

## SEMESTER - IV

## ACADEMIC WRITING &amp; RESEARCH METHODOLOGY

## 1. Course Description

Programme: B.A.

Course Code: U24/LIT/SEC/401

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks:50

## 2. Course Objectives

- To introduce the basics of Academic writing and Research Methodology to students.
- To inculcate skills of reading, writing and paragraph writing, that motivate students to take up Research.

## 3. Course Outcomes

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

CO1: Learners will be able to understand types of Research and form logical arguments that support their evidence.(Understand)

CO2: Learners will be able to properly cite sources using different style guides ,such as APA and MLA.(Apply)

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4. Course Content

MODULE I: RESEARCH METHOD

(15 Hrs)

- 1.Criteria of good Research
- 2.Types of Research: Primary and Secondary
- 3. Research design, Analysis and data interpretation
- 4. Prepare an outline for Research Article and thesis
- 5.Documentation format MLA & APA style

MODULE II: THESIS WRITING

(15 Hrs)

- 1.Critically reading and evaluating relevant literature
- 2.Summarising and synthesizing research articles
- 3.Paraphrasing techniques
- 4.Quoting, in-text citation and referencing
- 5.Ethical considerations in Academic Writing -Plagiarism
- 6.Thesis writing and Manuscript formatting - APA & MLA

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## 5. References

1. Murray & Hughes, G. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press.
2. *The MLA Handbook for Writers of Research Papers* (8th ed.). New York: Modern Language Association
3. Griffin, G. (2006). *Research Methods for English Studies*. Edinburgh: Edinburgh University Press
4. Leki, I. (1998). *Academic Writing: Exploring Processes and Strategies*. New York: CUP.
5. Rossiter, J. (2007). *The APA Pocket Handbook: Rules for Format & Documentation*. Augusta GA: DwPublishing Company.
6. How to Write a Better Thesis David Evans Third Edition
7. A Manual for Writers of Research Papers, Theses, and Dissertations 7th Edition
8. How to Write a Thesis by Umberto Eco.
9. Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills*. Dorling Kindersley, 2012.

## 6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	Learners will be able to present research papers at national seminars.
Global	Learners will learn various types of research and choose the correct format for their research papers.

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**b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I: Research methods	Data interpretation: learners will be able to segregate essential data required data from multiple sources
EMP	Module II: Thesis writing	Thesis writing: learners will have to present a paper by the end of the programme which later, adds to their resume.

**7. Pedagogy**

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Presentation
2.	Problem solving	Research Project

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**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA-1 - IA written exam	Written Exam
CO2	CIA-2 - IA written exam	

**b) Model Question Paper- End Semester Exam****ACADEMIC WRITING AND RESEARCH METHODOLOGY****SEMESTER-IV**

Code : U24/LIT/SEC/401

Max Marks :30

Credits: 2

Time : 1 HOURS

**Section A****Note: Answer any five questions:****5x6=30 marks**

- List out various types of Research.
- Define Research Analysis and Data interpretation
- Elaborate the methods of documenting using MLA format
- Comment on various paraphrasing techniques
- Differentiate between summarizing and synthesizing research articles
- Define Plagiarism and its effect on the quality of research
- How to format a Thesis writing according to MLA style

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SEMESTER IV  
SEC II – DIGITAL MARKETING

1. Course Description

Programme	: B.A.	Max. Hours	: 30
Course Code	: U24/MCJ/SEC/401	Hours per week	: 2
Course Type	: Skill Enhancement Course	Max. Marks	: 50
No. of Credits	: 2		

2. Course Objective:

1. To acquaint the students with the knowledge of growing integration between the traditional and digital marketing concepts and practices in the digital era.
2. To familiarise the students with the tools and techniques used by the digital marketers for driving the marketing decisions to attain marketing objectives.

3. Course Outcomes:

After the completion of the course, students will be able to

**CO1:** Define the concept of digital marketing, its integration with traditional marketing and discuss customer value journey in digital context and behaviour of online consumers.

**CO2:** Interpret email, content and social media marketing and apply the learnings to create digital media campaigns.

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#### 4. Course Content

##### MODULE 1: MARKETING IN THE DIGITAL WORLD (15 hrs)


Digital marketing: Concept, Features, Difference between traditional and digital marketing; Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based- Display Advertising; Community Based- Others- Affiliate, Email, Content, Mobile. Customer Value Journey: 5As Framework; The Ozone 03 Concept Key; Traits of online consumers.

##### MODULE 2: DIGITAL MARKETING (15 hrs)

Content Marketing: Step-by-step Content Marketing – strategy– Email Marketing: Types – & best practices. Social Media Marketing: Building Successful Social Media strategy – Channels; Facebook, Linked-in, YouTube (Concepts and strategies) Search Engine Marketing-Working of Search Engine; SERP Positioning; online search behaviour, DMI’s 5P Customer Search Insights Model.

#### 5. Reference Books

1. Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
2. Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
3. Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.

  
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6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global,National, Regional,Local	The module is designed to understand the concept of digital marketing, its integration with traditional marketing and customer value journey in digital context and behaviour of online consumers.
Module II	Global,National, Regional, Local	The module is designed to understand different types of Digital Marketing

b) Components of Skill Development/ Entrepreneurship Development/ Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Quiz, case studies
Employability	Module II	Creating the content for marketing

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Case studies	Problem Solving
3.	Group Activity : Marketing Strategy	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	Presentation -10 M	End Semester examination
CO2	Digital Marketing Strategy - 10 M	

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b) Question Paper Pattern

**SEMESTER III**  
**SEC II- DIGITAL MARKETING**  
**MODEL QUESTION PAPER**

Course Code : U24/MCJ/SEC/401

Max. Marks : 30

No. of Credits : 2 Crs

Time : 1 Hour

SECTION A -Answer any FIVE of the following		5Q X 6 M = 30 M		
Q.No.	Module	Question	CO	BTL
1	Module 1	How does digital marketing differ from traditional marketing?	CO 1	II
2	Module 1	How can you explain the 5 A's framework of customer value journey?	CO 1	II
3	Module 1	What are the traits of Online customer ?	CO 1	II
4	Module 1	Explain in detail about SEO.	CO 1	II
5	Module 2	What are the types and best practices of email marketing	CO 2	IV
6	Module 2	How would you explain about building a successful social media market using channels?	CO 2	IV
7	Module 2	What are the traits of Online search behavior?	CO 2	IV

**SEMESTER - IV**

**ELECTION STUDIES AND PUBLIC OPINION**

**1. Course Description**

Programme: B.A  
Course Code: U24/POL/SEC/401  
Course Type: SEC  
No. of credits: 2

Max. Hours: 30  
Hours per week: 2  
Max. Marks: 50

**2. Course Objectives**

- To identify the scope of Election Studies as a sub-discipline of Political Science.
- To understand the concept of public opinion and the channels through which they are formulated.

**3. Course Outcomes**

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

CO1: Identify the importance of election studies. **(Understand)**

CO2: Evaluate the forums through which public opinion is formulated. **(Analyze)**

**MODULE I: Psephology and Poll Surveys (15 Hours)**

1. Psephology – Meaning; Role in Democracy; Application
2. Poll Survey and Election Result Predictions.
3. Electoral Trends

**MODULE II: Public Opinion (15 Hours)**

1. Meaning and Characteristics of Public Opinion: Role in Democracy
2. Conditions necessary for formation of public opinion.
3. Agencies of Public Opinion: Political Parties, Associations, Media, Public Platforms and Civil Society.
4. Manipulation of Public Opinion.

## 5. References

1. G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948.
2. G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
3. Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).
4. 'Asking About Numbers: Why and How', *Political Analysis* (2013)
5. S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
6. D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth : Penguin.
7. D Thakur, *Psephology And Elections Forecasting*, Deep And Deep Publications, Sage Publications, New Delhi, 1996.
8. Christophe Jaffrelot and Sanjay Kumar (Ed), *Rise of the Plebeians? The Changing Face of Indian Legislative Assemblies*,. New Delhi:
9. Ashutosh Kumar and Ronki Ram Edited "Globalisation and the Politics of Identity in India" Pearson Longman, Delhi, 2008

## 6. Syllabus Focus

### a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The course is concerned with the conduct and analysis of elections which is a cardinal feature of any democratic country.
Regional	The course is also a study on regional channels of public opinion that influence elections.

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module I	Group Discussion
Skill Development	Module II	Class Assignments

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 Written Exam	Written Exam
CO2	CIA 1 Skill Test	

## b) Model Question Paper- End Semester Exam

## ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

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## SKILL ENHANCEMENT COURSE

Answer Any Five of the Following Questions: 5x6=30 Marks

1. Describe the agencies of public opinion.
2. Analyze the role of Psephology in democracy.
3. Evaluate the role of media in the formation of public opinion.
4. Describe the various techniques of data analysis in election studies.
5. Discuss the factors responsible for the manipulation of public opinion.
6. Explain the importance of poll surveys in election studies.
7. Explain the characteristics of public opinion.

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1.	15	1	3	15
2.	15	2	3	15

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15

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**SEMESTER - IV****INDIAN WRITING IN ENGLISH****1. Course Description**

Programme: BA  
 Course Code: U24/DSC/LIT/401  
 Course Type: DSC  
 No. of credits:5

Max. Hours:75  
 Hours per week:5hrs  
 Max. Marks:100

**2. Course Objectives**

- To introduce learners to the aesthetics of Indian Writing in English through selected works of canonical writers.
- To familiarize learners with the various genres of Indian Writing in English - Drama, novel, poetry and short story.

**3.Course Outcomes**

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

CO1: List and define the concepts and movements, imperative to the study of Indian Writing in English (Knowledge).

CO2: Interpret the Indian ethos that address the contemporary concerns both at personal and national level (Understanding).

CO3: Interpret the oral tradition of storytelling that influences traditions as an integral constituent of culture (Understanding).

CO4: Classify the striking contrast between traditional Indian writing and the sensibilities of Indian Diaspora writers (Analyses).

CO5: Interpret the implications of breaking gender stereotyping in the Indian context (Understanding).

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**4. Course Content****MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS (15 Hrs)**

English in India, Indian English Poetry, Indian English Novel, Indian Diaspora

**MODULE II: POETRY (15 Hrs)**

Rabindranath Tagore - "Where the Mind is Without Fear"

Kamala Das - "My Grandmother's House"

**MODULE III: FICTION (15 Hrs)**Salman Rushdie - *Haroun and The Sea of Stories***MODULE IV: SHORT STORY (15 Hrs)**

Jhumpa Lahiri - "Interpreter of Maladies"

R.K. Narayan-"The Missing Mail"

**MODULE V: DRAMA (15 Hrs)**Mahesh Dattani - *Dance Like a Man*

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## 5. References

1. Abraham, J. K., & Barak, J.M.(ed.).(2016). Dalit literatures in India. New Delhi :Routledge.
2. Gokak, Vinayak Krishna(ed.). (2006). The Golden Treasury of Indo-Anglican poetry. New Delhi: Sahitya Akademi.
3. Karnad, Girish. (2010). Three plays Naga- Mandala Hayavadana Tughlaq. New Delhi: Oxford University Press.
4. Karnad, Girish.(2005).Collected Plays: Tale-danda, the fire and the rain, the dreams of Tipu Sultan ,two monologues; flowers :broken Images (vol.2). New Delhi : Oxford University Press.
5. Krishnaswamy, N., and Lalitha Krishnaswamy. *The Story of English in India*. 2006, <https://doi.org/10.1017/upo9788175968233>.
6. Kundu, R., & Ray, M.K. (ed.). (2006). *Salman Rushdie: Critical essays* (vol.1). New Delhi: Atlantic.
7. Lahiri, Jhumpa. (1999). Interpreter of maladies. New York: Houghton Mifflin Harcourt Publishing Company. Manuel, M., & Paniker, K.A.(ed.).(1978).English and India: New Delhi: Macmillan.
8. Meenakshi Mukherjee; *Essays on Indian writing in English*.
9. Mukherjee, Alok K. *This Gift of English : English Education and the Formation of Alternative Hegemonies in India*. 2009, [ci.nii.ac.jp/ncid/BB00135714](http://ci.nii.ac.jp/ncid/BB00135714).
10. Parthasarathy, R.(ed.).(2002).*TentwentiethcenturyIndianpoets*.NewDelhi:OxfordUP.
11. Rushdie, Salman.(2000). *Haroun and the sea of stories*. NewDelhi: Penguin.
12. Sarangi, J.(ed.).(2009).*Diasporic literature in English*. Kolkata: Books Way. Tagore, Rabindranath. (1916). Fruit Gathering. New York. Macmillan
13. Vishwanathan, Gauri.(2015) *Masks of Conquest: Literary Study and British rule in India*. New York: Columbia University Press.

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### 6.Syllabus Focus

#### a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The spirit of national cohesion is invigorated through the readings of pre- and post- independence literature.
Global Development Needs	Learners are sensitized to cultural confrontation of the immigrants across the globe

#### b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module 1	Oral / group Presentations using PPTs highlighting the unique aspects of language in the text selected helps learners in developing a sense of nationalism and identity.

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## 7. Pedagogy

S.No.	Student Centric Methods Adopted	Type/Description of Activity
1.	Participative Learning	Seminar, oral presentation
2.	Experiential Learning	Interactive classroom activities, Quiz
3.	Participative Learning	Group Discussion, Role play

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Sl.no	Continuous Internal Assessment – CIA (40%)	End Semester Examination
CO 1	CIA2- Oral presentation	End Semester Exam
CO 2	CIA1	
CO 3	CIA1	
CO 4	CIA2-MCQs/Objective test	
CO 5	CIA2-MCQs/Objective test	

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## b) Model Question Paper- End Semester Exam

## INDIAN WRITING IN ENGLISH

## SEMESTER IV

Course Code: U24/LIT/DSC/401

Max.Marks:60

Credits:5

Max Time: 2 Hrs

## SECTION -A

Answer the following (250 words) 5x 10 = 50 Marks

1. Outline the Introduction of English in India before Macaulay's Minutes.  
OR
2. What are the common features of initial Indian English Poets with the British Romantics?
3. Explain the central idea of the poem "My Grandmother's House".  
OR
4. Summarize the central idea of Tagore's "Where the Mind is Without Fear".
5. Examine *Haroun and the Sea of stories* as a political allegory.  
OR
6. Classify the language and speech patterns in Rushdie's *Haroun and the Sea of stories*.
7. Distinguish the writing style of RK Narayan, in presenting the mundane aspects of life, as lived by his characters in Malgudi.  
OR
8. Write a brief note on the emotional conflicts faced by the major characters in Jhumpa Lahiri's "Interpreter of Maladies"
9. How would you justify *Dance like a Man* as a critique on gender stereotypes?  
OR
10. Interpret the character of Jairaj Parekh with reference to Mahesh Dattani's *Dance Like a Man*.

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## SECTION -B

II. Answer any 5 out of 7 questions 5x 2= 10 Marks

11. What are the main concerns of Indian Diasporic writers?

12. Annotate the following

“Where the mind is led forward by thee into ever-widening thought and action-  
Into that heaven of freedom, my Father, let my country awake.”

13. Describe briefly the journey from the Town of G to the valley of K in  
*Haroun and the Sea of Stories*.

14. How did the conflict between Mr. Kapasi and his wife affect their communication?

15. What is the unstated arrangement between Amritlal and Ratna in Mahesh  
Dattani's *Dance like a Man*?

16. What characteristics of magical realism are incorporated in  
Salman Rushdie's *Haroun and the Sea of Stories*?

17. How does Kapasi react in the final scene of Jhumpa Lahiri's  
“Interpreter of Maladies”?

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**INTRODUCTION TO INTERNATIONAL RELATIONS****1. Course Description**

Programme: B.A  
Course Code: U24/POL/DSC/401  
Type of Course: DSC  
No. of Credits: 5

Max.Hours : 75  
Max.Marks:100  
Hours per week: 5

**2. Course Objectives**

- To acquaint students with the basic concepts, issues, institutions of International Relations.
- To understand the theoretical approaches to International Relations
- To critically analyze contemporary issues in International Relations

**3. Course Outcome**

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

CO1 - Define international relations and illustrate its evolution through various phases  
(**Remember**)

CO2 - Understand and analyze the basic theories of international relations (**Understand**)

CO3 - Critically evaluate the historical-political context of the world wars and analyze the importance of the Cold War in shaping contemporary world politics (**Analyze**)

CO4 -Understand and illustrate the importance of core concept of international politics (**Apply**)

CO5 - Categorize the various issues of security and defend India's position vis-a-vis the NPT and CTBT (**Evaluate**)



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**SEMESTER - IV****4. Course Content****MODULE I: Introduction to International Relations (15 Hours)**

1. Meaning, Nature and Scope
2. Evolution of International Relations
3. Sovereign State system and its characteristics

**MODULE II: History of International Relations (15 Hours)**

1. Causes and Consequences of First and Second World Wars.
2. Cold War – Phases, End of Cold War

**MODULE III: Approaches to the study of IR (15 Hours)**

1. Classical and Modern Approaches – (Idealism, Realism, World Systems, Social Constructivism and Feminism).

**MODULE IV: Concepts of International Relations (15 Hours)**

1. Non-State Actors
2. Diplomacy
3. Propaganda.
4. Balance of Power

**MODULE V: International Security (15 Hours)**

1. Traditional and Non-Traditional Understanding of Security; Collective Security.
2. Arms Race; Arms Control and Disarmament.
3. Issues in Nuclear Politics- NPT and CTBT.

**5. Suggested Readings**

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvocoressi, Peter . (2009) – *World Politics since 1945 (9<sup>th</sup> Edition)*. New Delhi: Longman.
3. Chatterjee, Anik (2010) – *International Relations today, Concepts and applications*. New Delhi: Pearson.

4. Coulumbis, T.A. and Wolfe, H. (1990) – *Introduction to International Relations: Power and Justice*. New Delhi: Prentice Hall.
5. Duncan, Jancar, Webster and Switky (2008) – *World Politics in the 21<sup>st</sup> Century*. US:Boston: Cengage learning.
6. Ghosh, Peu. (2013) – *International Relations*. New Delhi: PHI Learning Pvt. Ltd.
7. Griffiths, Martin and O’Callaghan, Terry (2008) – *Key Concepts in International Relations*, London: Taylor & Francis.
8. Malhotra, V.K (2012) – *International Relations*. New Delhi: Anmol Publications Pvt. Limited
9. Mc Williams, Wayne C. and Piotrowski, Harry (1999) – *The World since 1945: A history of International Relations*, New Delhi : Penguin Books.
10. Morgenthau, Hans, J. (2005) – *Politics among Nations*. New York: Macgraw- Hill.
11. Palmer, N.D. and Perkins, H.C. (2001) – *International Relations: A democracy at Work*. New Delhi: CBS Publishers & Distributors Private Limited
12. Viotti, Paul R. and Kauppi, Mark V.(2011) – *International Relations and World Politics*. New Delhi:Pearson.
13. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
14. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	The Course will help students understand the basics of international politics - theories and concepts.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Research Paper
EMP	Module V	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Seminar, Presentation
3.	problem Solving	Case Studies

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CAI	End Semester Exam
CO2	CAI	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

**b) Model Question Paper- End Semester Exam****INTERNATIONAL RELATIONS**

TIME: 2hrs  
MAX.MARKS: 60

Course Code: U24/POL/DSC/401

Section A

Answer the following

Marks – 5x10 = 50

1. Analyse the evolution of International Relations

Or

2. Explain with examples the role of State and Non-State actors in IR


3. Critically evaluate the Neo-realist theory of IR

OR

4. What are the various feminist approaches to the discipline of IR?

5. What are the causes and consequences of WWII

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INTRODUCTION TO INTERNATIONAL RELATIONS

6. The Cold War was an ideological warfare - Justify

7. Critically evaluate the role of diplomacy in IR

OR

8. Balance of power is desirable for a more peaceful world order - Justify

9. Explain the various traditional and non-traditional approaches to security

OR

10. Discuss the issues surrounding nuclear politics.

**SECTION B**

Answer Any Five Questions

Marks – 5x2 =10

11. Scope of IR

12. Social Constructivism

13. WWI

14. Propaganda

15. CTBT

16. Arms Control

17. Westphalian State

**c) Question Paper Blueprint**

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO1	2	10	1	2
2	15	CO2	2	10	1	2
3	15	CO3	2	10	1	2
4	15	CO4	2	10	1	2
5	15	CO5	2	10	1	2



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SEMESTER-IV  
RADIO AND TV NEWS PRODUCTION  
PRACTICAL

1. Course Description

Programme : B.A

Max. Hours : 30

Course Code : U24/MCJ/DSC/401/P

Hours per week : 2

Type of course : DSC (Practical)

Max. Marks : 50

No. of credits : 1 Cr

2. Course Objective:

1. To introduce script writing and producing different programs for radio
2. To report, format scripts, voice modulations to produce TV news programmes.

3. Course Outcomes

After the successful completion of the course, the student will be able to:

CO1: Formulate scripts, record and edit for radio shows.

CO2: Develop skills for TV News writing and editing.

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects

Exercise- I

- Understand basic elements of a radio script, recording, editing and production.
- Planning, writing a script and producing a radio jingle.

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### Exercise- II

(05M)

- Planning and writing of TV news stories which include lead, body and conclusion.
- Shortlisting stories, rewriting and finalizing scripts.
- Selection of photographs, videos and graphics for the stories.
- Know-how anchor part/package/PTC/voice overs and editing plays a key role.

### Exercise- III

(05M)

- Introduction: How to start a podcast?
- Produce a podcast: from planning to publishing.

### Exercise- IV

(05 M)

- Create a news package

### List of External Projects

#### Exercise- I

(10M)

- Create a radio PSA.

#### Exercise- II

(10M)

- Planning and covering events on Campus.
- Produce TV news bulletins (5 min)

#### Viva voice

(10 M)

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
B. Sandeepa Sandeepa	K. Ravei Kumar Ravei	[Signature]

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Ravei  
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SEMESTER - 1V  
WRITING FOR MEDIA

1. Course Description

Programme : B.A	Max. Hours 60
Course Code : U24/MCJ/DSC/401	Hours per week: 4
Type of course: Discipline Specific Core	Max. Marks 100
No. of credits : 4 Crs	

2. Course Objectives

1. To introduce students to writing for Radio, Television and Digital media.
2. To make students acquainted with various types and formats of script writing

3. Course Outcomes

After the successful completion of the course, the student will be able to:


CO1: Describe skills to write for and produce radio content.

CO2: Assess news content using various formats for television.

CO3: Identify cinematic grammar and apply in actuality.

CO4: Distinguish between writing for online media and other types of media.

  
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4. Course Content

**MODULE I: WRITING FOR RADIO**

(15 hrs)

Elements of radio: Human voice, sound effects and music, – Basic rules for writing a radio script- Radio Programme Formats – Types of microphones and its uses- Pre Production – Production - Post-Production – Final Mastering. Spoken language writing, Writing for radio commercials – illustrating copy with sound effects.

**MODULE II: WRITING FOR ELECTRONIC MEDIA**

(15 hrs)

Writing for Television/Films/Documentaries - Scripting Across Media – Formats of Scriptwriting. Television news writing and reporting- structure of a news story. News gathering – Editing – Packaging – P to C– News bulletin – News Anchor – Reporting Live events- Live Talk Show – Interview Setting – Live Events.

**MODULE III: CINEMATIC LANGUAGE AND GRAMMAR**

(15 hrs)

Film and Television Production – Camera (Types, Lenses) – Pre-production – Production – Post-production. Sound production: Diegetic and nondiegetic sound, foley, sound effects, dialogue and speech, ADR, music and sound mixing. Editing- Types of editing- linear and nonlinear editing, online and offline editing. – Final Output. Film Formats: Scripting - Parallel, linear and non-linear narrative – Original/Adaptation Screenplay - Screenplay Techniques- Three act structure - Concept – Outline – Research - Creation of Character – Treatment– Storyboard.

**MODULE IV: WRITING FOR ONLINE MEDIA**

(15 hrs)

Writing for online media - multimedia writing- Webcasting- online Journalism- Writing for the web- World Wide Web writing - webcasting. Writing for Podcasts. Podcast production. Blogging- the public Sphere in the Internet Era- Code of ethics in Web Media - The Digital India Act 2023.

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**5. Reference Books:**

1. Raman, Usha, Writing for the Media, Oxford University Press, India, (2009).
2. Bhargava, K.M. News Reporting and Editing, Motilal Role of Press. New Delhi,
3. Kamat , M. V. Professional Journalism
4. Ahuja, B. N. Theory and Practice of Journalism, Surjeet Publications, Delhi
5. Belavadi, Vasuki. Video Production, Oxford University Press, India.(2007).

**6. Syllabus Focus**

**a) Relevance to Local/ Regional/ National/ Global needs**

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global , National, Regional	The module is designed to understand basic rules for writing for radio
Module II	National, Regional, Local	The module is designed to understand the Tv news writing and reporting
Module III	National, Regional, Local	The module is designed to understand the Cinematic language and grammar
Module IV	Global, National	The module is designed to understand the importance of online journalism

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b) Components of Skill Development/ Entrepreneurship Development/  
Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Field visit
Employability	Module II	News writing and reporting
Entrepreneurship Development	Module III	Ideation
Skill Development	Module IV	Group discussions

7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1	Seminar Presentation	Participative Learning
2	Interactive games	Experiential Learning
3	Group Discussion	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester  
Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	CIA I	End Semester examination
CO2		
CO3	CIA-2 Create and maintain Google site online	
CO4	CIA-2 Objective Type Test	

b) Question Paper Pattern

WRITING FOR DIVERSE MEDIA  
MODEL QUESTION PAPER  
THEORY

Paper Code: U24/MCJ/DSC/401

Max Marks: 60

Credits: 4

Time: 2hrs

SECTION A - Answer ALL the questions. (Internal Choice)			4 Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL
1	Module 1	Give an outline of various radio program formats with relevant examples. (OR)	CO 1	II
2	Module 1	Demonstrate the rules for writing a radio script?	CO 1	II
3	Module 2	How would you recommend a TV news script in split-page format? (OR)	CO 2	V
4	Module 2	Explain in detail the structure of a News Bulletin.	CO 2	V
5	Module 3	What are the three Act structures? (OR)	CO 3	I
6	Module 3	How would you explain shots based on the subject?	CO 3	I
7	Module 4	Distinguish between writing for traditional newsprint and e-newspapers. (OR)	CO4	IV
8	Module 4	Justify the following statement "code of ethics should be considered when writing for web media."	CO4	IV

*Arjun Kumar*

*Ravi*

## SECTION B - ANSWER ANY 4 OUT OF 6

4 Q X 5 M = 20 M

(To compulsorily have ONE question from each module)

7	Module 1	How would you describe writing for the ear?	CO 1	II
8	Module 1	What is the main idea of Radio commercials?	CO 1	II
9	Module 2	Evaluate structure of a TV news story?	CO 2	V
10	Module 3	Define Linear Editing?.	CO 3	I
11	Module 3	How would you explain the importance of framing and composition	CO 3	I
12	Module 4	How can you assess the value of Webcasting in today's time?	CO4	IV

## b) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	2	5
2	15	CO-2	2	10	2	5
3	15	CO-3	2	10	2	5
4	15	CO-4	2	10	2	5

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