St. Xavier's University, Kolkata

SYLLABUS FOR BA MASS COMMUNICATION

Action Area IIIB

New Town, Kolkata – 700160

West Bengal, India

Email : enquiry@sxuk.edu.in

Website : www.sxuk.edu.in

Tel : 033-66249815

Sem	Paper Code	Course Title	Full Marks	Pass Marks	CIA MARKS		End Sem Marks	Credits
					WT	O		
I		Introduction to Media and Communication						4
		Basics of Film Studies						4
		Introduction to Human Rights						3
		Understanding Human Behaviour						3
		Communicative English – 1						2
		Personality Development						3
		Inter-Religious Studies for Global Citizenship						2
		Environmental Education						2
	TOTAL				**TOTAL**			**20**
II		Print Journalism						4
		Basics of Psychological Assessment						4
		Indian Literature in English Translation						3
		Issues in Indian Economy						3
		Communicative English – 2						2
		Basics of Graphic Design						3

COURSE OUTLINE

		Community Service						2
		Understanding the Indian Constitution						2
		TOTAL					**TOTAL**	**20**

 You have to select one out of two for multidisciplinary.

SEMESTER: I

<div align="center">

Discipline Specific Core Course

PAPER –INTRODUCTION TO MEDIA & COMMUNICATION

Paper Code: Credits: 4   Total Marks: 100

</div>

Programme Outcome

- **PO 01: Critical Thinking:** Develop skills required for locating and verifying a particular media content and utilizing the same for creation of well researched content/material.

- **PO 02: Effective Communication:** Ability to speak, read and write in more than one language and easily communicate with the stakeholders or information source.

- **PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings. In this way bringing out societal concerns.

- **PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

- **PO 05: Ethics:** Inculcate understanding about concepts related to media ethics, responsible communication/coverage and social responsibility.

- **PO 06: Environment and Sustainability:** Sensitize about the issues that affect the environment and ways in which media can contribute towards sustainable development.

- **PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Course Outcome

- **CO1: Remember** – To learn and be able to recall the history and evolution of communication and mass communication platforms/channels.

- **CO2: Understand-** To understand the underlying theories and models that guide the field of media and communication.

- **CO3: Understand-** To understand the various forms and types of communication and the barriers that impede them.

- **CO4: Understand-** To understand the characteristics of mass communication platforms and their strengths and limitations.

- **CO5: Apply-** To be able to apply the principles of effective communication in real life.

Learning Objectives

- **LO1-** To enable understanding of various aspects of communication among the students.

- **LO2-** To gain insights on the evolution of communication and mass communication platforms.

- **LO3-** To study the theories and models that guide communication.

- **LO4-** To realize the barriers of communication and ways to overcome them.

Syllabus

Syllabus:

Module 1: Basics of Communication

Communication: Definition and functions; Forms of Communication (verbal, non-verbal); Levels of Communication (interpersonal, intrapersonal, group, public, mass communication); Processes and Elements of Communication, Scope of Communication, Seven C's of Communication, Barriers to Effective Communication.

Module 2: Forms of Mass Communication

Mass Communication-Characteristics and Functions; Mass Media- Definition, Types, and Characteristics (Print Media, Electronic Media, New Media, Traditional Media)

Module 3: History and Evolution of communication

Overview of the evolution of Communication and Media from traditional mediums like newspapers (Print and Broadcast) and New Media (Digital and Social)

Communication in the West (such as Aristotle's concept of Rhetoric etc.)

Module 4: Models and Theories of Communication

Models of Communication: Communication Models and Theories: Laswell's model; Shannon and Weaver's Mathematical model; Wilbur Schramm's model; David Berlo's model; Newcomb's model; Westley McLean's model; McCombs and Shaw's Agenda Setting model

Theories of Communication: Hypodermic Needle Theory, Agenda Setting. Cultivation Theory, Spiral of Silence, Two-Step and Multi-step Theory, Normative Theories of Press.

Reading / Reference Lists:

- Mass Communication Theory – Dennis McQuail
- Mass Communication & Journalism in India – D.S. Mehta
- Mass Communication in India – Keval J. Kumar
- Mass Communication – Carter Martin D.
- Mass Communication Theory – Stanley J. Baren & Dennis K. Davis
- Mass Communication Effects: Joseph Klapper
- Many Voices One World: Report of the McBride Commission
- Mass Communication: Rowland Lorimer
- Understanding Mass Communication: Melvin DeFleur
- Development Communication: Uma Narula
- Electronic Media and Communication Research Methods: G.K. Parthasarathi

Module No.	Module Name	Topic(s)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
1	**Basics of Communication**	Communication: Definition and functions; Forms of Communication (verbal, non-verbal); Levels of Communication (interpersonal, intrapersonal, group, public, mass communication); Processes and Elements of Communication, Scope of Communication, Seven C's of Communication, Barriers to Effective Communication. .		15 hrs	25%	1	CO5, CO3
2	**Forms of Mass Communication**	Mass Communication- Characteristics and Functions; Mass Media- Definition, Types, and Characteristics (Print Media, Electronic Media, New Media, Traditional Media)		15 hrs	25%	1	CO4

3	**History and Evolution of communication**	Overview of the evolution of Communication and Media from traditional mediums like newspapers (Print and Broadcast) and New Media (Digital and Social) Communication in the West (such as Aristotle's concept of Rhetoric etc.)		15 hrs	25%	1	CO1, CO2
4	**Models and Theories of Communication**	Models of Communication: Communication Models and Theories: Laswell's model; Shannon and Weaver's Mathematical model; Wilbur Schramm's model; David Berlo's model; Newcomb's model; Westley McLean's model; McCombs and Shaw's Agenda Setting model Theories of Communication: Hypodermic Needle Theory, Agenda Setting. Cultivation Theory, Spiral of Silence, Two-Step and Multi-step Theory, Normative Theories of Press		15 hrs	25%	1	CO2

CO-PO mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning
CO 1		M					M
CO 2	H						
CO 3		H	H				
CO 4		H	H				M
CO 5	H	H	H				
TOTAL	3	2.75	3				2

H- Hugh relevance

M- Medium relevance

L- Low relevance

CIA PLAN (out of 30 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
CIA Other Component (Assignment/Presentation)	Individual	10	PO1
CIA Exam (Exam to be conducted by COE)	Individual	20	PO1, PO2, PO3
TOTAL		30	

END SEMESTER EXAMINATION (out of 70 marks)			
Evaluation Components	**Mode**	**Full Marks**	**PO (for Rubrics)**
End Semester Exam (Exam to be conducted by COE)	Individual	70	PO1, PO2, PO3, PO7

MINOR paper

Basics of Film Studies

Credits: 4

Course Outcomes:

CO1: Students will be able to recognize and recall the elements of Cinema, its narrative techniques, and cinema movements in India.

CO2: Students will be able to interpret the film and its impact over the society and also understand the socio-political representation of the society in it.

CO3: Students will be able to analyse film theories in context of form and content of film.

CO4: Students can criticize and review film and its genres

CO5: Students will be able to develop an artistic approach towards viewing critical films and will be able to raise concerns of best practices in today's film industry leading film making towards a responsible social practice.

☐ **Course Content**

Module No	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)

I	Evolution of image and early cinema	Geneology of Cinema	History and origin of Cinema	16	25%	1	CO 1
		Cinema and other arts					
		Evolution of image and its representation					
		Introduction to pre modern early silent cinema					
		Films of Lumiere brothers and George Melies					
II	Basics of film Language	Basic concept of shot and scene	Basic Elements of Film	14	25%	1	CO1, CO CO3
		Mise-en-scene					
		Time and Space					
		Use of sound in film					
III	Evolution of narrative cinema	D.W. Griffith as the Father of narrative cinema		18	25%	1	CO2, CO
		Soviet silent Cinema and montage theory	Global cinema and the birth of narration				
		Hollywood and studio system					
		Italian neo realism and the impact of Second World War					
IV	Introduction to Indian Cinema	Indian Silent cinema		12	25%	1	CO3, CO CO5
		Introduction to sound cinema in India	Origin and evolution of Cinema inside India				
		Bollywood and Hindi film industry					
		Major film makers in India and their contribution					

Suggested Readings:

- Bordwell, David, Kristin Thompson, and Jeff Smith. *Film art: An introduction*. McGraw-Hill Education, 2016.

- Bordwell, David, Janet Staiger, and Kristin Thompson. *The classical Hollywood cinema: Film style & mode of production to 1960*. Columbia University Press, 1985.
- Nowell-Smith, Geoffrey, ed. *The Oxford history of world cinema*. Oxford University Press, 1997.
- Vitali, Valentina, and Paul Willemen. *Theorising national cinema*. Palgrave Macmillan, 2006.
- Monaco, James. *How to read a film: the world of movies, media, and multimedia: language, history, theory*. Oxford University Press, USA, 2000.
- Rajadhyaksha, Ashish. "The Phalke era: Conflict of traditional form and modern technology." *Journal of Arts and Ideas* 14.15 (1987): 47-78.
- Mukherjee, Madhuja. *New Theatres Ltd: The Emblem of Art, the Picture of Success*. National Film Archive of India, Government of India, Ministry of Information and Broadcasting, 2009.
- Neupert, Richard. *A history of the French new wave cinema*. Univ of Wisconsin Press, 2007.
- Marie, Michel. *The French New Wave: An Artistic School*. John Wiley & Sons, 2008.
- Kracauer, Siegfried. "From Caligari to Hitler; a psychological history of the German film." (1947).
- Eisner, Lotte H. *The haunted screen: expressionism in the German cinema and the influence of Max Reinhardt*. Univ of California Press, 2008.

☐ **CO-PO mapping**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Critical Thinking	Effective Communication	Social Interaction	Effective Citizenship	Ethics	Environment and Sustainability	Self-directed and Life-long Learning
CO 1	M					M	H
CO 2			M	H	M		
CO 3	H	M					M
CO 4	H	H	M				
CO 5	H	M					H
TOTAL	2.25	2.33	2	3	2	2	2.67

H- High

M-Medium

L-Low

Assessment Plan

Examination	Type	Marks

Continuous Internal Assessment	Written Test	20
	Other Component	10
End Semester Theory	Written	70
Total		100

Introduction to Human Rights (3 Credits)

Course Code:

Learning Objectives:

- To acquire an understanding about the concepts, principles and issues associated with human rights at the national and international level.
- To enable the students to get a comprehensive understanding of human rights violation.
- To sensitize the students about the international human rights mechanisms.

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Recall the history, concept and classification of human rights and other related concepts.

CO2: Understand diverse human rights issues and their violations.

CO3: Develop empathy for vulnerable groups.

CO4: Analyse the role of different instruments and agencies in protecting and promoting human rights.

CO5: Evaluate the role of national and international bodies in protecting and promoting human rights.

Sl. No	Topic	Sub-topic	Description	No ofHours	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
1.	Introduction to Human Rights	Human Rights and issues of Social Justice; Definition, Nature andClassification of Human rights; Principles of Natural Justice	An understanding of Human Rights and Social justice	5	20%	0.4	**CO1**
2.	Historical Perspective of Human Rights	Evolution of the concept of Human Rights as an International Endeavor; Evolutionof Human Rights Movements in India; Role of NHRC	Evolution of Human Rights internationally and in India	5	10%	0.2	**CO1**
3.	Contemporary Issues of Human Rights	Human Cloning, Surrogacy and IVF; Life-Saving Technologies: Organ Transplant and Sale Euthanasia; Rightsof the people with HIV/AIDS; Emerging Issues and Concerns related to LGBTQIA+; Commercial Sex Workers; Migrant Workers and Human Rights; Ethnic Issues and Human Rights;Human Rights Violations of	Issues and violations of Human Rights in contemporary times.	15	25%	1	**CO2&CO3**

		Refugees; Displaced Persons & Human Rights Right to Environment v/s Right to Development; Custodial Violence and Police Atrocities;					
4.	International Instruments for Protection of Human Rights	International Bill of Human Rights: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights,1966, International Covenant on Economic, Social and Cultural Rights,1966 Human Rights in Armed Conflict and Rights of Refugees: Geneva Conventions on International Humanitarian Law, 1949 Convention on the Elimination of all forms of Racial Discrimination,1965 Convention on the Elimination of All Forms of Discrimination Against Women CEDAW,1979; Beijing Declaration and Platform for Action,1995 Convention against	International conventions on Human Rights	15	25%	1	**CO4**

		Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984; Convention on theRights of Personswith Disabilities 2006; Declaration on the Rights of Indigenous People (UN,2007); Convention on the Rights of Older Persons					
5.	Human Rights: Role of Judiciary, International agencies and NGO's	Judicial response to violation of Human Rights; Problems of Enforcement of Human Rights; Role of International Agencies in Promoting Human Rights: Amnesty International, UN High Commissioner for Human Rights, International Criminal Court, International Court of Justice; Role of NGO's in Promoting Human Rights	The role of judiciary and other International agencies in protecting and promoting Human Rights	5	20%	0.4	**CO4,CO5**

Suggested Readings:

1. Ahuja, V.K. (2019). Human Rights: Contemporary Issues. Eastern Book Company: India.

2. Alston, Philip, and Frederic Megret, eds. (2014), The United Nations and Human Rights: A Critical Appraisal. Second Edition. Oxford University Press.

3. Basuttil J. &Blsekburn R., (1997). Human Rights for the 21st Century. London Prentice Hall.

4. Bhattacharji, A. (1997). Social Justice and the Indian Constitution. Indian Institute of Advanced Studies: Shimla.

5. Biswal.T. (2006). Human Rights – Gender and Environment. Vira Publications. New Delhi.

6. Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.

7. Government of India, (1987). Encyclopedia of Social Work in India (Vol 1-4). New Delhi: Ministry of Information & Broadcasting.

8. Jaiswal P.S. &Jaiswal N., 1996, Human Rights and the Law, New Delhi, Aplt Publishing Corporation.

9. John S, 2001,(Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.

10. Pandit, V.L.(2000).Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies.

11. Pathak B., (1997).Social Justice and Development of Weaker Section. New Delhi, Inter India Publication.

12. SanajoabarN.(1994).Human Rights: Principles, Practices and Abuse, New Delhi, Onson Publication.
13. Subramanium S., (1997).Human Rights: International Challenges. New Delhi, Manas Publication, Vol.I. &II.

CO-PO mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	PO1 (H)						
CO2	PO1 (H)						
CO3				PO4 (H)			
CO4	PO1 (H)	PO2 (M)	PO3 (M)		PO5 (H)		
CO5	PO1 (H)				PO5 (H)		
CO6							

*High (3): will indicate high correlation between the course outcomes and programoutcomes

Moderate (2): will indicate the correlation between the course outcomes and programoutcomes
Low (1): will indicate the correlation between the course outcomes and program outcomes

SYLLABI OF MULTIDISCIPLINARY PAPERS

OFFERED BY DEPT. OF PSYCHOLOGY

Course Name: Understanding Human Behaviour

Course Code:

Credit: 3

Semester: 1

Nature of the Course: Multidisciplinary Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome (CO)- As per Bloom's taxonomy

After completing this course, students will be able

1. CO1: to define and recall various components of self, emotions, social perception and influence

2. CO2: to illustrate and understand the key elements of emotions and emotional intelligence

3. CO3: to apply the understanding of self and relate it with different components of attitude and human behaviour

4. CO4: to connect and differentiate aspects of attitude consistency and change and its influence on behaviour

5. CO5: appraise the relevance and effectiveness of emotional regulation and self-presentation in human behaviour

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Understanding Self	a. Definition of self and its components- self-concept, self-esteem, identity b. Types of selves- real self, ideal self, social self; self complexity c. Development of Self	12	25%	CO1, CO3
2	Understanding of Others	a. Social perception and Social Influence; Recognition of emotions. b. Attitude towards self and others- definition and components of attitude	18	40%	CO1, CO3, CO4

		c. Formation and maintenance of attitude, attitude change			
3	Regulating own Behaviour	a. Understanding of emotions, Emotional Intelligence b. Emotional Regulation c. Impression formation and impression management	15	35%	CO1, CO2, CO3, CO5

Suggested Readings:

1. Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour

2. Dressler, David and Cans, Donald: The Study of Human Interaction

3. Lapiere, Richard. T – Social Change

4. Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social

Psychology, Addison – Welsley, US.

5. Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.

CO/PO Mapping for Understanding Human Behaviour

CO/ PO mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H			M				
CO2	M	M	H		M	L	M	
CO3	H	M	M				M	
CO4	H		H	M		M		
CO5	M	H	M	H	L	M	H	

	13/5=2.6	7/3=2.33	10/4=2.5	7/3=2.33	3/2=1.5	5/3=1.67	7/3=2.33	2.18

Communicative English I

Course Description: The course aims to introduce students to knowledge, ideas, and concepts in English language-use and communication. It focuses on the technicalities of proper pronunciation, structure, and style in English-Language communication. Theories and modes of communication, as well as barriers to communication, are also covered. Different forms of communication, including various oral and written modes, are also discussed.

Module	Credits (Total—2)
Module 1 - Theory & Grammar A. Theory of Communication: Fundamentals, Process of Communication, Types of Communication, Mis-communication, Skills Required for Effective Communication B. Accurate Grammatical Usage: Sentence Structure, Verbs (Classification), Infinitive & Gerund, Tense, Voice, Phrasal Verbs & Idioms, Punctuation marks.	0.5
Module 2 - English Composition A. Composition: Reflective, Descriptive, Narrative, Argumentative B. Summarising C. Précis D. Article Writing E. Blog Writing F. Documenting and Note-Making	1

Module 3 -	0.5
A. Speaking	
B. Personal Interview, Mock Interview	
C. Public Speaking, Presentations	

Course Outcomes

PO 1 PO 2	CO 1 - To make the students understand communicative competence.To demonstrate his/her verbal and non-verbal communication ability.	BL 1 and 2
PO 2 PO 3	CO 2 - To make the students analyse and conduct independent surveys, collect data, prepare and present reports and projects.	BL 2 and 3
PO 7	CO 3 - To apply effective business correspondence with brevity and clarity. Learn the process of acquiring a job with special reference to prepare a resume.	BL 4 and 5
PO 2 PO 3 PO 7	CO 4 - To evaluate the process of writing error free while making an optimum use of vocabulary & grammar leading to lifelong learning	BL 5
PO 4 PO 7	CO 5 - To create and enhance employability and prepare students for the challenges they face while communicating in English in any work space.	BL 6

CO-PO Mapping

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1):

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	2, 3		H	H				
CO 3	4, 5							H
CO 4	5		M	H				H
CO 5	6				L			H
_	_	3/1	8/3	6/2	1/1	_	_	9/3
_	_	3	2.6	3	1	_	_	3

CO- PO Attainment = 12.6/5 = 2.5

<u>Reading List</u>

Fluency in English - Part II, Oxford University Press, 2006.

Business English, Pearson, 2008.

Language, Literature and Creativity, Orient Blackswan, 2013.

A Practical English Grammar, A.J. Thomson, A.V. Martinet, Oxford University Press

A Handbook of English Grammar and Usage, D. Thakur, Bharati Bhawan Publication

Function in English- Jon Blundell et al, OUP

Oxford Practice Grammar, John Eastwood, Oxford University Press

<u>Personality Development</u>

Course Code [**Personality Development**], [**3** credits, **100** marks], [Semester I],

[Nature: **Skill Enhancement Course**],
[Faculty/School/Department:…………………………………]

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify strengths, weaknesses, opportunities and challenges related to their personal capabilities for effectively managing conflict and stress.

CO2: Understand life skills as a perfect blend of knowledge and behaviour, attitudes and work ethics to respond effectively to demands and challenges of daily life.

CO3: Apply group dynamic techniques in the context of organizational culture to gain a deeper understanding of how to make team building more pro-active and efficient.

CO4: Evaluate inter-personal relations and analyze the barriers to effective communication.

CO5: Develop a leadership style that is uniquely theirs by effectively using their soft skills.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Personality & Personality Development: Fundamentals	• Define Personality & Why Personality Development? • Determinants of Personality Development • Types of Personality (including activities)	Orientation	1 2 2 **5**	20%	0.6	CO1
II	Self Management	• Motivation • Conflict Management • Time Management • Stress Management (including activities)	Personal Competence	3 4 4 9 **20**	40%	1.2	CO1, CO2
III	Social Skill Development	• Inter-personal Relations & Communication • Group Dynamics • Team Building • Leadership • Holistic Well-being (including activities)	Techniques in Personality Development	5 4 4 4 3 **20**	40%	1.2	CO3, CO4, CO5

Suggested Readings

- Mukherjee, S. (2021). *Personality Development Studies for Leadership: Foundation Course*. St. Xavier's University, Kolkata (1st ed.).

- Agarwal, R. & Tandon, A. (2012). *Personality Development & Leadership*. Oxford Book Company (1st ed.).

- Mitra, B. K. (2016). *Personality Development And Soft Skills*. Oxford University Press, India (2nd ed.).

Additional Readings

- Hurlock, E. B. (2017). *Personality Development.* Tata McGraw Hill, New Delhi (Indian Edition).

- Onkar, R. M. (2014). *Personality Development and Career Management: A Pragmatic Perspective*. S. Chand Publishing, New Delhi (3rd revised ed.).

- Gallagher, K. (2010). *Skills Development*. Oxford University Press, India (Indian Edition).

- Mangal, S.K. (2018). *Educational Psychology*. Tondon Publications, Ludhiana.

- Morgan, C. & King, R. (2017). *Introduction To Psychology*. McGraw Hill Education - 7th ed. (Indian Edition).

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		M		H		H
CO2	H	M	H	M	H	M	H
CO3	H	H	H	M	H		M
CO4		H	H	M	M		H
CO5	H	H	H	H	H	H	H

** H means high relevance

M means medium relevance

L means low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	50	20%	20	CO1, CO2

Other Component (based on assignment / presentation / activity sheets, etc.)	Individual/ Group	05	5%	05	
Attendance	Individual	05	5%	05	
Total				**30**	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	100	70%	**70**	CO1, CO2, CO3, CO4

Full Marks (A + B) = 100   Pass Marks 40

Semester 2

Print Journalism

Credits: 4

Full Marks: 100

Programme Outcomes:

PO 01: Critical Thinking: Develop skills required for locating and verifying a particular media content and utilizing the same for creation of well researched content/material.

PO 02: Effective Communication: Ability to speak, read and write in more than one language and easily communicate with the stakeholders or information source.

PO 03. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings. In this way bringing out societal concerns.

PO 04. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO 05: Ethics: Inculcate understanding about concepts related to media ethics, responsible communication/coverage and social responsibility.

PO 06: Environment and Sustainability: Sensitize about the issues that affect the environment and ways in which media can contribute towards sustainable development.

PO 07. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Course Outcomes:

CO 1: Students will be able to define news values, structure of news, its different sources and other aspects.

CO 2: Students will be able to interpret roles and responsibilities of print media professionals and different types of reporting.

CO 3: Students will be able to write different types of reports and apply different techniques of editing.

CO 4: Students will be able to analyse and write headlines, editorial, feature, columns, human interest stories and other specialized reporting.

CO 5: Students will be able to develop content of a dummy newspaper and design the same.

Syllabus:

Module-1: Understanding News

What is News? – News Values and Elements of News – Objectivity, Fairness and Balance as Basic Principles of News – Sources of News – Types of News Writing – Inverted Pyramidal Structure of News Writing – Lead and Intro and their different Types – Body of News.

Module-2: Reporting for Print Media

Role of a Reporter – Chef Reporter – Special Correspondent – Bureau Chief – District Correspondent – Assembly Reporting – Civic Reporting – Crime Reporting – Legal Reporting – Special Stories – Follow Up.

Module-3: Copy Editing and Page Make Up

Principles of Editing – Checking a Copy – Headlines – Proof Reading – Style Sheet - Principles of Page Make Up – Different Templates & Styles – Use of Blurb, Box, Graphics, Cartoons and Picture – Page Make Up Techniques for Multiple Editions.

Module 4: Specialised Writing

Editorial – Post Editorial Columns & Columnist – Editing of Letters to the Editor – Human Interest Stories – Anchor Story – Feature – Narrative Journalism – Long Journalism – Life Style Journalism – Entertainment Journalism – News Agency Journalism – Magazine Journalism.

Module No.	Module Name	Topic(S)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
1	Understanding News	What is News? – News Values and Elements of News – Objectivity, Fairness and Balance as Basic Principles of News – Sources of News – Types of News Writing – Inverted Pyramidal Structure of News Writing – Lead and Intro and their different Types – Body of News.		20	30%	1	CO 1
2	Reporting for Print Media	Role of a Reporter – Chief Reporter – Special Correspondent – Bureau Chief – District Correspondent – Assembly Reporting – Civic Reporting – Crime Reporting – Legal Reporting		20	25%	1	CO 2, CO 3

		– Special Stories – Follow Up.					
3	Copy Editing and Page Make Up	Principles of Editing – Checking a Copy – Headlines – Proof Reading – Style Sheet - Principles of Page Make Up – Different Templates & Styles – Use of Blurb, Box, Graphics, Cartoons and Picture – Page Make Up Techniques for Multiple Editions.		20	15%	1	CO 3, CO 5
4	Specialised Writing	Editorial – Post Editorial Columns & Columnist – Editing of Letters to the Editor – Human Interest Stories – Anchor Story – Feature – Narrative Journalism – Long Journalism – Life Style Journalism – Entertainment Journalism – News Agency		20	30%	1	CO 4

		Journalism – Magazine Journalism.					

Evaluation	Max. marks for which the exam is conducted	Remarks
CIA	30	Written test, Assignment, Presentation and Attendance
End Semester Exam	70	Exam to be conducted by COE

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	M						
CO 2	M	M					
CO 3		M					
CO 4				M			M
CO 5							M
Total	2	2		1			2

Suggested Readings:

- Kiphann, Helmut. (2001). Handbook of Print Media: Technologies and Production Methods.
- Springer
- Whittaker, Jason. (2008). Magazine Production. Routledge.
- Webster, Alley. (2016). Print Media and Journalism. Willford Press.

- Wainwright, David. (1982.) Journalism Made Simple. W.H. Allen. London
- Kamath, M. V. (1980). Professional Journalism. Vikas Pub. House. New Delhi
- Teel, Leonard Ray. (1983). Into the Newsroom. Prentice-Hall.
- Hohenberg, J. (1983). The Professional Journalist. Holt, Rinehart, and Winston. New York
- Shrivastava, K. M. (2003). News Reporting & Editing. Sterling Publishers. New Delhi
- Ward, Hiley H. (1985). Professional Newswriting. Cengage Learning.

Course Title: Basics of Psychological Assessment

Syllabus:

Unit 1 – Introduction to Psychological Assessment

   (a) Concept and Nature: Test and assessment

   (b) Characteristics of a good test

   (c) Difference among testing, assessment, and measurement

   (d) Ethical Issues in Testing and Assessment

Unit 2 –Measurement of Intelligence, Aptitude and Interest

   (a) Intelligence: Concept and Theories, Intelligence Quotient

   (b) Aptitude and Interests: Concept and types.

   (c) Assessment of Intelligence, Aptitude and Interest

Unit 3 - Measurement of Personality

   (a) Meaning and Purpose of Personality Measurement

   (b) Theories of Personality: Trait and Type Approach

   (c) Assessment of Personality

Unit 4 – Application of Psychological Tests and Assessments

   (a) Application in Clinical, Educational and Organizational set-ups.

   (b) Application in Individual and Group settings.

References

1. Anastasi, A., and Urbina, S. (1997). Psychological testing. Prentice Hall/Pearson

Education.

2. Freeman, F. S. (1950). Theory and practice of psychological testing.

3. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences.

   Bharati Bhawan.

Course Name: Issues in Indian Economy

Course Code:

Credit: 3

Semester: 2

Nature of the Course: Issues in Indian Economy

No. of Lecture hours: 30 Hours

No. of Tutorial contact hours: 15

Course Objective: (CO)

CO1: Students will be able to identify the major economic trends in India with regard to major indicators like growth; employment; inflation; unemployment and others. (BL1)

CO2: Students will be able to understand the relative performance of Indian economy vis-a-vis rest of the world. (BL2)

CO3: Students will be able to explain the debate over growth versus development in Indian Economy (BL3)

CO4: Students will be able to analyze India's economic policies and the changes there in from planning to post liberalization period. (BL4)

CO5: Students will be able to evaluate the performance of the Indian economy and develop their own understanding about the problems faced by the Indian economy. (BL5 & BL6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Trends in Indian Economy	Indian Economy since independence : Trend in major economic indicators	15	33.33%	CO1, CO2

		Structural transformation in Indian Economy Indian economy from the perspective of global economy : a comparative analysis			
2	Issues in Economic Growth vs Development	India's growth story: where do we stand now? India's performance in-terms of poverty, inequality and HDI. Trend in Education; health : Analysing India's performance from Sen's capability approach	15	33.33%	CO2, CO3, CO4, CO5
3	India's economic policies since independence	India's economic policies from 1950-1991 New economic policies ; post economic liberalization Understanding economic policies from the perspectives of political economy	15	33.33%	CO2, CO3, CO4, CO5

Suggested Readings:

Dreze, J., & Sen. A. (2013). *An Uncertain Glory: India and its Contradictions*. Penguin. New Delhi

Jha, R. (Ed.). (2008). *The Indian Economy Sixty Years After Independence*. Springer.

Kapila, U. (2022). *Indian Economy since Independence*, (33rd ed.). Academic Foundation. New Delhi

CO-PO Mapping:

CO/PO	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$
CO$_1$	M	M		M			M
CO$_2$	M	M		M			M

CO3	M	M		M	M		H
CO4	H			M	M		H
CO5	H			H	H		H
Total	2.4	2		2.25	2.33		2.6

CO Score: 2.32

Indian Literature in English Translation (3 Credits)

Course Description: This course aims to introduce students to the rich and diverse landscape of Indian literature through selected works translated into English. By exploring the works of prominent Indian authors from different regions and languages, students will gain insights into the cultural, social, and historical dimensions of India. Through close reading and analysis of these works, students will examine themes such as social issues, gender dynamics, identity, tradition, and modernity. Discussions will delve into the nuances of the translations and the cultural context of each literary piece. Additionally, students will be encouraged to explore the works from both a literary and socio-cultural perspective.

Module	Details	Credits
Module 1: Hindi literature in English translation	i. Premchand, "The Chess Players [Shatranj Ke Khiladi]" or "Idgah" ii. Nirmal Verma, "Dilli ki Galiyan (The Streets of Delhi)" or "Ek Chitthi Aur Maran (A Letter and Death)" iii. Phanishwarnath Renu, "Lal Paan ki Begum" iv. Krishna Sobti, "Nafisa" Any two stories to be taught	1
Module 2: Bengali literature in English translation	i. Rabindranath Tagore, "Hungry Stones" or "The Parrot's Tale" ii. Sarat Chandra Chattopadhyay, "Mahesh," "Biraj Bou," "Pather Dabi" (any one) iii. Mahasweta Devi, "Stanadayini" or "Dhouli"	1

	iv. Ashapurna Devi, "Bolai" or "Patni or Preyoshi" <u>Any two</u> stories to be taught	
Module 3: Other Indian literatures in English translation	i. Ambai [C. S. Lakshmi] (Tamil), "The City Rises from the Ashes" or "The Squirrel" ii. Fakir Mohan Senapati (Odia), "The Patent Medicine" or "Rebati" <u>Any two</u> stories to be taught	1

<u>Course Outcomes</u>

PO 1 PO 2	CO 1 - Understanding the Indian literary tradition through a detailed historical overview	BL 1 and 2
PO 1 PO 2 PO 3	CO 2 - Analyzing the anglophone culture in India and its literary application in translating vernacular texts	BL 3 and 4
PO 1 PO 3	CO 3 - Examining key concepts, issues and contexts in Indian literary texts with respect to Western models	BL 3 and 4
PO 1 PO 7	CO 4 - Evaluating the critical meaning of the texts by applying Indian epistemological methods	BL 4 and 5
PO 1 PO 4 PO 7	CO 5 - Creating new subjective interpretations and understanding the relevance, literary appeal of Indian literature in a period of globalization	BL 6

<u>CO-PO Mapping</u>

*H/M/L: High/Medium/Low level of mapping (H=3; M=2: L=1)

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	M					
CO 2	3, 4	H	M	L				
CO 3	3, 4	H		L				
CO 4	4, 5	H						M
CO 5	6	H			H			H
		15/5	4/2	2/2	3/1			5/2
		3	2	1	3			2.5

CO- PO Attainment = 11.5/5 = 2.3

Reading List

Basu, Tapan, Mahanand, Anand et al, *Reflections on the Translation of Dalit Literature from the Regional Languages into English*, (Orient Blackswan, 2014)

Prasad, G.J.V and Gerardin, Cecil, *India in Translation, Translation in India* , (Bloomsbury India, 2019).

Kothari, Rita. *Translating India: The Cultural Politics of English*, (Routledge India, 2003).

Tharu, Susie and K. Lalita, Selections from *Women Writing in India: 600 B.C to the Present* (Oxford India Paperbacks, 1997).

AEC (2 credits)

Communicative English II

Course description: The course is designed to introduce the students to a study of literature and thereby improve their language-use, and writing skills. Use of Business English which includes writing of formal letters, notice, agenda, report and proposal is used as a means to improve students' ability to communicate effectively in the English language in a professional workspace. Soft skills are also developed by focussing on group discussions and interviews.

Module	Credits (Total 钦2)
Module 1 - Reading Comprehension A. Skimming and scanning, identifying main ideas, drawing inferences (Related texts should be selected by the concerned faculty member of the department for practicing comprehension skills)	0.5

Module 2 - Business English	1
A. Role of Communication in the business world - introduction B. Business letters C. Meetings - Writing Notice, Agenda, Minutes D. CV & Cover Letter E. E-mail F. Writing Reports - types (commercial) G. Writing Business Proposal	
Module 3 - Soft Skills A. Skills of listening, speaking, reading & writing in theory. B. Group Discussion: Concept of a Group Discussion/Interview, Types of Group Interviews, Skills Evaluated in a GD, Methods to Adopt in a Group Discussion, Mock Group Discussions	0.5

PO	CO	BL
PO 1 PO2	CO 1 - To understand the basic methods of reading and comprehending a passage to enable students to identify main ideas and draw relevant inferences	BL 1 and 2
PO 1 PO 2 PO 7	CO 2 - To analyze the role of communication in a professional and personal space and develop an interactive ability	BL 3 and 4
PO 2 PO 3 PO 7	CO 3 - To examine the need to write formal business letters and emails using appropriate vocabulary and develop advanced communication skills	BL 4
PO 3 PO 7	CO 4 - To evaluate methods of group discussion and mock interviews to prepare the students for real life situations	BL 5
PO 2 PO 3 PO 7	CO 5 - To create effective communicators with the ability to express themselves in the workplace and elsewhere	BL 6

	BL	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1, 2	H	H					
CO 2	3, 4	M	H					H
CO 3	4		H	M				H
CO 4	5			M				H
CO 5	6		M	M				M
		5/2	11/4	6/3				11/4
		2.5	2.75	2				2.75

CO- PO Attainment = 10/4 = 2.5

Reading List

Raymond Murphy, *Intermediate English Grammar,* Cambridge University Press
Martin Hewings, *Advanced Grammar in Use*, Cambridge University Press
W. Stannard Allen, *Living English Structure (5th Edition)*, Pearson Publications
E. Sureshkumar and P. Sreehari, *Communicative English*, E. Orient Blackswan
Tony Lynch, *Study Listening*, Cambridge University Press
Jeremy Comfort, *Speaking Effectively*, Cambridge University Press

PAPER – Basics of Graphic Design   (Practical)

Paper Code: **Credits: 3**   **Total Marks:** 100

Programme Outcome

- **PO 01: Critical Thinking:** Develop skills required for locating and verifying a particular media content and utilizing the same for creation of well researched content/material.

- **PO 02: Effective Communication:** Ability to speak, read and write in more than one language and easily communicate with the stakeholders or information source.

- **PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings. In this way bringing out societal concerns.

- **PO 05: Ethics:** Inculcate understanding about concepts related to media ethics, responsible communication/coverage and social responsibility.

- **PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Course Outcomes

- **CO1: Remember** – Students will be able to learn the different components of Graphic Design.

- **CO2: Understand-** Students will be able to understand the various aspects and techniques of Graphic Design.

- **CO3: Apply** – Students will be able to use the modern technology for creating creative designs.

- **CO4: Analyse-** Students will be able to analyse the various elements of design compositions.

- **CO5: Apply-** Students will be able to develop proper graphic design portfolio.

Learning Objectives

- **LO1-**To understand the fundamental principles and concepts of graphic design
- **LO2-**To define to various design theories and creative construction
- **LO3-** To develop students' understanding of visual communication and its role in mass media.
- **LO4-** To provide students with hands-on experience in using industry-standard graphic design software.
- **LO5-** To apply their skills for critical thinking and visual problem-solving.

Syllabus

Module 1: Introduction to Graphic Design and Design Principles

Introduction and understanding of Graphics; History of Graphic Design; Elements of Graphic–Line, Shape, Image, Color, Texture & Typography; Principles of Design – Composition, balance, proximity, Contrast, Harmony, Unity, and Hierarchy.

Module 2: Working to Adobe Photoshop

Usage of different tools in Photoshop; Image editing and effects, Working with Lines, Shapes, Brushes in Photoshop; Understanding the Color palette; Applying Design Theory; Designing Logo, Visiting Card, Poster.

Module 3: Developing Design with Adobe Illustrator

Usage of Different Tools in Adobe Illustrator, Working with Typography; Color swatches, Understanding layout, Design techniques, Design for print media: Brochure, and flyer; Design for digital media: social media graphics, and banner.

Reading / Reference Lists:

- "Graphic Design: The New Basics" by Ellen Lupton and Jennifer Cole Phillips
- "Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students" by Ellen Lupton
- "Color Design Workbook: A Real World Guide to Using Color in Graphic Design" by Sean Adams
- "Layout Essentials: 100 Design Principles for Using Grids" by Beth Tondreau

"Logo Design Love: A Guide to Creating Iconic Brand Identities" by David Airey

Module No.	Module Name	Topic(S)	Description	No. of Hours Allocated	Marks Allotted	Credit of each module	Associated Course Outcome
1	**Introduction to Graphic Design and Design Principles**	Introduction and understanding of Graphics; History of Graphic Design; Elements of Graphic– Line, Shape, Image, Color, Texture & Typography; Principles of Design – Composition, balance, proximity, Contrast, Harmony, Unity, and Hierarchy.		15 hrs	40%	1	CO1 CO2
2	**Working to Adobe Photoshop**	Usage of different tools in Photoshop; Image editing and effects, Working with Lines, Shapes, Brushes in Photoshop; Understanding the Color palette; Applying Design Theory; Designing Logo, Visiting Card, Poster.		15 hrs	30%	1	CO3 CO4
3	**Developing Design with Adobe Illustrator**	Usage of Different Tools in Adobe Illustrator, Working with Typography; Color swatches, Understanding layout, Design techniques, Design for print media: Brochure, and flyer; Design for digital media: social media graphics, and banner.		15 hrs	30%	1	CO4 CO5

CO-PO mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	Problem Analysis and Solutions	Message Designing	Modern tool usage	Life-long learning	Media and society	Environment and Sustainability	Ethics
CO 1	H					M	H
CO 2	H	H	H	H			H
CO 3		M			H		
CO 4			H	H	H		
CO 5	H	H	H	H	H	M	H
TOTAL	3	2.5	3	3	3	1	3

H- Hugh relevance

M- Medium relevance

L- Low relevance

CIA PLAN (out of 20 marks)			
Evaluation Components	Mode	Full Marks	PO (for Rubrics)
CIA Other Component (Assignment/Presentation)	Individual	10	PO1
CIA Exam (Exam to be conducted by COE)	Individual	10	-
TOTAL		20	

END SEMESTER EXAMINATION (out of 80 marks)			
Evaluation Components	**Mode**	**Full Marks**	**PO (for Rubrics)**
End Semester Theory /Practical Exam (Exam to be conducted by COE)	Individual/Group	80	PO1, PO2, PO3, PO4, PO5, PO7