpret the customer requirements through feasibility study and event proposal.
- 2) Design, plan and organize an event.
- 3) Co-ordinate, communicate and implement the event.
- 4) Delegate, monitor and evaluate the event.
- 5) Prepare budget, costing and keep accounts for the event.
- 6) Decide marketing and promotion of the event.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A. Introduction to planning of events.</p> <p>i. An overview of the event industry- concept, event team, duties and responsibilities, principles of event management.</p> <p>ii. Different types of events(indoor and outdoor, commercial and client)- religious, musical, sporting, personal and private, political and government, commercial and business, corporate, special events and leisure events.</p> <p>B. Customer requirements- purpose, location, allied</p>	<p>The students will be able to -</p> <ol style="list-style-type: none"> 1. Develop the skills required by the event planner. 2. Learn about the different types of events. 3. Identify the different requirements of customers and being customer centric by offering suggestions 4. Conduct a feasibility study for the viability of event 5. Create a contract with customers listing all the requirements. 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Event planning and Design</p> <p>i. Selection of location/site. - types of location</p> <p>ii. Target market -market segmentation</p> <p>iii. Event specification-event flow (event sequence), stage, seating, security (indoor and outdoor), audio visual, logistics planning.</p> <p>iv. Human resources planning-team for event and volunteers</p> <p>B. Allied services planning-Vendor selection and management (catering, audio visual, security- indoor and outdoor), vendors for furniture, cloth, framework, flowers etc.</p>	<p>The students will be able to -</p> <ol style="list-style-type: none"> 1. Identifying the aims and objectives presented by the clients for the event 2. Arrange the theme of the event and set specific benchmarks / standards according to event management company policy for developing event/conference/ meeting 3. Facilitate the creation of an event team which will support the event planner 4. Plan for the event according to the requirements of customers 5. Design the event and selection of the vendors for various services. 	15
III	<p>Event budgeting and costing</p> <p>i. Designing an event budget-tools, methods, costing.</p> <p>ii. Methods and tools for account keeping.</p> <p>iii. Budgeting for event sponsorship- sources, identifying sponsors, sponsor letters.</p> <p>iv. Licenses, approvals and legal costing- place, catering, fire, health and sanitation.</p>	<p>The students will be able to -</p> <ol style="list-style-type: none"> 1. Prepare and design the event budget 2. Use the tools for account keeping. 3. Write event sponsorship proposals 3. Develop knowledge about the different legal Requirements needed for event planning. 	15
IV	<p>Event organisation and implementation</p> <p>I. Communication with customers and stakeholders- letters, memos.</p>	<p>The students will be able to -</p> <ol style="list-style-type: none"> 1. Communicate with the customer about the constraints from the other stakeholders that affect the event and offering suggestions 	15

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
	ii. Event marketing and promotion- advertising and publicity iii. Supervising the events- preparation of tools like check lists. iv. Handling complaints- leadership skills. v. Business etiquettes	2. Inspect the facilities after the set up and to design supervision tools. 3. Handle customers complaints effectively 4. Use the different tools of marketing for event.	

TEACCHING METHODOLOGY

Lectures, Discussion, Demonstration, Audio-video clippings, individual and group activities organizing events.

EVALUATION INTERNAL External Internal evaluation will include:

1. Planning, organizing and implementing a mock event.
2. Assignments.
3. Project report for event.
4. Designing promotions-brochures, digital pages.
5. Designing checklists for event.

RECOMMENDED READING MATERIALS

1. Bladen.C.et.al.(2012). *Events Management: An Introduction*. Oxon. UK, Routledge.
2. Raj.R, Walters.P. and Rashid. T. (2013). *Events Management: Principles and Practice*. London, Sage Publications
3. D.G.Conway (2009). *The Event Managers Bible: The complete Guide to Planning and Organising a Voluntary or Public Event*. Revised and updated 3rd Ed. Oxford, UK.
4. Foley. M, McGillivray. D, McPherson. G (2012). *Event Policy: From Theory to Strategy*. Abingdon, OXON, Routledge.
5. N. Ferdinand & P. Kitchin (2012). *Events Management - An International Approach*, London, Sage Publications Ltd UK
6. Mathews. D (2007) *Special Event Production: The Resources*. Elsevier, UK (2007) *Special Event Production: The Resources*. Elsevier, UK
7. Mark Sonder. *Event Entertainment and Production*. CSEP - Publisher: Wiley & Sons, Inc. - ISBN: 0-471-26306-0

E- Resources:

[www. Hospitality net.com](http://www.Hospitalitynet.com)

[www.institute of event management .com](http://www.instituteofeventmanagement.com)

[www. eventandconference.com.au](http://www.eventandconference.com.au)

Dubbing and Voice Over (Practical)

COURSE CODE: MDVI05

SEMESTER: VI

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Dubbing and Voice Over	4	4	60	60

OBJECTIVES

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

1. Recognize the importance of dubbing and voice over in an audio-visual production.
2. Analyse the voice and sound effects appropriate for an audio-visual production.
3. Generate a dubbed audio - visual production.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	A. Learning to use the equipment for the purpose of dubbing and voice over i. Introduction to Principle and process of Dubbing ii. Control room parameters for dubbing - Types of control rooms, examples of internationally and nationally renowned control rooms.	The student should be able to : 1. Identify the concept and of dubbing and voice over 2. Identify the impact of studio environment in the process of dubbing and voice over.	30
II	A. Equipment for dubbing voices over and sound effects i. Use of processors and equalizers . ii. Foley effects and Background Music iii. Basics of Surround Sound and its various formats iv. Setting up of dynamic & condenser microphones.	The student should be able to 1. Choose the appropriate equipment for the dubbing, voiceover and sound effect. 2. Identify the necessary Foley and background effects in dubbing and voice over. 3. Demonstrate the Setting up of different types of microphones.	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
III	Dubbing and voice over procedures. i. Using a Digital audio works station for the process of dubbing ii. Synchronization of music track and voice track. iii. Synchronization of video with audio. iv. Addition of sound effects to the audio track.	The student should be able to 1. Recognize the significance of Digital audio works station for the process of dubbing. 2. Rendering the video and audio.	30
IV	A. Mixing and editing of the final track Rerecording. B. Role of dubbing engineers and dubbing artists.	The student should be able to : 1. Undertake a dubbing & voiceover session for a short film. 1. Recognize the importance of dubbing engineers and dubbing artists in dubbing and voice over	30

TEACHING METHODOLOGY

Lectures, demonstration, Individual and group activities

EVALUATION

INTERNAL EXTERNAL Continuous Internal assessment

RECOMMENDED READING MATERIALS

1. Alburger James R. (2002). *The Art of Voice Acting: The Craft and Business of Performing Voiceover*, London: Focal Press.
2. Friedman Dan (2010). *Sound Advice: Voiceover from an Audio Engineer's Perspective* USA: Authorhouse.
3. Krik Ross & Hunt Andy, (1999), *Digital Sound Processing for Music and Multimedia*, New Delhi: Focal Press.
4. McCallion Michael (1999). *The Voice Book: For Everyone who Wants to Make the Most of Their Voice*, New York: Routledge
5. Rumsay Francis, (2003) Watkinson John, *The Digital Interface*, New Delhi: Focal Press.
6. Rumsey, Francis, (1989). *Stereo sound for television*, London: Focal Press.
7. Tomlinson Holman, (2002). *Sound for Film and Television* New Delhi: Focal Press.
8. Tremine H. (1969), *Audio Cyclopedia*, Indianapolis: Howard W. Sams and Co. Inc

Soft Skills and Image Management (Practical)

COURSE CODE: MDVI06

SEMESTER: VI

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Soft Skills and Image Management	4	4	120	120

OBJECTIVES

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

1. Understand the concept of Soft skills and Image management.
2. Develop required etiquette in a professional arena.
3. Select a Creative cluster of clothes according to professional style.
4. Apply the concept of soft skills and Image management on day to day basis.

COURSE CONTENT

UNIT	CONTENT	LEARNING OUTCOMES	NO. OF
1	<p>A:- Concept of Soft skills and Image management - Art of First Impression:</p> <ul style="list-style-type: none"> i. Self Image ii. Body image iii. Self esteem iv Steps to cultivate a positive inner image and body image v. Relevance of Mehrabian framework in first impression vi. The four elements of first impression <ul style="list-style-type: none"> • Dressing • Grooming • Body language • Vocal communication 	<p>The students will be able to:-</p> <ol style="list-style-type: none"> 1. Cite the components that create first impressions 2. Define Mehrabian's principle 3. Indicate how to create a favourable first impression 4. Associate four elements of first impression at work place 	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
2	<p>A. Etiquette ready</p> <ol style="list-style-type: none"> Definition ,types benefits of etiquette Email and Social media etiquettes Meeting etiquette Exchanging business cards The perfect introduction Office citizenship Business lunch/ dinner etiquette Career limiting behavior International cultures sensitivity <p>B. Body language</p> <ol style="list-style-type: none"> Definition importance non-verbal communication Types of non-verbal communication <ul style="list-style-type: none"> Kinesics, haptics, proxemics, chronemics, etc Gestures , postures and the meaning Reading body language Reading expressions Mirroring 	<p>The students will be able to:</p> <ol style="list-style-type: none"> Interpret the relevance of etiquette Extrapolate acceptability using etiquette Differentiate amongst proper etiquette in different cultures Organize a method of perfect introduction Tabulate the business dining etiquette Critique office citizenship 7. Define body language Analyze the components body language Construct positive impact using different types of non-verbal communication Assemble a method of reading body language and expressions to convert unfavorable interactions into favorable by using mirroring Propose ways of successful public speaking for influence 	30
3	<p>A. Conflict management</p> <ul style="list-style-type: none"> Defining conflict Importance of conflict management Types of conflict Benefits of conflicts Managing conflicts Conflict resolution strategies Communication with annoyed person <p>B. Emotional intelligence</p> <ol style="list-style-type: none"> Definition need types benefits of emotional intelligence 	<p>The students will be able to:</p> <ol style="list-style-type: none"> Define conflict Convert conflict into collaboration Appraise sources of conflict Critique adverse costs of conflict Interpret benefits of managing conflict Define emotional intelligence Cite the types of EQ Extrapolate the benefits of EQ 	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	ii. Emotions as an excuse iii. Types benefits of Emotional Quotient iv. Developing Emotional Intelligence v. The 5 components of emotional competence framework vi. 9 characteristics of emotionally intelligent people vii. The 5 emotional cancers viii. Empathy Assignments <ul style="list-style-type: none"> · Project work and presentation on Emotional Intelligence · Case study on emotional intelligence at work place · Practical implementation and application practice 	9. Indicate ways to develop Emotional intelligence 10. Associate 5 main abilities of EI to empathy	
4	A:- Goal setting <ul style="list-style-type: none"> i. Definition importance of goal setting ii. How to set goals iii. 5 qualities of effective goal setting iv. Setting SMART goals v. Motivation vi. Commitment vii. The 80-20 rule viii. SWOT analysis? Tactics-action plan B. People skills <ul style="list-style-type: none"> i. Definition interpersonal Psychological behavior ii. Barriers to interpersonal behavior iii. Co-operation Vs Competition 	The students will be able to: <ul style="list-style-type: none"> 1. Define people skills 2. Identify the psychological contracts 3. Locate the difference between completion and co-operation 4. Translate practical tips into daily practice 5. Indicate how the circle of control works effectively 6. Associate the psychological strokes with excellent interpersonal skills 7. Analyze the Johari's window to improve interpersonal skills. 8. Identify the components of stress. 	30

UNIT NO.	CONTENT	LEARNING OUTCOMES	NO. OF HOURS
	iv. Introduction to MBTI (Myer Briggs, type, indicator) test for understanding self and others v. Good inter personal relations(B-E-D Vs O-A-R) (Blame, excuse, denial VS ownership, accountability, responsibility) vi. Circle of control:- Influence/ no control vii. The Johari window for understanding self and others C:- Stress and Time management <ul style="list-style-type: none"> • Definition, social manifestation of stress control • Time management, time as a commodity • 5 main aspects of time management • Stephen Covey's 4 waves of time management • Busy work Vs. productive work • Urgency Vs Importance • SMART time management 	9. List the types of stressors 10. Indicate how to create a favourable first impression 11. Associate four elements of first impression at work place	

EVALUATION

INTERNAL EXTERNAL 100%--

References

1. Garav Aarti, 50 Mantra's of Personality development (2013), Buzzingstock publishing house Mumbai
2. Kumar Sanjay, Communication Skills (2015), Oxford publication, India
3. Mitra Barun, Personality Development and soft skills (2016), Oxford university press.
4. Rao M.S. Soft skills Enhancing employability (2011), Marshall Goldsmith publication.
5. Sharma S.P. Personality Development (2012) V.S Publisher, New Delhi.

Photojournalism (Practical)

COURSE CODE: MDVI07

SEMESTER: VI

CREDITS: 4

COURSE	PRACTICAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Photojournalism	4	120	120

OBJECTIVES

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

- 1) Know about the importance of photographs in print media
- 2) Understand the different processes involved in photojournalism.
- 3) Develop professional skills in photojournalism.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
I	<p>A) Fundamentals of Photo journalism</p> <ol style="list-style-type: none"> i. Meaning and key concepts ii. News report and photography iii. Role of visuals in news iv. History of photojournalism v. Equipment for Photojournalism vi. Attributes of a photojournalist <p>B) Genres</p> <ol style="list-style-type: none"> i. Hard News ii. Sports iii. Street iv. Wild life v. Portrait vi. Food vii. Fashion viii. Travel ix. Documentary x. Night Photography 	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of Photojournalism 1) Know the equipments involved in photojournalism 2) Understand different genre in photojournalism 	30

UNIT NO	CONTENT	LEARNING OUTCOMES	NO OF HOURS
II	<p>A. Basics of Composition</p> <ol style="list-style-type: none"> Framing Lighting Exposure Depth of field Different lenses and their relevance Wide angle Telephoto Colour temperature Focus Shutter speed ISO- International Standard Organisation 	<p>The student will be able to:</p> <ol style="list-style-type: none"> Revise the basic concepts of Photography used in Photojournalism 	30
III	<p>A. Processing Photographs</p> <ol style="list-style-type: none"> Story ideas Captioning Editing Metadata/ Data management Slideshow packaging Photo essay structure <p>B. Ethics</p> <ol style="list-style-type: none"> Bias Manipulation of images Sensationalism Copyright 	<p>The student will be able to -</p> <ol style="list-style-type: none"> Understand different aspects required to be worked for Photojournalism. Aware of ethics in the profession of photo journalism. 	
IV	<p>A. Working in Different Media</p> <ol style="list-style-type: none"> Print Television Digital and New Media News Agencies <p>B. Emerging Trends</p> <ol style="list-style-type: none"> Crowdsourcing Shooting with mobile phones Video/ online streaming 	<p>The student will be able to -</p> <ol style="list-style-type: none"> Develop skills to make pictures as per the media requirements Know the scope available on internet for photography. Use the video function available in the camera. 	

TEACCHING METHODOLOGY

Lectures, Discussion, Demonstration, Audio-video clippings, individual and group activities.

EVALUATION INTERNAL 100% Evaluation will be based on different assignments and photographs clicked by the students.

RECOMMENDED READING MATERIALS

- 1) Adams Eddie , Wilkes Tucker Anne (2017) Eddie Adams: Bigger than the Frame, U.S, University of Texas Press.
- 2) Ahuja B N, 1988, Audio- Visual Journalism, India, Surjeet Publication
- 3) Horton Brian (2016), Guide to Photojournalism, U.S, McGraw-Hill Education
- 4) Keneth Kobere, 2014, Photojournalism, Canada, Focal Press
- 5) Kumar Keval (2015), Mass Communication in India, India, Jaico Publication
- 6) Noroc Michaela (2017) The Atlas of Beauty: Women of the World in 500 Portraits, England, The Speed Press
- 7) Rivers William, 1988, News Editing, India , Words worth Publishing company
- 8) Sethi. Patanjali, 1974, Professional Journalism, India, Orient Longman
- 10) Spencer Jack (2017), This Land: An American Portrait, U.S, University of Texas Press.

Editing (Practical)

COURSE CODE: MDVI08

SEMESTER: VI

CREDITS: 4

COURSE	PRACTICAL CREDITS	TOTAL CREDITS	PRACTICAL CONTACT HOURS	SELF STUDY HOURS
Editing	4	4	120	120

OBJECTIVES

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

1. Understand the concept of Video Editing.
2. Know the procedure of video editing on a computer.
3. Use editing software to edit-videos.

COURSE CONTENT

UNIT NO	CONTENT	LEARNING OUTCOME	NO OF HOURS
I.	A) Introduction to Editing i. Discuss Role and responsibility of an Editor ii. Linear and Non-linear Editing(NLE) iii. Introduction to online and offline. iv. Knowing software for v. Concept of a Time line and Audio tracks vi. Quality of the Video and different formats used vii. Film and Video viii. Time code ix. Plan for editing x. Capturing xi. Arranging the footage xii. Stages in the editing	The student will be able to: 1. Understand the meaning and concepts involved in video editing 2. Know how to do settings on the editing computer	30
II.	A) Basic Transitions i. Cut ii. Dissolve iii. Fade in/Out iv. Action continuity B) Popular Approches I. Sculpting in Time, Montage and Blink of an eye.	The student will be able to: 1. Apply different transitions in editing process. 2. Use the right approach of editing for different types of content.	30

UNIT NO	CONTENT	LEARNING OUTCOME	NO OF HOURS
	ii. Point- of- View, Eye-line and gaze iii. Sceene Coverage iv. Rhythm, Pace and Emotion v. Editing for Genres		
III.	A) Introduction to Audio-Video Sync Sound ii) Stereo and Mono iii) Sync Sound iv) Background Music v) Mix track vi) Audio Recording and dubbing vii) Sound effects/ Foley Sound v) Mixing the tracks B) Introduction to Special Effects C) Color Correction: Color correction of the footage. D) Titles and Credits: Creative titles and credits.	The students will be able to: 1. Edit the audio according to the video 2. Work with basic effects provided in the video-editing software. 3. Develop the video with proper colors 4. Create innovative styles of titles and credits.	30
IV.	A) Introduction to Advanced Video Edits: I) Promo of a movie ii) Action Sequence iii) Music or song sequence/Promo iv) Non- Fiction v) Introduction to Croma- Key vi) Split Screen vii) Finalizing the video for Broad-cast. viii) Exporting in different formats	The students will be able to: 1. Comprehend more complex edits. 2. Take output of the final edits.	30

TEACCHING METHODOLOGY

Lectures, Discussion, Demonstration, Audio-video clippings, individual and group activities.

EVALUATIONINTERNAL

There will be continuous assessment.

RECOMMENDED READING MATERIALS

1. Anderson Barry(2014), *DSLR Film Makers Handbook*, Johan Canada Wily & Sons.
2. Bukart Johan(2008), *Video makers Guide to Production*, London Focal Press.
3. Christopher Llewellyn Reed (2012), *Film Editing Theory and Practice*, ,U.S ,Mercury Learning & Information.
4. *In the Blink of an Eye*(2001), Walter Murch, U.S. Silman-James Press.
5. Karel Reisz, Gavin Miller(2011), *The Technique of Film Editing*, England,Focal Press,
6. Mark Cousins(2011), *The Story of Film*, US ,Pavilion Books,
7. Millerson Girald (2010), *Video Production Handbook*, England,Focal Press.
8. Robert b and Musburger (2014), *Single Camera Video Production*, Focal Press, U.S.
9. Tarcosky (1989), *Sculpting in Time*, U.S, University of Texas Press,.
10. *The Technique of Film And Video Editing*, Ken Dancyger, U.S Focal Press.